

Lecture, presentation and classroom expressions

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



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Lecture expressions

Structures and transitional elements for better flow and organization

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



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1. Introductions

1.1. Starting the class

Okay, let's get started.

We have a lot to cover today.

Let's continue where we left off.

Last time we were looking at X, so today let's continue / go on to / move on to...

If you remember last time, we were talking about X and how that relates to Y, so today let's...

1.2. Introducing a lecture or new topics

In our last class we talked about ..., and today we continue with

Last time, we talked about..., and today we'll discuss / go on to

I'd like to start with / by

What we are going to cover today is...

Today I am going to talk about...

Today, I will discuss / talk about

First of all, I'd like to talk about...

Let's begin with / First of all, ...

Starting with

Today's topic is...

What I want to do today / talk about today is...

The important point I want to make today is...

Hi, everyone! / Hello, everybody! / Hello, class! / Good morning, everyone!

OK. Let's get started. / Let's begin. / Shall we get started?

Could one of you please turn on the lights when you come in?

Let's review some of the concepts we talked about last time.

We have a lot to cover today.

Let's continue where we left off.

Let's look at one case from Chapter 5 and examine its ramifications for the future of financial regulation.

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

2.1. Sequence

Firstly...secondly... (British)

First...second... (North American)

First of all (colloquial)

Next,

After that, / Afterwards,

Note the difference between the North American style (first, second, third...) and British style (firstly, secondly, thirdly); choose one style and use it consistently. For any form of English, 'first of all' is colloquial style.

2.2. Transitions between ideas, topic shift to new item

Now,	
Now turning to	So how about / what about ...?
Let's turn to	If I could now turn to
Let's turn our attention to	My next point is
Now, let's move on to / I'll move on to	Now, let's see what happens.
Let me move on to	Now that that's clear / we've resolved
Next, let's talk about / I'll talk about / discuss	that
Now I'd like to discuss	We will go on to the next point.
This raises the following issues / question(s)	Now let's approach this problem in a different way.
	The second point I'd like to make is...

When making topic transitions, speakers often indicate shift to a new topic with a high falling intonation over the transition words, which can capture or redirect the listeners' attention¹.



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

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

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

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

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

2. Prepositional phrase

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

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

1 Some linguists call this a "paratone" - a discourse paragraph, of sorts, in that the elevated intonation signals a topic shift, just as a new paragraph in writing brings about a shift to a new topic.

3. Adverb, adjective or participle phrase

In writing, standard subject-verb-object type sentences are used for a normal logical flow, and are not designed to capture readers' attention. More interesting, however, are inverted sentences, such as this one, for the logical flow of an essay.

Speakers may use transition words like “now” for topic shifts. Also helpful are so-called paratones on a new noun subject for making a topic transition.

4. *there is / are* + subject

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

5. *there* + intransitive verb

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

2.3. Topic reshifts – returning to previous topic

Now, as for

As for / as to

As regards

Regarding

Anyway,

Anyhow,

Returning to...

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

....the aforementioned....

As we saw / noted earlier

Let's go back to / get back to

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

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

3. Highlighting, emphasizing

3.1. Emphasis

a lot, a lot of

certain(ly)

clear(ly)

complete(ly)

definite(ly)

exact(ly)

extreme(ly)

for sure

great(ly)

indeed

no way

outright

pure(ly)

real(ly)

such a (+ noun)

strong(ly)

sure(ly)

total(ly)

3.2. Repetition (for emphasis or clarification)²

Again, ...	i.e.,
Once again,	The point to understand is...
that bears repeating	This brings us to our major question
let me repeat / reiterate (that)	What this means is that...
that is / that is to say	The next main idea is..

This can also be achieved by the following:

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

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

2. Repetition

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

3. Reformulations – a paraphrase or reworded explanation.

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

4. Summarizing and concluding

4.1. Finishing a topic / item

Well, I've told you about	We've looked at / We've seen (how)
That's all I have to say about	So much for..

4.2. Summarizing and concluding

To summarize	In conclusion
In summary	To conclude
What we have been talking about...	How would you summarize the theory?
Okay, we have discussed...	

So far (up to now), I have been trying to show...

Let's put together everything we have talked about so far

The conclusions we can draw from this are...

4.3. Preparing to summarize and move on

Consequently	To sum up
Therefore	All in all

Just one more thing / comment before we move on

² Also, certain words can be given greater intonation and stress for clarity or emphasis.

There's another point that relates to this issue that we haven't considered yet
Okay, we have finished / completed [topic X], and now we need to...
Well, moving on to the next issue

5. Explanations

5.1. Categorizing and classifying

X can be divided / classified / categorized by / into / according to
the first type / kind
the second
the last category

5.2. Comparison and contrast

although	nevertheless
however	on the other hand
in comparisons	similarly
in contrast	whereas
likewise	yet

Now let's consider the other side of the argument
Although some claim that...,
Some claim / have proposed that ...; however, ...
...; however, I would like to argue / show that ...

5.3. Adding more information / details

Besides	In fact
Furthermore	Moreover
In addition	Second...Third..., etc.
Indeed	What this means is that...

5.4. Examples

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

5.5. Explaining processes

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

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

5.6. Analysis

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

In real terms, this means
in terms of

5.7. Reason, cause, purpose

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

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

5.8. Cause and effect, results

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

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

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

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

내 경우에는; 그런 경우에는; ~ 경우에(는)

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

⊗ In (the) case of Korea

→ In Korea...; In Korea's situation...; In the Korean situation...

⊗ In the case of Fukushima, the reactor was not built to withstand a major catastrophe.

→ In Fukushima, the reactor was not built...

Another is 증거 as in 증거로 해서..., meaning ‘as evidence’. This does not translate into English. Likewise, ‘as support’ does not work well in developing argumentation, and can sound slightly awkward. Such expressions need to be reworded.

⊗ As evidence, we can look to recent studies showing that...

→ Recent studies provide evidence that...

→ Evidence for this comes from recent studies which show that...

⊗ As support / In support of this claim, a recent study found that...

→ A recent study provides further support that...

→ More support for this comes from a recent study...

6. Sentence adverbs

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

For example:

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

Naturally, one would want to assess the risks first.

Especially, we would like to contain our company’s bleeding of cash³.

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

6.1. Topical adverbs

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

³ Note that especially as a sentence adverb at the beginning of a clause or sentence is considered colloquial or informal style; it is not used so commonly like this in formal or academic writing, where it would be better to place it inside the main clause, or to omit it completely.

or to avoid too many other adverbs inside the sentence.

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

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

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

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

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

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

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

7. Posing and eliciting questions

7.1. Posing questions

Now I'd like to open it up for questions / take some questions

Do you have any questions?

Who would like to say/ask something?

Could you say a little more about that?

Can you elaborate on that?

Do you agree?

What do you think?

How do you feel (about)...?

What comparisons can you make between?

What is the point made by the author of this article?

How would you summarize this theory?

Do you have any thoughts on this subject? What do you think about this?

Do you agree that...?

How does this compare with X's theory about...?

What's the point of this experiment/article?

Would someone like to add to what X just said?

Can someone else help to correct this answer?

Part of what you said is correct, but not all of it.

Please hold any questions until later / at the end

I'll come back to/Let me come back to that question in a few minutes / later / at the end

I will examine/take up/come back to that question/ issue in a few minutes / later / at the end

7.2. Eliciting and handling questions

Don't hesitate to ask a question. / Feel free to ask any question.

OK. What questions do you have?

Is there anything you want me to repeat?

Are there any questions about Topic 6?

Were there any questions from yesterday's readings that we should go over today?

What are some key points from yesterday's articles?

What's the theme [main message/ main idea/ point] of Section 4?

How did you come up with this answer?

Going back to the issue of business ethics, what can we learn from this?

7.3. Responding to correct answers or good questions

Right

That's correct

You've got it

Yes, indeed

Good thinking

X has raised an interesting point

7.4. Responding to poor answers or questions

Good guess, but...

He thinks that...

That's an interesting idea, but...

Can you try again?

Nice try, but not quite right

Good point, but...

You're close, but...

Interesting question, but...

She is asking whether...

7.5. Closing a discussion

Finally

Are there any final questions?

I'll summarize by saying

8. Managing class discussion

8.1. Giving hints

You're on the right track, but have you considered...?

If you do this, what do you think will happen?

If we follow that suggestion, here's what might happen.

But what about...?

What if you looked at this problem in another way, for example, by...?

8.2. Clarifying student comments

In other words

What you said is

I think I understand what you mean. Let me put it another way...

If I understand you correctly, you mean...

Would you like to elaborate on this point?

Could you restate your point? I'm not sure I understand.

I'm not sure I understand what you're trying to say.

Could you restate your comment / question?

In other words, you're saying...

If I understand correctly, you're asking...

Is that right?

Could you give me an example of what you mean?

Could you please repeat your question?

Could you explain that?

Sorry, I didn't understand the question. Could you please rephrase it?

What do you mean by...?

What would that look like?

Would that be an example of...?

8.3. Restatement for clarification

If I understand you correctly...

You seem to be saying...

If I read you right

In other words

Do you mean that...?

Let me try to answer what I think you are asking

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

Yes, that applies to..., but in this case that won't work.

Yes, but what's going on here?

Well, how can X be true if Y is the case?

That's what people thought for a long time. But remember... And now we know that...

8.5. Following up

Did everyone hear that? X wanted to know...

Did you all get this point?

Does everyone get / understand this point / idea?

Is this explanation clear now?

Would you like for me to go over another example?

8.6. Interrupting / redirecting a conversation

Let me interrupt for a minute	Your comments related to our next topic
Speaking of... we need to move on to...	Actually, I'm getting to that topic soon
That reminds me of...	Okay, let's get back to...
Well, we need to...	Let's get back to our main point...
What you're saying relates to...	Let's get back to the original question
May I add something here?	
Let's get back to what we were discussing / what X asked about a few minutes ago	

8.7. Interrupting a speaker who is going on too long

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

8.8. Expressing opinions

I think that...	From my point of view, ...
I believe that...	From my perspective
In my opinion...	

8.9. Expressing agreement

I agree that	That's a good point
I agree with your idea that...	I think that you're right about...

8.10. Expressing disagreement

I disagree with the viewpoint that...	I'm afraid I can't agree with that because...
On the other hand, have you considered...?	But don't you think...?
I'm afraid I disagree	

9. Checking for comprehension or attention

9.1. Comprehension

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

Do you have any questions or comments about what you read?

9.2. Encouraging feedback

Is that clear to everyone?

Are there any questions?

Would anyone like me to repeat that?

9.3. Asking about students' progress

How's it going here?

Are you keeping up?

Do you need help with X?

Are you following / understanding
okay?

Are you having trouble with this concept / procedure?

10. Classroom management

10.1. Class administration

Who's absent today? Have you seen Carlos?

Is everybody here today? Is anybody absent?

Could I have your attention, please?

Please give me your attention.

Please focus. / Please focus on what we're doing.

Please give me your attention when I'm talking.

Excuse me...this is important. Please pay attention.

Let's review some of the concepts we talked about last time.

Now I'm going to hand out the syllabus.

Today I'd like to discuss / talk about the syllabus.

Let's discuss / look at the syllabus.

I'd like to talk about the goals of the class.

Please check the syllabus for the schedule.

Please look at 'Weekly Class Schedule' on the second page.

Please notice that you must attend class at least 75 percent of the time.

Please notice that you are allowed only 5 absences.

10.2. Wrapping up

Thank you. You are dismissed.

Okay, we're finished/ done for today. See you next week.

Before I let you go, I want to discuss one more question.

Before we finish, I have one more thing that I'd like to discuss.

Before we finish, please look at page 10.

Thanks for your effort today!

That's all I have for today. See you next week.

That's enough for today. See you on Friday.

Before we finish, I want to summarize the main points we covered today. First...,
second..., finally...

OK. That should do it for today. See you Friday.

OK. That's it for today. See you Friday.

Don't forget to do your homework!

Have a nice weekend.

10.3. Managing behavior

Watch out here. / Consider this closely.

Try to get to class on time.

What are you always late?

Please put your cell phone away.

I really hate to see students using cell phones in class.

It bothers me when I see students using cell phones in class.

Please shut your cell phones off. Thank you.

Please keep your cell phones in your bag.

Would you like me to bring a pillow for you?

That's funny. I don't remember telling you to buy that book.

10.4. Task management

Please pay special attention to the graph on page 23.

Let me draw your attention to...

Please note / observe the following.

Please note the author's comments on page 45.

Remember to study the chart on page 10. It's really important. It might be on the midterm.

10.5. Assignments and tests

OK everyone, please give me your attention. I want to give you your next assignment.

For our next class, please read pages 5-10.

You'll need to read this article at least 3 times.

For Monday, please do exercises 1-10 on page 16.

For next class, read Chapter 7 and do questions 1-10.

Did you do your homework?

Did you have any problems with the assignment?

Turn in your assignments.

Our midterm will be next Friday. / The midterm is scheduled for next Friday.

Today I'd like to review for the midterm test.

For the 10th quiz, please study pages 10-24.

The mid-term will cover Chapters 2, 3, 4, and 5.

Pay particular attention to the chart on page 10 for the next quiz.

The test will include some true/false, multiple-choice, matching, fill-in-the-blank, and short answer questions.

The final test will be held during week 16.

Please don't wait until the last minute to study / work on X.

10.6. Group tasks

I'm going to give you a small group number. Please remember it. (Points and counts.)

1,2,3,4,5. OK. Who are the 1's? Please raise your hands. 2's? 3's? OK. All the 1's meet here. 2's meet over here. 3's over there. 4's in the corner. 5's over there. There should be at least five students in each group.

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

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

11. Disfluencies and errors

11.1. Pauses, delays

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

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

1. Using pause fillers: *uh, um, er, oh...* However, using these often or regularly can be distracting, even annoying to listeners, and makes the speaker appear unprepared or lacking in confidence.
2. Using other fillers: *okay, you know, well, I mean, like.* These can be used for slightly longer pauses, but again, these should not be used too often. Using *like* is rather colloquial and informal, as a hedge marker (see below), or in giving examples.
3. Apologizing for your speech errors – however, this is not a good idea, because it creates a greater interruption, and it makes you look less self-confident.
4. Moving on to something else
5. Using simpler vocabulary, so you don't have to spend too much mental effort to think of specific vocabulary.
6. **Using silent pauses:** A brief silent pause can be sometimes more effective than *uh, um...* This is often the most preferred strategy for handling disfluencies. For those who are less skilled or experienced in public speaking, learning to use silent pauses instead of filled pauses is a significant challenge that requires some effort and attention. Silent pauses can be an effective way to emphasize a point, or to get the listeners' attention as you are coming to an important point. In this sample, the pauses [...]

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

Psychologists have provided ample evidence of a number of such biases ... hindsight bias, attribution biases ... self-preservation biases, and others.

11.2. “Light” vocabulary

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

1. **light verbs:** *be, have, do, make, go, come, run, set, put, get, take, let, become*
2. **common nouns and adjectives:** *good, bad, man / men, woman / women, people, thing*
3. **indefinite pronouns:** *everything, everyone, something, someone, anyone, anything, everywhere, somewhere, anywhere*

11.3. Error corrections

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

I mean...	I meant...
you know...	or rather...
that is...	let me back up...
that is to say,	actually...
oh, ...	let me rephrase that...
excuse me...	

12. Hedges⁴

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

12.1. Epistemic hedges

basically	hypothetically	really
according to	indeed	relative(ly)
actually	likely	roughly
apparent(ly)	most (+adjective)	somehow
approximate(ly)	normal(ly)	somewhat
broad(ly)	potential(ly)	theoretically
clear(ly)	presumably	the very +-most (adj.)
comparative(ly)	probable, probably	virtually
essential(ly), in essence	rare(ly)	

12.2. Lexical (phrase) hedges

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

4 Some of these are from <http://www.umich.edu/~jlawler/lakoffhedgesCLS8.pdf>.

in a real sense	details aside	if not...
would like to	I wouldn't	

12.3. Possibility hedges

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

12.4. Quality hedges

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

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

12.5. Performative verb hedges

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

12.6. Other hedges (unsorted)

a true ...	at least	should have
a real ...	that is	ought to
a regular ...	i.e.,	