

LATVIJAS UNIVERSITĀTE

BAKALĀURA DARBS

RĪGA 2015

UNIVERSITY OF LATVIA
FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH STUDIES

**GRAMMATICAL PECULIARITIES OF RISK REPORTS:
TENSE-ASPECT FORMS**

**RISKU NOVĒRTĒŠANAS PĀRSKATU GRAMATISKĀS
ĪPATNĪBAS: LAIKA-ASPEKTA FORMAS**

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RĪGA 2015

ACKNOWLEDGEMENTS

I wish to acknowledge the help and guidance provided by my research advisor lecturer Jana Kuzmina and for being a part of the important academic step in my life. I also would like to express my gratitude to the academic staff of the University of Latvia, Faculty of Humanities, for help, valuable knowledge as well as contribution into my academic development during the studies.

ANOTĀCIJA

Mūsdienu strauji mainīgajā un neparedzamajā biznesa vidē efektīva risku vadība ir ļoti svarīga katrai organizācijai. Šobrīd risku vadības nozīme aizvien pieaug un uzņēmumi ir ieinteresēti, lai riski tiktu vadīti kvalitatīvi un efektīvi.

Pareizs valodas un gramatisko formu lietojums palīdz organizācijas komunikācijai noritēt ātrāk, un tāpēc valodniecības pētījumiem risku vadībā ir ne mazāk svarīga loma nekā citu nozaru pētījumiem. Lai riskus varētu kvalitatīvi analizēt un dokumentēt, ir arī jāzina risku novērtēšanas pārskatu gramatiskās un retoriskās organizācijas īpatnības.

Pārskatu žanrs ir diezgan plaši pētīts, bet lingvistiskas īpatnības risku novērtēšanas pārskatos nav pētīti, kaut gan risku vadības nozīme pieaug ne tikai Latvijā, bet arī visā pasaulē ekonomiskās krīzes apstākļos.

Bakalaura darba mērķis ir izanalizēt risku novērtēšanas pārskatu gramatiskās īpatnības un noskaidrot laika-aspekta formu lietojumu dažādās retoriskajās struktūrās. Darbā tika izmantotas tādas empīriskās pētīšanas metodes kā diskursa analīze un biežuma analīze.

Pētījuma rezultātā tika noskaidrots laika-aspektu lietojums dažādās retoriskajās struktūrās un tika noteiktas risku novērtēšanas pārskatu gramatiskās īpatnības, kas ir nozīmīgs rezultāts risku novērtēšanas pārskatu izprašanā.

Atslēgvārdi: laika-aspekts, retoriskā struktūra, risku novērtēšanas pārskats, ciešamā kārta, darāmā kārta, diskursa analīze.

ABSTRACT

As nowadays business environment is becoming more and more changeable and unpredictable, effective risk management is an integral part of every organisation. The importance of risk management is growing and businesses are interested that risks should be assessed and mitigated qualitatively and effectively.

The correct use of grammatical forms help to communicate risks effectively within an organisation and, thus, the role of linguistic investigation in risk management is not less important than the role of other domain research. In order to analyse risks qualitatively, it is important to know grammatical and rhetorical peculiarities of risk reports.

The genre of reports has been researched before, but the linguistic peculiarities of risk reports have not been studied, even though the importance of risk management is constantly growing.

The aim of the research is to analyse grammatical peculiarities of risk reports and to find out the use of tense-aspect forms in different rhetorical organisation patterns. In the present research the discourse analysis and frequency analysis were used as empirical research methods.

As a result of the present research, it was disclosed which tense-aspect forms are used in different rhetorical organisation patterns and grammatical peculiarities of risk reports were identified. The results of the present research are important for the understanding of risk report as a genre.

Key words: tense-aspect, rhetorical organisation, risk report, passive voice, active voice, discourse analysis.

TABLE OF CONTENTS

| | |
|---|----|
| INTRODUCTION | 8 |
| 1. THE CONCEPT OF DISCOURSE AND DISCOURSE ANALYSIS | 10 |
| 1.1. The definition of discourse and discourse analysis | 10 |
| 1.2. Two approaches to discourse analysis | 12 |
| 2. THE CONCEPT OF TENSE, ASPECT, VOICE AND RHETORICAL ORGANISATION | 14 |
| 2.1. Rhetorical organisation of a text | 14 |
| 2.2. Simple, progressive and perfect aspects | 15 |
| 2.2. The concept of tense | 17 |
| 2.3. Past tense and present tense in combination with different aspects | 19 |
| 2.4. Future tense | 19 |
| 2.5. The concept of active and passive voice | 20 |
| 3. OVERVIEW OF RISK MANAGEMENT DOMAIN | 23 |
| 3.1. The definition of risk and risk management | 23 |
| 3.2. The importance of risk management | 24 |
| 3.3. Risk report as genre | 25 |
| 4. THE ANALYSIS OF RHETORICAL PATTERNS AND TENSE-ASPECT FORMS IN WEF RISK REPORTS | 29 |
| 4.1. Methodology | 29 |
| 4.2. Corpus description | 30 |
| 4.3. Research procedure | 30 |
| 4.4. Results of the research | 30 |
| 4.4.2. Cause/effect pattern | 36 |
| 4.4.3. Enumeration/sequence pattern | 38 |
| 4.4.4. Comparison/contrast pattern | 40 |

| | |
|-------------------|----|
| CONCLUSIONS | 46 |
| THESES | 47 |
| REFERENCES | 48 |
| APPENDIX 1 | 51 |
| APPENDIX 2 | 55 |
| APPENDIX 3 | 8 |

INTRODUCTION

Nowadays, while performing business operations companies face different risks. Moreover, socio-economical conditions are changing very fast and business organisations should constantly deal with constraints. Risks are uncertainties which are invisible and intangible and may result in losses in the future. Such risks as changes in the political situation of the country or in the world, economic instability as well as climate change and different calamities endanger businesses which may lead to the bankruptcy of a company. As a result, risks should be forecasted and analysed carefully as well as risk management should be an integral part of any company operational management.

Risk assessment and management require fast and effective communication so that potential risks could be mitigated or even converted to opportunities, with language playing a key role. The choice of relevant tense-aspect forms helps to reflect the business situation precisely, identify and represent risks at early stages as well as reconstruct solutions. Good understanding of grammatical forms could save time and provide a company with extra time to prepare a strategic plan how to respond to different risks.

Reporting genre has been researched before by M.Jansons (2010), I.Makarova (2013), D.Golovača (2014), A.Tūtere (2014), however, risk reports have not been studied. Thus, the research topic is new and it will help to investigate new aspects of a reporting genre.

All the abovementioned has determined the **goal of the research**, which is to find out which tense forms are typical of risk reports and what effect is created because of their use.

In order to obtain a deeper understanding of risk reports the grammatical forms will be analysed in relation to the rhetorical patterns in which they occur. Thus, the **hypothesis** of the research is as follows: each rhetorical pattern contains a particular set of tense-aspect forms.

To reach the goal of the present research, the following **enabling objectives** were set:

- 1) to conduct the theoretical literature review related to discourse analysis, text rhetorical organisation and the use of tense aspect forms;
- 2) to compile a text database of two risk reports, do the mark up and indicate which tenses are used in different rhetorical patterns;
- 3) to interpret the findings and draw relevant conclusions.

The theoretical framework has been grounded in discourse analysis, text rhetorical organisation, the use of tense-aspect forms and risk management. The empirical research method of the present research is discourse analysis and frequency analysis.

The first chapter is devoted to discourse analysis as one of the key theoretical concepts and research methods, which will be used in the empirical part of the research. It provides the definitions of discourse analysis and discusses different approaches to it.

The second chapter outlines the concepts of rhetorical organization of a text, tense and aspect, provides information on the use of different tenses-aspect forms as well as introduces the concepts of voice .

The third chapter discusses the importance of risk management, gives a brief overview of what risks and risk management are and emphasises the importance of language and effective communication in risk management.

The fourth chapter states the research methods which were used in the present Bachelor thesis, presents the empirical findings as well as summarises the conclusions..

1. THE CONCEPT OF DISCOURSE AND DISCOURSE ANALYSIS

This chapter introduces the concept of discourse and addresses discourse analysis which is central for the present research.

1.1. The definition of discourse and discourse analysis

The concept of discourse and discourse analysis are considered to be relatively new notions in linguistics. However, many researchers from different fields pay considerable attention to it. To provide the only correct definition of discourse and discourse analysis would be quite a difficult task as these concepts are used across a number of different disciplines, namely in linguistics, psychology, sociology, semiotics, anthropology.

The term 'discourse' was first used by linguist Z.Harris in 1952 and it denoted 'a method for the analysis of connected speech or writing'. (Harris,1952:1) The main interest of Z.Harris was 'an investigation of linguistic elements and their distribution within texts'. (ibid) Since then, discourse analysis has evolved and a number of definitions were coined by different researchers.

As to the definition of discourse analysis, in the dictionary of applied linguistics it is defined as 'the study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews etc.' (Richards, 1985:34)

Other linguists view discourse as interrelation between communication and linguistics. Trappes-Lomax defines discourse analysis as 'the study of language viewed communicatively and/or communication viewed linguistically'. (Trappes-Lomax, 2007:21) Similarly, Leech and Short state that 'discourse is linguistic communication seen as transaction between speaker and hearer, as an interpersonal activity whose form is determined by its social purpose'. (Leech, Short, 2004:3)

McCarthy and Paltridge (2001) provide broader definitions of discourse and they mainly focused on the context. For example, McCarthy defines discourse analysis as 'the study of the relationship between the language and the contexts in which it is used'. (McCarthy, 2001:30)

Brown and Yule approach discourse analysis from the functionalist point of view and study what kinds of functions, transactional and interactional, language can perform. Similarly, Nunan explores different patterns and regularities in the language. According to him, 'the main purpose of such analysis is to show and provide interpretations of regularities and what meanings they bring through a text'. (Nunan, 1993:7) However, the founder of functionalist approach and functional grammar was linguist Halliday.

He stresses the importance of grammar in discourse analysis and states that ‘discourse analysis without grammar is simply a running commentary on a text’. (Halliday, 2004:5) Gee agrees with Halliday and explains that ‘linguistic elements (grammar, lexical means) play a significant role in discourse analysis’. (Gee, 2005:9) Moreover, Gee notes that ‘grammar is a set of devices which the speaker or writer uses in order to construct their sentences or texts for successful communicative acts’. (Gee, 2005:182)

According to Richards, discourse analysis deals with ‘how the choice of articles, pronouns, and tenses affects the structure of the discourse, the relationship between utterances in a discourse and the moves made by speakers to introduce a new topic’. (Richards, 1985:34)

As there exist different kinds of communication forms, it is important to state that discourse could be both written and spoken, namely, Bhatia stresses that ‘discourse includes both the written as well as the spoken forms’. (2004:3) Nunan agrees with functionalist approach and explains that ‘written language may perform different functions such as giving instructions, information or entertaining’. (1993:8) Paltridge claims that ‘writing has more structured patterns and has a tendency to consist of clauses that are complex than in spoken language’. (Paltridge, 2006:14) According to Nunan, ‘written discourse is better organised and more grammatical than spoken discourse’. (Nunan, 1993:12)

Other definitions of discourse analysis usually involve the reference to such concepts as ‘language in use’, ‘language above and beyond the sentence’, ‘language as meaning in interaction’, ‘language in situational and cultural context’. (Schiffrin, 1994:35) Schiffrin considers the following definition of discourse: ‘the study of discourse is the study of any aspect of language use.’ (Schiffrin, 1994:31)

Jaworski and Coupland’s view is very similar to the one by Schiffrin. They have studied the definitions of discourse in different disciplines and have made a conclusion that they all fall in three categories. The first category is ‘anything beyond the sentence’, the second category is ‘language use’ and the third category is ‘a broader range of social practice that includes non-linguistic and nonspecific instances of language’. (Jaworski, Coupland, 1999:3)

To summarise all the abovementioned, it is worth turning to McCarthy who states that ‘discourse-level studies across languages may be divided into two major types: those which deal with lexico-grammatical phenomena re-interpreted from a discursal point of view, and those which look not at language forms but at the socio-cultural aspects of linguistic behaviour’. (McCarthy, 2001:38)

Mills (2004) states that ‘the term discourse should not be narrowed down to one specific definition, as it has many meaning in different contexts and by different linguists, and different time periods’. (Mills, 2004:56)

For the purposes of the present research Schiffrin's (1994) definition will be chosen as the leading one as it focuses on the investigation of linguistic phenomenon and its distribution within texts. In the research written discourse will be studied with an emphasis on 'language use'.

1.2. Two approaches to discourse analysis

According to Pennycook (1994), there are two main approaches to discourse analysis, i.e. critical discourse analysis and descriptive discourse analysis.

As Pennycook states, 'descriptive discourse analysis emphasises language as a system and then looks to discourse analysis to explain how various contextual factors affect language in use'. (Pennycook, 1994:56) As to critical discourse analysis, 'it provides theories and methods for the empirical study of the relations between discourse and social and cultural developments in different social domains'. (Jorgensen, Philips, 2002:60)

In the present research descriptive approach to discourse analysis will be used as it focuses on language as a system.

Fairclough states that there are six levels of discourse analysis. These are 'vocabulary, grammar, text type/genre, intertextuality, discursive formation, culture'. (Fairclough, 2002:74) The present research will implement descriptive framework at textual and grammatical levels. Textual level will be investigated considering text rhetorical patterning addressed in the next chapter. Grammatical level of discourse analysis consists of five constituent parts. These are 'voice (active/passive), nominalisation, tense, mood and process type (what type of action is being described by the verb)'. (Fairclough, 2001:75) The empirical part of the research will be devoted to voice, tense and process type or aspect.

The chapter states that there could be several ways of how to define discourse and that there could be several approaches to discourse analysis, namely descriptive discourse analysis and critical discourse analysis. The most common tripartite categorisation of discourse has been provided by Schiffrin (1994) and readdressed by Jaworski and Coupland (1999) defining discourse as anything beyond the sentence, language in use or a socio-cultural phenomenon.

The present research will deal with written discourse investigated descriptively and McCarthy's (2001) view of reinterpretation of lexico-grammatical phenomena from a discursal point of view will be implemented and discourse as language in use will be considered.

The author also concludes that the concepts of discourse and discourse analysis could not be narrowed to one definition as it is widely used across different disciplines like linguistics, psychology, sociology, anthropology, and semiotics. Depending on the aim put

forward for discourse analysis the most relevant approach is chosen, be it descriptive or critical.

2. THE CONCEPT OF TENSE, ASPECT, VOICE AND RHETORICAL ORGANISATION

The chapter introduces the concept of text rhetorical organisation and the correlation of rhetorical organisation patterns with the use of tense and aspect forms, states the instances of uses of present, past and future tenses as well as provides examples of tense use combining simple, progressive and perfect aspects.

2.1. Rhetorical organisation of a text

As stated in the introduction, the tense aspect forms will be analysed in relation to the rhetorical organisation of a risk report. The subchapter introduces the concept of the text rhetorical organisation provides an overview of classification of text rhetorical patterns.

According to Atkinson and Longman, there are four rhetorical organisational patterns.

These are 'subject development organisation, which is mainly used in narrative writing, comparison/contrast pattern and cause/effect pattern, which are used in informative writing, enumeration/sequence or problem/solution pattern, which is mainly used in persuasive writing'. (Atkinson, Longman, 2002:56)

Subject development rhetorical pattern 'provides descriptions, discloses writer's experiences, feelings, perceptions. It is used to explain subject matter, convey knowledge, give instructions, or share ideas'. (Atkinson, Longman, 2002:59) In order to identify the subject development pattern in the text Atkinson and Longman (2002) state that 'there is a number of signal words typically used in subject development pattern which include: *after, as long as, during, then, at the same time, later, since, second, as soon as, at last, until, subsequently, whenever, before, next, finally*'. (Atkinson, Longman, 2002:60) The following paragraph illustrates the subject development pattern:

Camera shake during exposure leads to objectionable image blur and ruins many photographs. Conventional blind deconvolution methods typically assume frequency-domain constraints on images, or overly simplified parametric forms for the motion path during camera shake. Real camera motions can follow convoluted paths, and a spatial domain prior can better maintain visually salient image characteristics. (Online 10)

Comparison/contrast rhetorical pattern 'is used to inform and purpose of this text organization is to show relationship between concepts or objects and typical signal words include: *similarly, likewise, however, on the contrary, while*'. (Atkinson, Longman, 2002:61) The following paragraph illustrates comparison/contrast pattern:

Since moving from film to digital SLRs my photography has really grown because shooting digital blows away all of the risks and gives you much more creative freedom when it comes to experimental exposures such as low light photography, action photography and more. I find myself taking far more pictures and experimenting more with digital and then simply throwing away the bad experiments than I did with film

because of the costs associated with film. (Online 11)

Cause/effect pattern 'shows relationship between an action or response and a pre-existing reason and describes what happened and why it happened. Typical discourse markers are *therefore, as a result, one cause*'. (Atkinson, Longman, 2002:63) The following paragraph illustrates cause/effect pattern:

Although social activities in college can be very tempting, students must know when to resist temptations and turn instead to the task of studying. To postpone studying at the college level is to court certain disaster. The most immediate consequences of not studying is that the student is ill-prepared for the next class. Not only will the student be unable to participate in discussions, he or she likely will be unable to effectively understand the lecture, especially if it is of a technical nature. (Online 12)

The last but not least, enumeration/sequence pattern is applied 'to influence reader into taking some actions and provides solution to a problem'. (Atkinson, Longman, 2002:68) The following paragraph illustrates enumeration/sequence pattern:

Despite the dangers we are daily warned against in all kinds of meat and meat products, a strong case can be made against turning to vegetarianism as an alternative. First, it is not convenient to be a vegetarian. Finding foods on many menus that can fill the dietary and sometimes moral needs of a vegetarian can be difficult. The situation is compounded when travelling. While airlines offer food for special dietary needs, arrangements for them must be made in advance. (Online 12)

Other theories provide similar rhetorical patterns types. Meyer states that there are also four main types of text structure: 'time order, collections of descriptions, comparisons, and cause and effect'. (Meyer, 1975:58) According to Hoey, there are also four categories. These are 'problem-solution, general-particular, matching contrast, and hypothetical-real pattern'. (Hoey, 1983:91) Crombie provides the names of only two rhetorical organisation patterns: 'problem-solution and topic-restriction-illustration'. (Crombie, 1985:146)

After the review of different theories on rhetorical organisation, the theory of Atkinson and Longman was chosen as the leading one. It is the most recent as well as it states four main rhetorical patterns, gives a number of signalling words, which point to a specific text organisation structure and cover all patterns typical of risk reports. Now let us turn our attention to tense-aspect forms in the English language and their use in various rhetorical patterns in risk reports.

2.2.Simple, progressive and perfect aspects

Huddleston and Pullum (2005) give the following explanation of what an aspect is or when a grammatical form is qualified as an aspect, 'a grammatical form or construction

qualifies as an aspect if its main use is to indicate how the speaker views the situation described in the clause with the respect not to its location in time but to its temporal structure or properties'. (Huddleston, Pullum, 2005:53)

Steer claims that 'there are three basic tenses in English: present, past, and future. Each of these tenses combines with an aspect: simple, perfect, and progressive'. (Steer, 1997:23) The names of the tenses in English language are created by combining the tense and the aspect. For example, in a sentence 'I was working' the time when the action is expressed is past, whereas the aspect is progressive. If we combine time and aspect, we obtain the name of tense, which in this case is Past Progressive or Past Continuous.

The table below shows how time is combined with aspect and the name of tense is created.

Table 2.1 Creation of tenses

| Aspect | Time | | |
|----------------------------|----------------------|---------------------|---------------------------|
| | Present | Past | Future |
| Simple | I write. | I wrote. | I will write. |
| Perfect | I have written. | I had written. | I will have written. |
| Progressive | I am writing. | I was writing. | I will be writing. |
| Perfect Progressive | I have been writing. | I had been writing. | I will have been writing. |

Further on each aspect will be described in detail as well as examples of each aspect will be provided. According to Walker and Elsworth, the simple aspect 'views the action or series of actions as a whole. It indicates that an action or a series of actions are complete and that the situation is permanent or is regarded as permanent'. (Walker, Elsworth, 2000:27) It can be used with dynamic verbs like 'go', 'ask', 'explain', 'work' or with stative verbs which describe feelings like verbs 'believe', 'understand', 'want'. (ibid.:28)

As far as progressive aspect is concerned, Huddleston explains that it presents the situation as being 'in progress', it has more or less dynamic character'. (Huddleston,

2000:153) Furthermore, progressive aspect implies that the situation has a ‘potential for continuation and hence is being viewed not in its (potential) temporal totality but at some ‘subinterval’ of time, a point or period within that total interval of time’. (ibid.,:153). Progressive aspect is formed with auxiliary verb ‘be’ adding -ing participle.

The following example shows the difference between simple and progressive aspects:

- a) It was raining.
- b) It rained. (ibid:152)

The verb ‘to rain’ implies a dynamic situation and in the sentence a) ‘the situation is in progress at the time being referred to (I opened the curtains and saw that it was raining), and the time being referred to will be subinterval of the total interval of time during which it rained’. (Huddleston, 2000:153) In the sentence b) the situation is presented as a whole or as an event.

The other aspect is perfect which ‘designates events or states taking place during a period leading up to the specific time’. (Biber, 2007:460) It is formed by using auxiliary verb ‘have’ and adding -ed participle. It implies that the ‘event covered a period of time up to the time being referred to’. (Walker, Elsworth, 2000:31)

To summarise, simple aspect views situation as a whole or as an event. Progressive aspect implies the action or series of actions in progress. We view the action at some point which is situated somewhere between its beginning and its end. Progressive aspect is used only with dynamic words and the action is not complete. Perfect aspect implies that the action is completed and the event took place before the time that is referred to.

2.2. The concept of tense

As it was stated above, tense aspect forms are formed by adding aspect simple, progressive, or perfect to present, past, and future tense. In the subchapter below, their main instances of use are listed.

2.2.1. Present simple

Present Simple is used for presenting factual information, for example, about company’s activities and to speak about situations or actions that are generally true. (Walker, Elsworth, 2000:33) The examples below show the use of the Present Simple:

‘Our company employs over 100,000 people, operates in many overseas markets, and offers a wide-range of hi-tech products for the 21st century. A good brand guarantees a certain level of quality to costumers.’ (Strutt, 2000:12)

- Verbs expressing mental state, likes and dislikes, possession, appearance, being, and perception are usually used in present simple tense.

- Present Simple is also used to speak about an activity that repeats regularly. For example, '*He attends the board meeting every Monday*'. (Walker, Elsworth, 2000:33)
- Present Simple tense is used for asking and giving instructions or directions as well as when speaking about scheduled events or timetables. For example: '*Place the CD in the drive and click on the icon. The legislation comes into force on 1 January.*' (Strutt, 2000:13)
- Present Simple is also used to provide a summary at the beginning of report and in newspaper headlines in order to create a feeling of dramatic event. In such sentences as '*I declare the conference open*' or '*I advise you to look again at the final report*' Present Simple is relevant as it implies that we perform the action.

2.2.2. Present Continuous

Present continuous or Present Progressive is used to express an activity that is in progress at the moment of speaking like in the sentence '*I'm afraid MrBansall can't see you right now. He's interviewing someone*',

- to describe the ongoing situation and in this case the action may not be at the moment of speaking as it is in the phrase '*We're waiting for permission to go ahead with the project*',
- to talk about temporary situations '*He's working in Libya on a fixed-term contract*', repeated actions as it is in the following example '*We are constantly monitoring our products for quality*' and personal arrangements '*I am seeing Mr Brown next weekend*' as well as changing or developing situations like in the sentence '*The number of people using the Internet is growing*'. (Strutt, 2000:15)

2.2.3. Past simple

According to Leech and Svartvik, 'the past tense is used when the past happening is related to a definite time in the past. Hence the simple past tense means past happening related to past time'. (Leech, Svartvik, 1994:345) Past simple is mainly used to talk about completed actions which took place in the past. It is also used to refer to some definite point in the past. In the sphere of business past simple is used to talk about the history of a business organisation and it is often used in annual reports.

2.2.4. Past continuous

As far as past progressive tense is concerned, it is used in order to emphasise the duration of an event which took place in the past. For example, '*She was working on the report all night*'. (Strutt, 1992:178)

- Past Simple and Past Progressive quite often are used together where past continuous describes an action in progress which was interrupted by another event as it is in the sentence '*I was leaving when our clients arrived*'.
- Past Progressive is used with repeated actions like '*When he worked here, he was always making mistakes*'. (Strutt, 1992:178) When some event was planned in the past, but it did not take place past progressive is used. For example, '*My boss was planning to visit all plants but did not have enough time*'.
- Past Progressive is sometimes used without the reference to the past for making not the direct but polite requests like in the phrase '*I was wondering if you could help me with the report*'.

2.3. Past tense and present tense in combination with different aspects

Past tense could be also combined with two aspects, for example, Past Perfect Simple tense and Past Perfect Continuous tense. Past Perfect Simple is used 'to describe the earlier event (or state) when two events (or states) are stated or implied'. (Steer, Carlisi, 1997:45) Present Perfect Progressive describes an action 'looking back from the present, but past perfect progressive looking back from the past'. (Walker, Elsworth, 2000:52)

Perfect aspect could be also combined with present time and present perfect is used in order to combine past with present time. It helps to show the relation between present and past, to announce some news, to talk about life experiences, and with such expressions as 'this is the first/second time', 'when', 'as soon as'. The sentence 'I'll leave as soon as I've read a report' refers to a completed event in the future.

According to Strutt (2000), Present Perfect Continuous is used to talk about 'the situation or activity started in the past and has been in progress for a period until now' and to talk about 'the effect of recent events (important is the present result or evidence of this recent activity'. (Strutt, 2000:28)

2.4. Future tense

Leech and Svartvik state that 'there are several ways of expressing future time'. (Leech, Svartvik, 1994:411) The first way is by using progressive aspect as in the sentence 'I am meeting a client tomorrow'. The construction 'be going to' which expresses intentions or

plans is another way how to refer to the future. The constructions ‘be going to’ and ‘will’ could be also used in order to make a prediction. ‘Will’ is used to make a commitment to the future, promise or offer as well as to make a polite enquiry. If the event in the future is planned according to a schedule and it is not likely to change then present simple could be used in order to refer to the future.

Future Progressive is used to describe an action which will be in progress at some point in the future or this action would cover the whole period of time in the future as well as when assuming what ‘someone else is doing at this moment’. (Walker, Elsworth, 2000:63) In the sentence ‘*During your visit to Paris you’ll be staying at the Royal hotel and meeting the financial director*’ Future Progressive is used to talk about arrangements.

Future Perfect Simple will be used ‘for events that will be finished before a time in the future’. (Strutt, 2000:78) In time clauses with ‘if’, ‘when’, ‘until’, ‘as soon as’ present simple will be used in order to refer to the future. In cases when some conditions should be met before some other action could take place, present perfect is usually used. This could be illustrated by the following example: ‘*We’ll get back to you as soon as we’ve spoken to our partners*’. When announcing official arrangements and referring to the future the infinitive could be used. For example: ‘*The Prime Minister is to visit the USA next year*’.

2.5. The concept of active and passive voice

In the analysis of tenses, it is important to take into consideration not only active voice but also passive voice as it also shows the use of tenses. Thus, by analysing only active voice a considerable part of data could be lost.

According to (Mahaney, 1998), ‘if the subject of a verb is performing the action, the verb is active; if the subject is being acted upon, the verb is passive. (Mahaney, 1998:125)

The table below illustrates transformation forms from active to passive voice:

Table 2.2 Transformation from active to passive voice (Steer, Carlisi, 1998:264)

| Active verb | Passive verb form | Passive verb |
|--|----------------------------------|--|
| <u>Present Simple:</u> The Constitution guarantees equality for all. | is/are +past participle | Equality for all is guaranteed by the Constitution. |
| <u>Present Progressive:</u> Many leaders are taking | is/are + being + past participle | Steps are being taken by many leaders to enforce |

| | | |
|---|--------------------------------------|--|
| steps to enforce the Constitution. | | the Constitution. |
| <u>Present Perfect:</u> We have violated the principles of the Constitution in the past. | Has/have + been + past participle | The principles of the Constitution have been violated in the past. |
| <u>Past Simple:</u> School segregation violated a constitutional right. | Was/were + being + past participle | A constitutional right was violated by school segregation. |
| <u>Past Progressive:</u> The Montgomery police were violating a constitutional right when they arrested a black woman on a bus. | Was/were + being + past participle | A constitutional right was being violated by the Montgomery police when they arrested a black woman on a bus. |
| <u>Past Perfect:</u> The government had feared a violent uprising. | Had + been + past participle | A violent uprising had been feared by the government. |
| <u>Future:</u> We will feel the impact of the civil rights movement for years to come. | Will + be + past participle | The impact of the civil rights movement will be felt for years to come. |
| <u>Future Perfect:</u> By the time our children are grown, we will have taught them many lessons about civil rights. | Will + have + been + past participle | By the time our children are grown, they will have been taught many lessons about civil rights. |

From the above examples it could be concluded that passive voice is used when doer is not important and focus is on action.

To summarise, the chapter introduces a concept of rhetorical organisation and theories of different researchers provided. The central theory for the present research was chosen the one provided by Atkinson and Longman who claim that there are four main rhetorical patterns

(subject development, cause/effect, comparison/contrast, enumeration/sequence). They will be investigated further in the empirical part in relation to tense- aspect forms. Thus, the chapter also introduces such concepts as tense and aspect. There are three tenses in English language (present, past, future) and they could be combined with aspects (simple, perfect, progressive). By combining tenses with aspects, different tenses are created and chapter provides an overview of the instances of views for further exploration in risk reports in the empirical part.

3. OVERVIEW OF RISK MANAGEMENT DOMAIN

The chapter opens with a brief overview of what a risk and risk management are as well as the types of risks. It discusses the importance of risk management in different business sectors as well as emphasises the importance of purposeful language use in this domain. The chapter also provides an overview on what kinds of risk exist in different fields.

3.1. The definition of risk and risk management

Every business organisation faces uncertainty that exists in an external environment and this is a true challenge for a manager to understand and assess the impact of uncertainty. It implies both risks and possibilities, which can either destroy or increase profitability of a business organisation. This is the reason why uncertainty should be managed carefully and this could be achieved through risk management. Effective risk management helps both to reduce risks and create opportunities for businesses.

Before discussing the importance and types of risks, it is necessary to define what a risk management and risk are. Longman dictionary gives the following definition of risk management:

Risk management – 1) a system to prevent or reduce dangerous accidents or mistakes 2) (technical) the practice of managing investments in ways that produce as much profit as possible while limiting the danger of losses (Wells, 2006:368)

As to the notion ‘risk’, there is no single definition as in different spheres it can be defined differently. In the Longman Dictionary ‘risk’ is defined as follows:

Risk – 1) the possibility that something bad, unpleasant, or dangerous may happen 2) something or someone that is likely to cause harm or danger. (Wells, 2006:367)

In the sphere of insurance ‘risk’ would be defined as ‘uncertainty concerning the occurrence of a loss.’ (Rejda, 2008:15) Doff gives another definition of risk: ‘The phenomenon where results can be worse than expected’. (Doff, 2007:14)

In finance the term ‘risk’ is used in a similar sense. It could be defined as ‘the potential loss’ or ‘the standard deviation of the potential revenue (or income) of a trading or investment portfolio over some period of time’. (Dempster, 2002:1)

In relation to a business organisation the word ‘risk’ is used in order to express worries about possible changes in internal or external environment which could influence the achievement of company’s goals. These changes in internal or external environment could produce both negative and positive consequences. Then the objective of a company would be to avoid negative outcomes and to use positive consequences in order to create opportunities for a business.

According to Šuškeviča, the term 'risk' could be defined in general as 'a possibility that a threat could result in a catastrophic event'. (Šuškeviča, 2005:112) It means that risk is a probability that something negative or even destructive could happen and risk is uncertainty which impacts well-being of people because of losses.

In other words, risk is unplanned and unclear situation or event that has a significant impact on people or the whole business organisation. The goal of risk management is to identify and to analyse potential threats and try to prevent them or convert them to opportunities.

As Suskevica (2005) states, risk management in the whole world is an integral part of company and is viewed as a system as well as a key to successful management and its importance is constantly growing. The companies representing different sectors, be it banking sector, public sector or any other sector face risks on a daily basis. Consequently, companies should understand the meaning of risks and to forecast their potential outcomes.

3.2. The importance of risk management

Risks surround us on a daily basis, on the street, at a working place, while driving a car or managing our budget and we constantly deal with them and a business organisation should also systematically work on effective risk management in order to achieve its objectives. As a result, an effective risk management will help to implement changes successfully, use opportunities, avoid unpleasant surprises, make effective planning, use resources efficiently, improve the quality of managers' decisions and to boost reputation and customer loyalty.

Risks could be caused by a number of different factors, for instance, natural, economic, political, human, or technological factors. As to the banking sector, the main risk areas are 'credit risk, market risk, interest rate risk, liquidity risk, operational risk'. (Bessis, 2002:3) Financial risk management usually deals with commodity price risk, interest rate risk, currency exchange rate risk. In the sphere of insurance, insurers usually deal with such risks as 'manufacturing plants which were damaged in an earthquake or flood, defective products that may result in lawsuits, possible theft of company property, and injuries of employees at work'. (Rejda, 2008:63)

As it is stated in by Rejda, 'today risk management is widely used by corporations, small employees, non-profit organisations, and state and local government'. (ibid:42) Consequently, the importance of risk management is growing and as a result there is a need for effective and fast communication. As R. Doff claims in the foreword, 'in my role as Chief Financial Officer of Aegon Group, I see on a daily basis how important it is that people understand each other well when discussing risk management'. (Doff, 2007:1)

Based on the experience of Chief Financial Officer of Aegon Group (R.Doff), it could be concluded that language plays a crucial role in the communication of risk management and technically oriented people who work in risk management often lack skills how to correctly present risk analysis from the language point of view, whereas linguists would lack the understanding of technical terminology. In order to reach an effective communication and the right presentation as well as interpretation of risk analysis the collaboration of language-oriented and technically-oriented people is absolutely indispensable.

3.3. Risk report as genre

Risk management is a systematic and constant process as well as it is an integral part of the planning and implementation of a business organisation's strategy. The analysis and assessment of risks is usually documented in reports that could be defined as follows:

Report – 1) a written or spoken description of a situation or event, giving people the information they need 2) an official document that carefully considers a particular subject (Wells, 2006:365)

In the present research risk reports published by the World Economic Forum (WEF) will be used. According to the information presented on the website:

‘The World Economic Forum publishes a comprehensive series of reports which examine in detail the broad range of global issues it seeks to address with stakeholders as part of its mission of improving the state of the world.’ (Online 8)

The World Economic Forum is ‘an international institution committed to improving the state of the world through public-private cooperation’. (Online 8) Furthermore, the World Economic Forum is best known for its meetings in Davos (Switzerland) which take place each year usually in winter.

The reports published by the WEF usually consist of several parts and have the following format: content, preface, foreword, executive summary, introduction, several parts, conclusion and appendices.

Swales defines genre as ‘a class of communicative events, the members of which share some set of communicative purposes which are recognised by the expert members of the parent discourse community’. (Swales, 1990:58) Biber states that text structure is based on its genre category (Biber, 1988:77) Thus, each genre presupposes some typical rhetorical structure as well as rhetorical organisation of a text predetermines the use of tense-aspect forms.

3.4. The role of language in risk management

Nowadays, the world is becoming more globalised and English language is commonly spoken on the daily basis in many international companies. As the research on misunderstandings shows, misunderstandings in communication are mainly caused by ‘pronunciation and word stress, intonation and speech delivery, grammar, vocabulary and lack of contextual information’. (Online 7) In the research on misunderstandings, the data produced by the people from diverse cultural and language backgrounds was analysed. The obtained results prove that grammar is a problematic area for English non-native speakers and this is usually the case of international companies where work people of different origin.

Furthermore, an article published on CBS homepage about the causes of misunderstandings in communication supports the statement that grammar is crucial for understanding in both oral and written communication. As it is stated in the article, ‘according to a new study by a British-Canadian research team, effective communication is more closely linked to grammar and vocabulary than to pronunciation’. (Online 6) To sum it up, successful communication is linked to grammar and vocabulary. As the vocabulary of risk management would be in the competence area of risk management experts, the present research will treat in the next chapter grammatical aspects of risk management.

The reason why grammar causes problems in communication is that tenses have usually a number of different uses. This may cause ambiguity and as a consequence misunderstandings between people. According to online source, ‘occasionally, phrases and clauses create ambiguity because their structures may be interpreted in more than one way, leading to different meanings for the sentence as a whole’. (Online 5)

Early detection of problems and time for the resolution of these problems are crucial in risk management. It is vital for a business organisation to detect and to analyse potential risks at an early stage so that a company could adapt its practices and processes to the new environment. Early detection and careful analysis of potential threats gives a company precious time to prepare the strategy how to react to different risks.

As the online source claims, ‘the faster companies detect and react to new events, the more time they have to turn risks into opportunities — a true competitive advantage. In the pursuit of effective risk and opportunity management, time is of the essence’. (Online 1) A fast response to the potential risks could be made only on the condition if the same language is spoken in a business organisation. By the same language is meant not the requirement for all employees to speak only English or any other language within a company, but it is required to use the same terminology of risk management and to use tenses appropriately so that any ambiguity and misunderstanding in communication would be avoided.

Online source also highlights this issue ‘unfortunately, when it comes to risk management, many organizations resemble a modern-day Babylon of language confusion’. (Online 1)

The same online source explains what is meant by the common language ‘it means shared definitions, company-wide priorities, a common culture of risk awareness and accountability, and clear procedures for measuring, monitoring, communicating and dealing with risks’. (Online 1)

If a company lacks common risk management language, then it is incapable to define, to prioritise, to measure and finally to monitor and communicate different risks. Grammar is an integral part of every language and it is significantly influencing communication. By avoiding misunderstandings in the analysis of risks and communication, a significant amount of time is saved and a company can manage potential risks successfully.

A case study of Nokia and Ericsson companies illustrates how differently companies may react to risks. In March 2000, a Philips plant in the USA was hit by lightning and this resulted in a fire. This plant supplied different essential parts to Nokia and Ericsson, which are one of the major companies which produce mobile phones. However, due to the fire production had to be postponed as microchips were damaged. Interestingly, how differently have reacted these two companies. Ericsson waited and did not take any action, whereas Nokia immediately after the fire started to seek the possibility of getting essential parts from other plants. When Ericsson realised that they actually should do the same, it was already too late as Nokia has captured all available capacity. This helped Nokia to boost its market share, whereas Ericsson’s market share has decreased significantly. (Online 3)

This example clearly shows that it is absolutely indispensable for a company to analyse carefully risks and to react quickly. Definitely, it would be only possible thanks to good communication.

All in all, managers should remember that every misunderstanding takes time to resolve it and precious time is lost as well as common risk language helps to reduce the detection and reaction time to different risks. As a result, business organisations would be capable to convert risks into opportunities and consequently increase their competitive advantages even in very challenging circumstances.

The chapter states that every person and every business organisation face different risks on the daily basis. In relation to business organisation, word ‘risk’ is used to express worries about some possible changes in internal and/or external environment which could influence the achievement of company’s goals and these changes may have both negative and positive effects. Risks are usually caused by a number of different factors: natural, economic, political,

human, technological and in each domain potential risks will have some special features. For example, in finances it will be concerned with economic factors and risks will be viewed as potential threat to different financial instruments. Thus, the aim of the risk management is to identify and analyse potential threats to businesses and to try to prevent them or convert to opportunities. The chapter also states that nowadays risk management is widely used in different organisations and claims that language in risk management domain plays a key role. Effective communication will help to save time during the analysis of risks and consequently it would allow a business organisation to faster create a strategic action plan how to react to different risks.

4.THE ANALYSIS OF RHEORICAL PATTERNS AND TENSE-ASPECT FORMS IN WEF RISK REPORTS

4.1. Methodology

The empirical part of the research will be dealing with grammatical phenomena of risk reports with the empirical research method as discourse analysis as language in use as well as language analysis beyond the sentence level to observe how tense aspect forms are used to form rhetorical patterns. According to McCarthy (2001), ‘discourse analysis which looks at lexico-grammatical phenomena usually is straightforward and tries to seek ‘understanding of forms that were traditionally problematic or neglected, by looking at their occurrence in real data’. (McCarthy, 2001:39)

Discourse analysis is used in many disciplines, for instance in sociology, media, anthropology, and linguistics. It deals with different manifestations of language in different spheres be it politics, culture, or business.

Combining discourse analysis with frequency analysis would allow us to provide a more extensive and objective analysis of data. Mixed types of research often are viewed as a third method of research approach and quite frequently used by the influential scholars, highlighting its strengths. For instance, it gives ‘a multi-level analysis of complex issues, improved validity’ as well as by using several approaches it is possible to bring out the strengths of each method and to eliminate weaknesses. (Dornyei, 2007:26).

Frequency analysis implies the observation of how often a linguistic phenomenon occurs in corpus. Frequency in the text ‘is the instantiation of probability in system and linguistic system is inherently probabilistic in nature’. (Halliday, 2005:45) Conducting the frequency analysis of a corpus it is possible to ‘establish the probability profile in any grammatical system’. (ibid) According to Leech (2011), there are three types of frequency, namely raw frequency, normalised frequency, ordinal frequency.

- 1) ‘Raw frequency’ is simply a count of how many instances of some linguistic phenomenon X occur in some corpus, text or collection of texts;
- 2) ‘Normalized frequency’ (sometimes called ‘relative frequency’) expresses frequency relative to a standard yardstick (e.g. ‘tokens per million words’);
- 3) ‘Ordinal frequency’, the frequency of X is compared with the frequencies of Y, of Z, etc. (Leech, 2011: 7-8).

In the present research raw frequency and ordinal frequency will be used in order to count the instances of linguistic phenomenon in different rhetorical organisation patterns in the corpus and compare it across these patterns.

4.2. Corpus description

The corpus of the research consists of two risk reports which were taken from the official webpage of the World Economic Forum. The WEF is an international non-profit organisation headquartered in Geneva, Switzerland and is best known for its annual meetings in Davos devoted to different issues in the world.

The first report *Global Risks 2015* was published this year and discusses the most important issues which exist now the world as well as describes the situation which has existed before. The aim of the *Global Risks 2015* report is to provide recommendations for the leaders of different organisations of how to treat potential risks and what should be done or improved in the existing systems.

The second report *Global Risks 2014* treats the risks which were of high importance in the year 2014 as well as identifies potential risks that different countries may face in the future. The aim of the report is to increase awareness about the most influential risks and inspire action in order to prevent these threats.

The first report *Global Risks 2015* is 80 pages long and consists of 30, 963 words, whereas the second report *Global Risks 2014* is 85 pages long and consists of 36, 649 words. The first report consists of 248 paragraphs and the second one of 305 paragraphs.

4.3. Research procedure

First, the overview of the secondary sources on discourse and discourse analysis, text rhetorical organisation and tense-aspect forms has been conducted.

The second step in the empirical part was to identify the rhetorical patterns (subject development, cause/effect, enumeration/sequence, comparison contrast) discussed above. They were determined and marked up manually in each paragraph of the report.

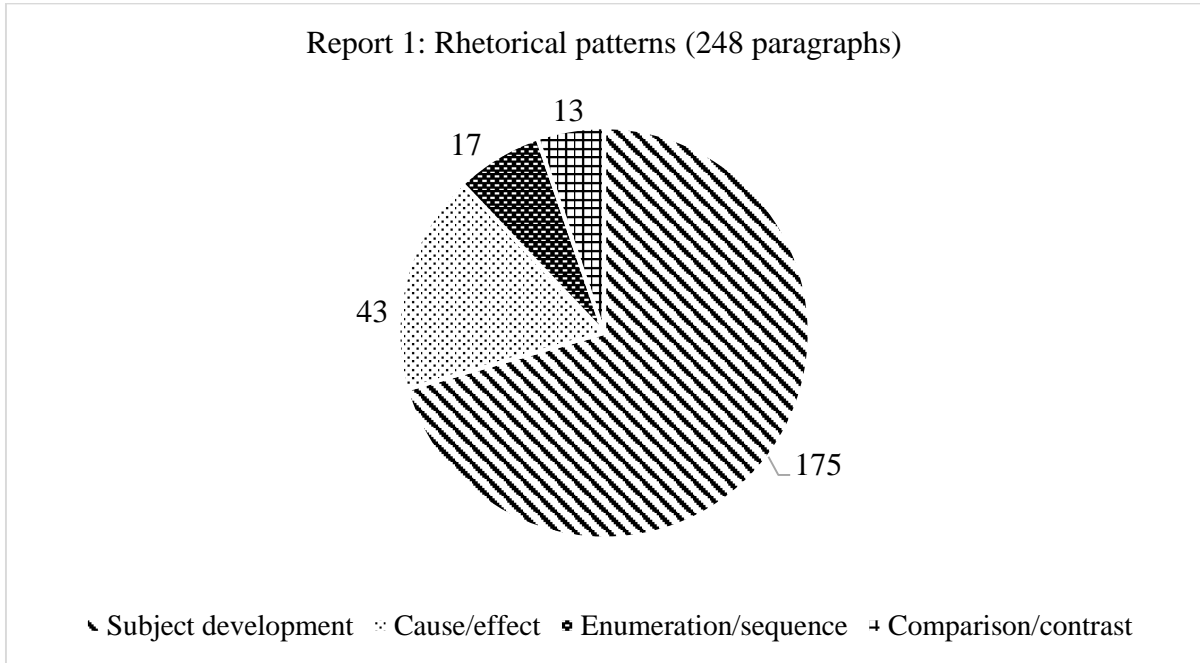
The next stage consisted of identifying tenses and aspects which are typical of each rhetorical pattern. Finally, the obtained results were recorded in a separate document and organised in groups according to the rhetorical pattern used in the paragraph as well as presented through graphs and interpreted

4.4. Results of the research

In the present research two risk reports were analysed which in total comprise 165 pages, 553 paragraphs or 67, 612 tokens. As it can be seen from the graph below, in the first report the subject development pattern was used more frequently and constituted about 71% of all paragraphs of the report. The second most frequently used rhetorical pattern after subject

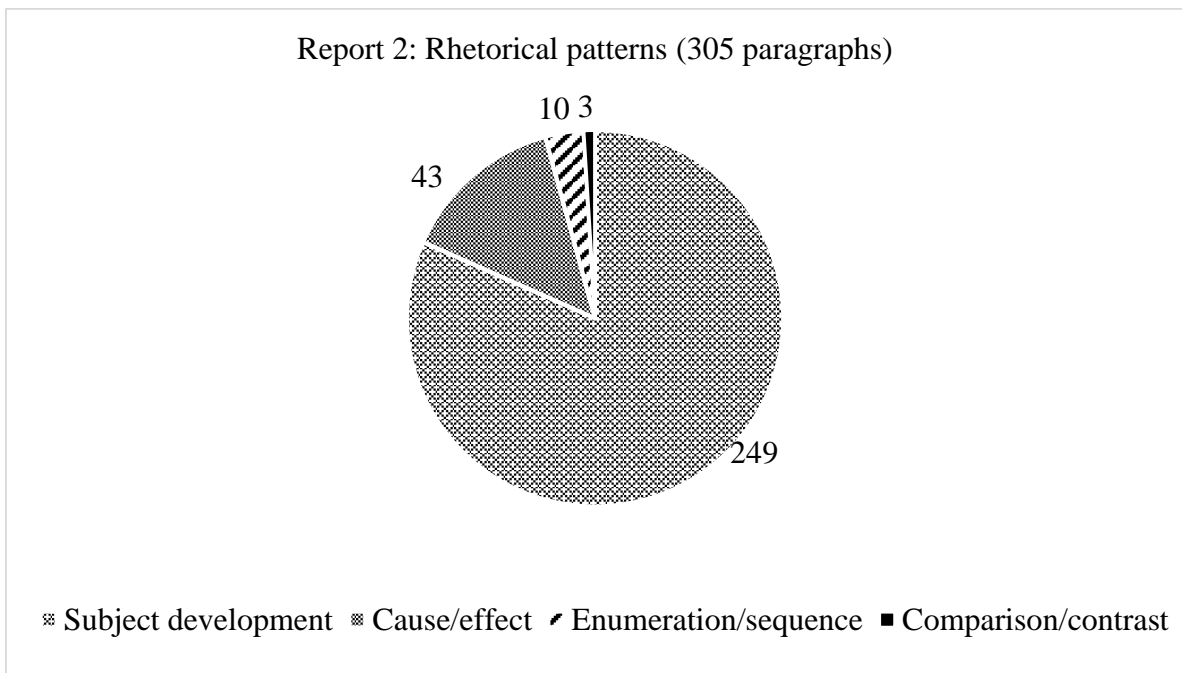
development is cause/effect pattern. The least frequently used rhetorical pattern in the first risk report is comparison/contrast, which constituted only 5% of total number of paragraphs.

Figure 4.1 The use of rhetorical patterns in the Global Risk report 2015



The graph below shows the results of the analysis of the second report. The results obtained during the analysis of the Global Risk report 2014 are very similar to the first one.

Figure 4.2 The use of rhetorical patterns in the Global Risk report 2014



According to the graph, subject development pattern is the most frequently used rhetorical pattern and it represents 82% of total number of paragraphs in the second report. Cause/effect rhetorical pattern is the next most frequently used pattern as there are 43 paragraphs representing this rhetorical organisation. The same as in the first risk report, comparison/contrast pattern is the least used rhetorical pattern and it represents only 1% of all paragraphs.

The frequent use of subject development points to the fact that the aim of risk reports is to describe, explain, or show a process. For instance, the following paragraph illustrates subject development pattern and the aim here is to show and to describe the procedure of survey on risks as well as to explain where additional information on the procedure of survey could be found.

'Survey respondents were asked to select between three and six trends and to identify for each the risk they believe is most interconnected. See Appendix B for more details. To ensure legibility, the names of the global risks are abbreviated. Also see Appendix A for the full name and description'. (Global Risks 2015)

Another paragraph from the second report also illustrates subject development pattern and here the pattern is used in order to state the most influential risks as well as to describe and to interpret the findings of survey on different risks.

'The risks considered high impact and high likelihood are mostly environmental and economic in nature: greater incidence of extreme weather events, failure of climate change mitigation and adaptation, water crises, severe income disparity, structurally high unemployment and underemployment and fiscal crises in key economies. Female respondents perceived almost all global risks as both more likely and more impactful than did males, especially in the environmental category. Younger individuals gave higher scores for the impact of almost all of the risks, particularly environmental risks, such as water crises, greater incidence of natural catastrophes, the loss of biodiversity and greater incidence of extreme weather events'. (Global Risks 2014)

Cause/effect pattern is less frequently used than subject development. However, the use of cause/effect rhetorical organisation indicates that risk reports also try to show relationship between the action and pre-existing reason.

'Changing demographics, growing middle classes and fiscal constraints will place increasing domestic demands on governments, deepening requirements for internal reform and shaping international relations. Set against the rise of regional powers, an era of greater economic pragmatism and national self-protection might increase inter-state friction and aggravate a global governance vacuum. This may hinder progress on cross-cutting, long-term challenges, and lead to increased inefficiencies and friction costs in strategically important sectors, such as healthcare, financial services and energy. Managing this risks will require flexibility, fresh thinking and multistakeholder communication'. (Global Risks 2014)

Enumeration/sequence pattern and comparison/contrast patterns are used even less than cause/effect. Comparison/contrast pattern is the least frequently used pattern in two risk reports. However, there are some instances of comparison/contrast rhetorical organisation used to show relationships between different concepts and objects. Thus, the following paragraph illustrates this pattern and contrasts the situation which was in the past, is in the present, and will be in the future as well as compares data of two regions.

'The world is experiencing a historically unprecedented transition from predominantly rural to urban living. In 1950, one-third of the world's population lived in cities; today the number has already reached more than one-half, and in 2050 city dwellers are expected to account for more than two-thirds of the world's population (see Figure 2.1). This rapid rise will mainly take place in developing countries (see Figure 2.2). Africa and Asia – both still comparatively less urbanized than other regions – will be the fastest urbanizing regions with the urban population projected to reach 56% in Africa and 64% in Asia by 2050 (currently at 40% and 48%, respectively). These developments imply an unprecedented shift of the urban world away from the north-west to the south and east'. (Global Risks 2015)

The next paragraph illustrates enumeration/sequence pattern or sometimes it is also called problem/solution pattern as it states the problem and provides solution to it. In the following paragraph the problem is that floods in Germany had a significant impact in 2002 and to this problem was found a solution as a special programme was developed and a statewide risk awareness campaign was launched.

'In August 2002, severe floods affected practically two-thirds of the German state of Saxony (Figure 3.3 illustrates the rivers in Saxony, Germany). This disastrous event led to the development of the Flood Protection Investment Programme, which comprises 1,600 individual flood protection measures and 548 flood risk maps for all communities at risk. A statewide risk awareness campaign was also launched'. (Global Risks 2015)

It can be concluded from the results obtained during the analysis that risk reports contain a variety of different rhetorical organisation patterns. However, the reports of this domain mainly focus on description and explanation as well as the use of cause/effect rhetorical pattern indicates that the authors of risk reports also seek relationships between the action and pre-existing reason.

Enumeration/sequence and comparison/contrast rhetorical patterns are used less frequently, however, they are used in risk reports to state problem and possible solution as well as to compare/contrast and to show relationships between concepts and objects.

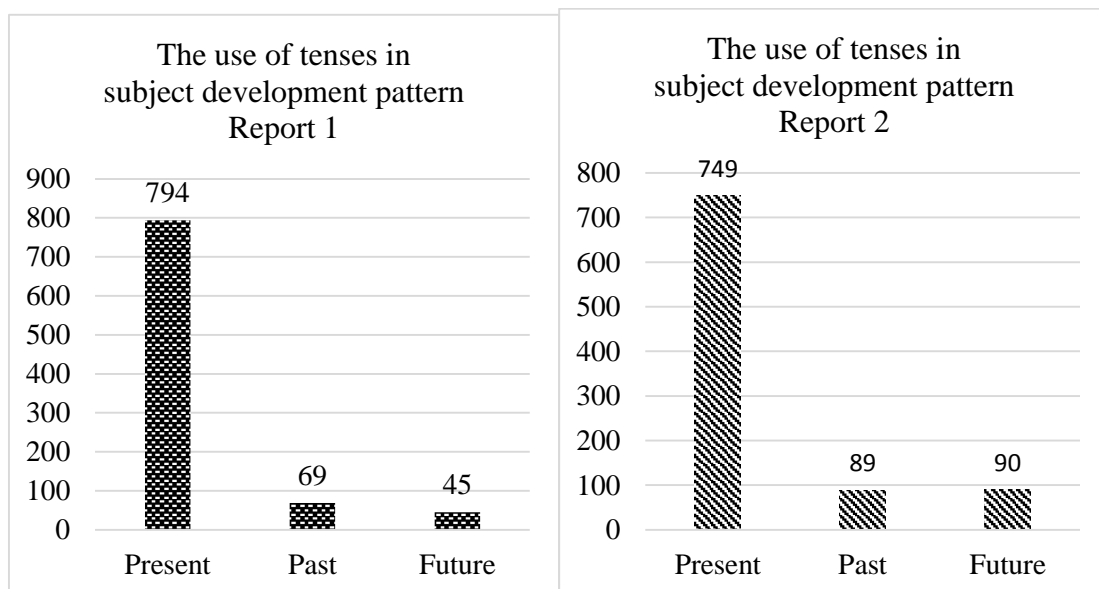
As the hypothesis of the present research stated that in each rhetorical pattern some typical tense could be encountered or in other words in each rhetorical pattern some specific tense is used most frequently. The next subchapters will try to seek an answer, whether there are some specific tense-aspect forms which are typical to each rhetorical organisation pattern.

4.4.1. Subject development pattern

The graphs below summarise the results of the frequency analysis of two risk reports. As it can be seen from the graphs, present tense is the most frequently encountered tense in subject development pattern. Past and future tenses are used less frequently. The second most frequent tense is past, whereas in the second report it is future tense. It could be linked with the aim and content of the reports as the first report focused more on the situation and actions in the past, whereas the second report focused more on the potential risks and actions in the future.

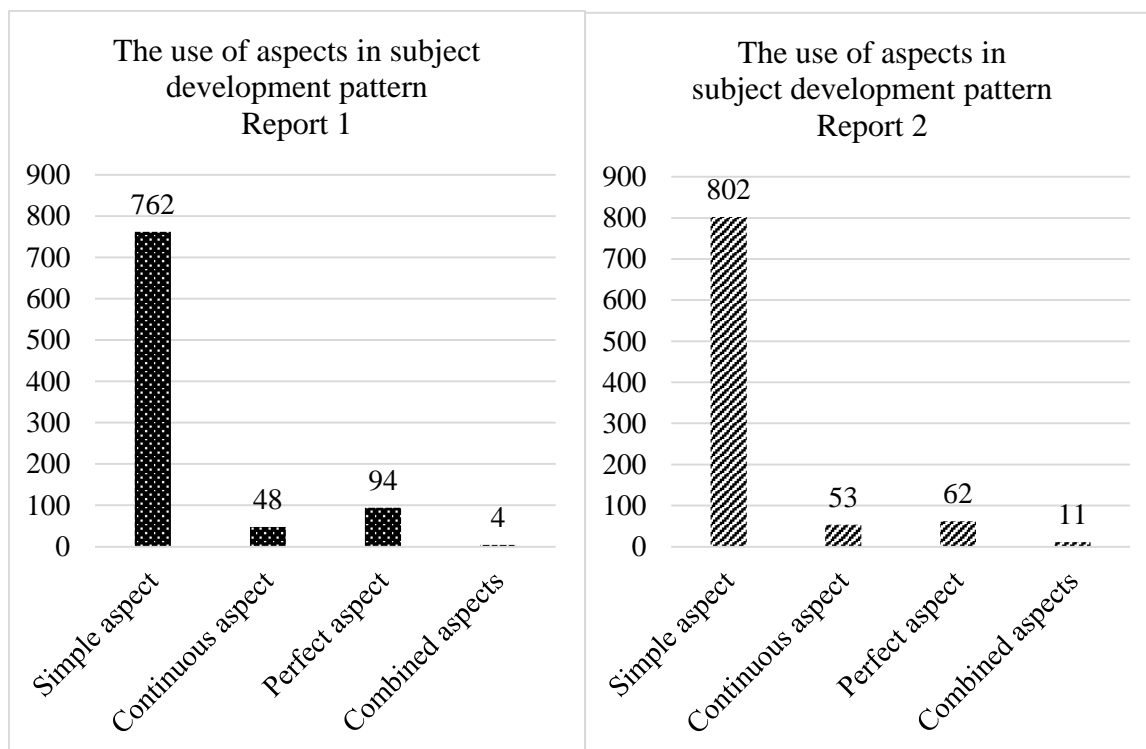
The aim of *Global Risks 2015* report is to describe current risks like geopolitical situation, terrorist attacks and climate change as well as the report looks back in the past as *Global Risks 2015* edition completes a decade of highlighting the most influential risks worldwide. The aim of *Global Risks 2014* report is to increase the awareness of economic and environmental risks and to inspire action so that potential threats would be reduced or eliminated.

Figures 4.3 and 4.4 The use of tenses in subject development pattern



Figures 4.3 and 4.4 present the results of frequency analysis of aspect forms. It was found out that the simple aspect is used the most frequently in subject development pattern.

Figures 4.5 and 4.6 The use of aspects in subject development pattern



The following paragraph represents subject development pattern and there are highlighted tense-aspect forms. Present Simple here is used to describe current situation, state and single events. In the example below present tense is combined with simple aspect indicating that situation is viewed as permanent.

*'The systemic nature of our most significant risks **calls** for procedures and institutions that **are** globally **coordinated** yet locally flexible. As international systems of finance, supply chains, health, energy, the Internet and the environment **become** more complex and interdependent, their level of resilience **determines** whether they **become** bulwarks of global stability or amplifiers of cascading shocks. Strengthening resilience **requires** overcoming collective action challenges through international cooperation among business, government and civil society'.* (Global Risks 2014)

The next paragraph shows that past tense is also used in the pattern under discussion. Past tense is used here to describe the action in the past and to refer to definite state in the past.

*'Australia's Murray-Darling Basin provides water for over 2 million people, including much of the city of Adelaide, as well as 40% of Australia's agriculture. Unsustainable rates of water extraction **had been decreasing** flow volumes: in 2007, the car ferry at the River Murray mouth **was grounded** for the first time in its 71-year history'.* (Global Risks 2015)

In the second report the next after present tense the most frequently is used future. The sentences below are organised in subject development pattern and there are encountered future tense forms. Future tense here is used in order to make a prediction.

*'More than half of the world's population now lives in cities. By 2050, the urban population **will have** nearly **doubled** to an estimated 6.4 billion. Most of the increase in urban populations **will be** in middle- and lower- income countries, which have more limited capacity to manage the new risks being created – and existing risks being exacerbated – by the global urban transition'. (Global Risks 2014)*

As the example below shows, perfect aspect could be also encountered in subject development pattern. It points to the fact that the action take place during a time which would lead to a specific time. In the present paragraph perfect aspect links past with present and the focus is on the result of some action which took place in the past.

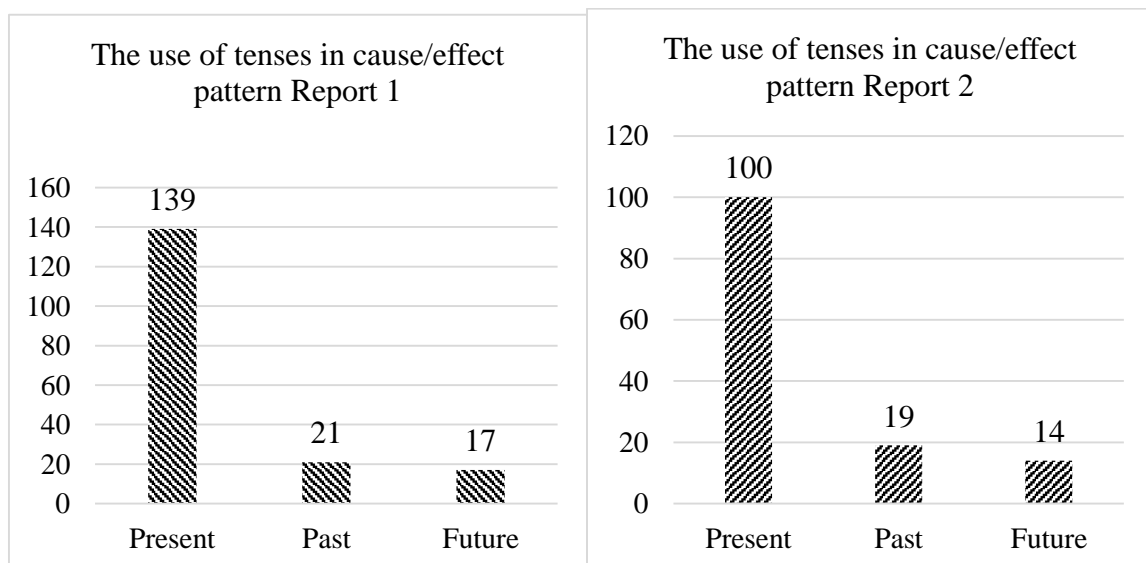
*For thousands of years, humans **have been selectively breeding** crops and animals. With the discovery of DNA hybridization in the early 1970s, it became possible to genetically modify existing organisms. Synthetic biology goes further: it refers to the creation of entirely new living organisms from standardized building blocks of DNA. The technology **has been** in development since the early 2000s, as knowledge and methods for reading, editing and designing genetics **have improved**, costs of DNA sequencing and synthesis have decreased, and computer modelling of proposed designs **has become** more sophisticated. (see Figure 2.6.1)'. (Global Risks 2015)*

Although a variety of tense-aspect forms are used in the subject development rhetorical pattern, the examples and graphs prove that present tense and simple aspects are typical to subject development rhetorical organisation.

4.4.2. Cause/effect pattern

The results obtained after the analysis of cause/effect pattern in the first and second report appear to be very similar to those for subject development pattern. As Figures 4.7 and 4.8 show, present tense is the most frequently used in cause/effect pattern.

Figures 4.7 and 4.8 The use of tenses in cause/effect pattern



The example below shows that in the cause/effect pattern present tense with simple aspect is used to designate state, to give instructions and to mention a single event.

*'The risk of large-scale cyber attacks **continues** to be considered above average on both dimensions of impact and likelihood (see Figures 1 and 1.6) This **reflects** both the growing sophistication of cyber attacks and the rise of hyperconnectivity, with a growing number of physical objects connected to the Internet and more and more sensitive personal data – including about health and finances – being stored by companies in the cloud. In the United States alone, cyber crime already **costs** an estimated \$100 billion each year'. (Global Risks 2015)*

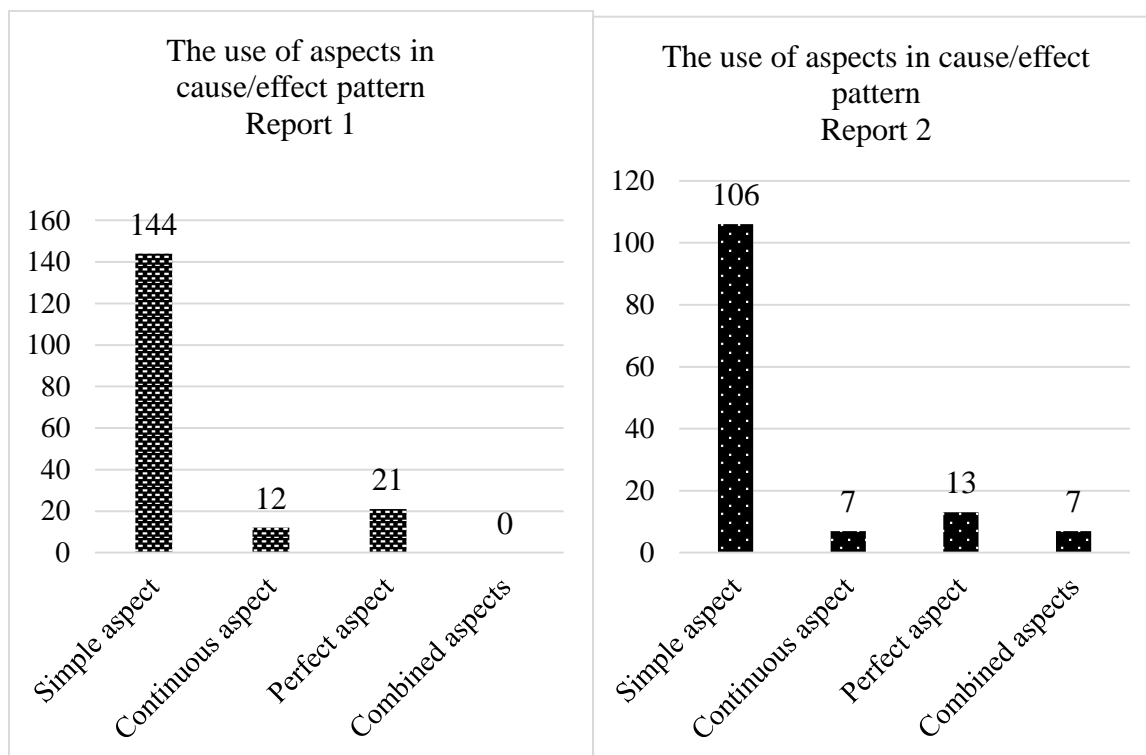
Past tense may be also encountered in cause/effect pattern. Here past tense is combined with simple aspect and is used to talk about definite event and completed action in the past.

*'Too little water can also have systemic impacts. Drought in Russia in 2010 **led** to restrictions on agricultural exports, causing the price of staple grains to rise across North Africa and the Middle East. The resulting food shortages and price rises **aggravated** the tensions that **led** to the Arab Spring. Some studies suggest that water scarcity could reduce grain production by as much as 30%'. (Global Risks 2014)*

The graphs below present the results of frequency analysis for cause/effect pattern. The results for cause/effect pattern appear to be the same for subject development pattern and simple aspect is used the most frequently. However, perfect and continuous aspects are also used in this rhetorical pattern. For example, perfect aspect is used to talk about past action with present result in the following paragraph as it implies that the action took place during some time and leads to specific time.

*'Society can also generate its own systemic risks, notably from growing economic inequality and weakening social cohesion within countries, which threaten political stability. Globalization **has left** some countries behind and **has been associated** with rising inequality between and within countries. This is augmented by restrictions on migration and a failure of policies at the national and global levels to promote a more inclusive system. Together, these factors render poor people and poor countries vulnerable to systemic risks'. (Global Risks 2014)*

Figures 4.9 and 4.10 The use of aspects in cause/effect pattern



The use of progressive or continuous aspect is illustrated in the following example. In this case present tense is combined with progressive aspect in order to describe current situation.

*'Multiple trends **are contributing** to linking global systems ever more closely and in more complex ways. For example, the increased carbon emissions and reduced ecological diversity resulting from unsustainable economic growth now fundamentally threaten to undermine not only the stability of the global ecosystem but also the economies that depend on it'. (Global Risks 2014)*

It can be concluded that a variety of tenses are used in cause/effect pattern . Past, present, future are combined with different aspects, i.e. simple, progressive, perfect. However, combined aspects are used less frequently than it was in subject development pattern. Simple, progressive, perfect aspects in cause/effect pattern are mainly used to talk about situation which is viewed as permanent, to describe current situation, and to link past with present when action took place in the past but the result is important and obvious in present.

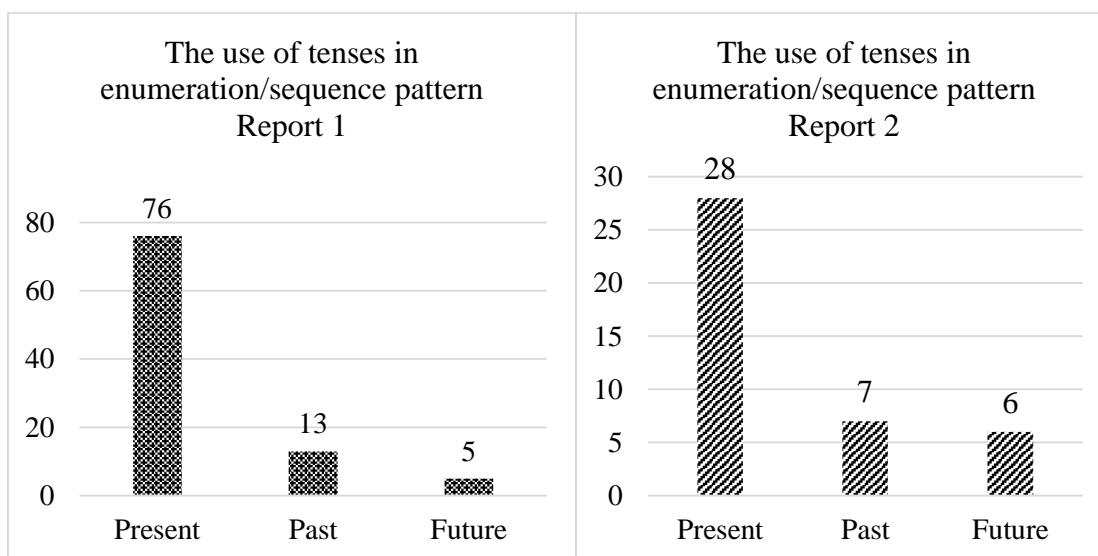
4.4.3. Enumeration/sequence pattern

The following two graphs present the result of frequency analysis for enumeration/sequence pattern. As it can be seen from Figures 4.11 and 4.12, the results are the same as it was for previous rhetorical patterns. Present tense is the most frequently used tense in enumeration/sequence pattern. For example, the paragraph below illustrates the use of

present tense in enumeration/sequence or problem/solution rhetorical organisation. Here the present tense is used to mention a single event and to give instructions/order.

*‘Conceivably, a single rogue individual might one day be able to devise a weapon of mass destruction – a virus as deadly as Ebola and as contagious as flu. What mechanisms could safeguard against such a possibility? Synthetic biology and affordable DNA-sequencing also **opens** up the possibility of designing bespoke viruses as murder weapons: **imagine** a virus that spreads by causing flu-like symptoms and **is programmed** to cause fatal brain damage if it **encounters** a particular stretch of DNA found only in one individual’. (Global Risks 2015)*

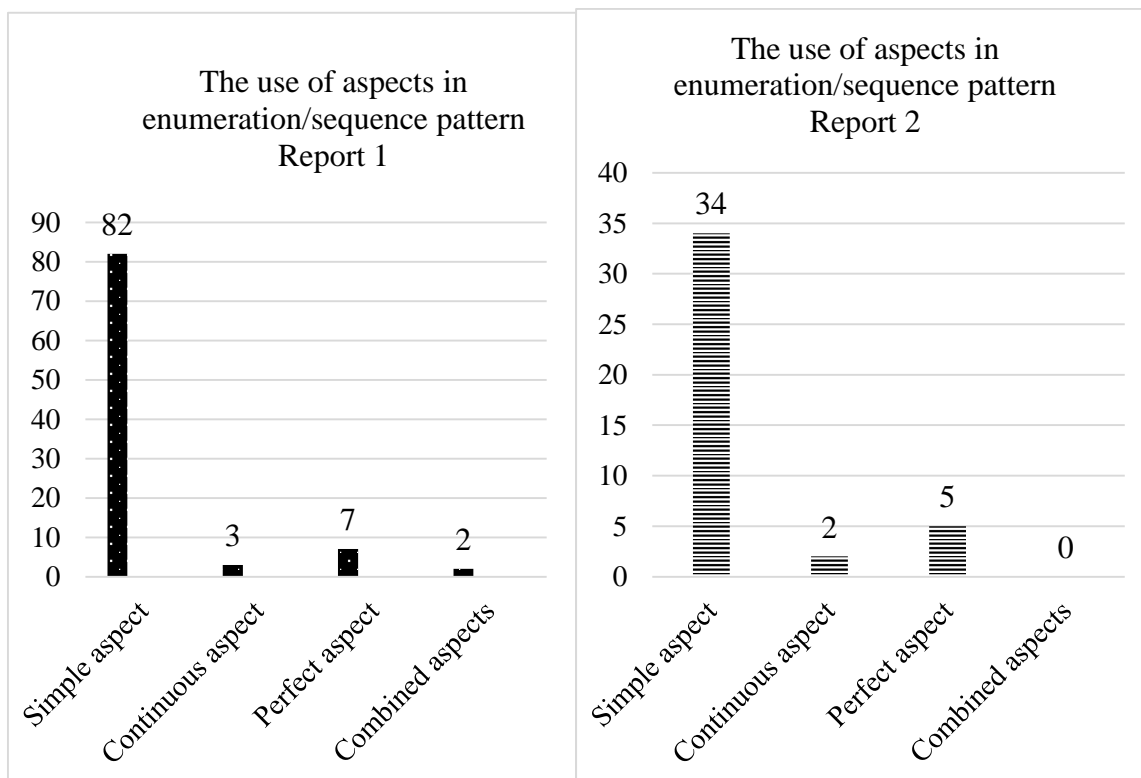
Figures 4.11 and 4.12 The use of tenses in enumeration/sequence pattern



Figures 4.13 and 4.14 show the use of aspects in enumeration/sequence pattern. It is obvious that simple aspect is used more frequently in this pattern. For instance, in the example below could be encountered two cases of present tense in combination with simple aspect and one combination of future tense with simple aspect. Simple aspect shows that situation is viewed as permanent and describes state or mentions a single event.

*‘This **will ease** the problems of unemployment and underemployment for the next generation, but many of the current generation may remain “lost” in unstable, low-paid and low-productivity jobs in the informal economy. Access to lifelong education **is** a possible solution, but **requires** addressing wider problems in the education sector’. (Global Risks 2014)*

Figures 4.13 and 4.14 The use of aspects in enumeration/sequence pattern



In the enumeration/sequence or problem/solution pattern a variety of tenses and aspects are used. However, present tense and simple aspect is more characteristic to this rhetorical organisation pattern which is explained by the communicative aim expressed in the report.

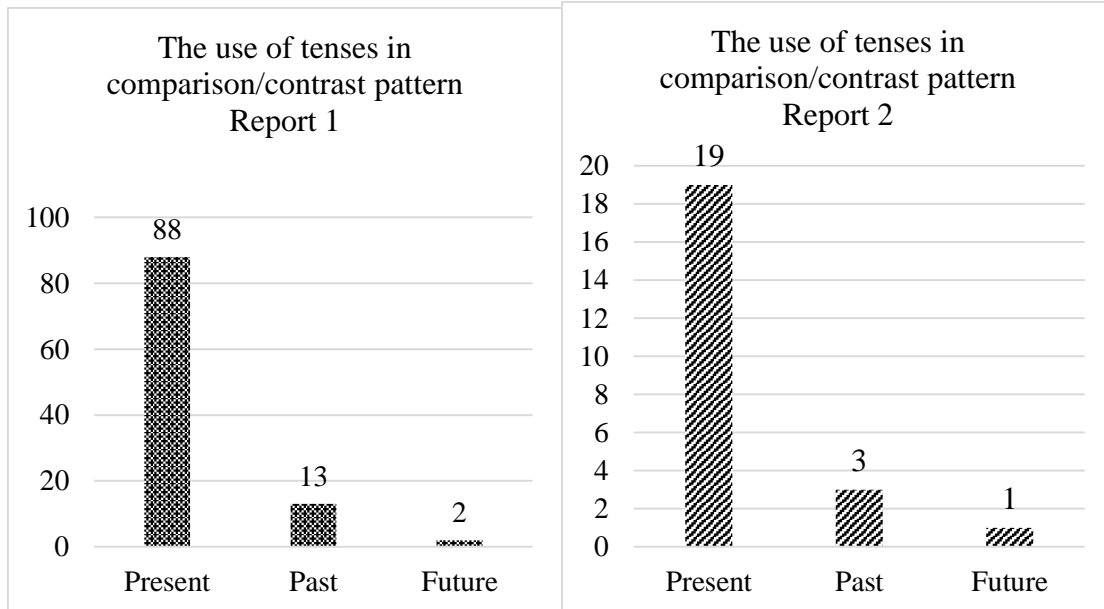
4.4.4. Comparison/contrast pattern

The last but not least rhetorical pattern is comparison/contrast. Figures 4.15 and 4.16 present the results of frequency analysis and as for all previous patterns present tense is the most frequently used tense in comparison/contrast pattern and the paragraph below illustrates that.

*‘The world is experiencing a historically unprecedented transition from predominantly rural to urban living. In 1950, one-third of the world’s population lived in cities; today the number has already reached more than one-half, and in 2050 city dwellers **are expected** to account for more than two-thirds of the world’s population (see Figure 2.1).⁴ This rapid rise will mainly take place in developing countries (see Figure 2.2).⁵ Africa and Asia – both still comparatively less urbanized than other regions – will be the fastest urbanizing regions with the urban population projected to reach 56% in Africa and 64% in Asia by 2050 (currently at 40% and 48%, respectively).⁶ These developments **imply** an unprecedented shift of the urban world away from the north-west to the south and east’. (Global Risks 2015)*

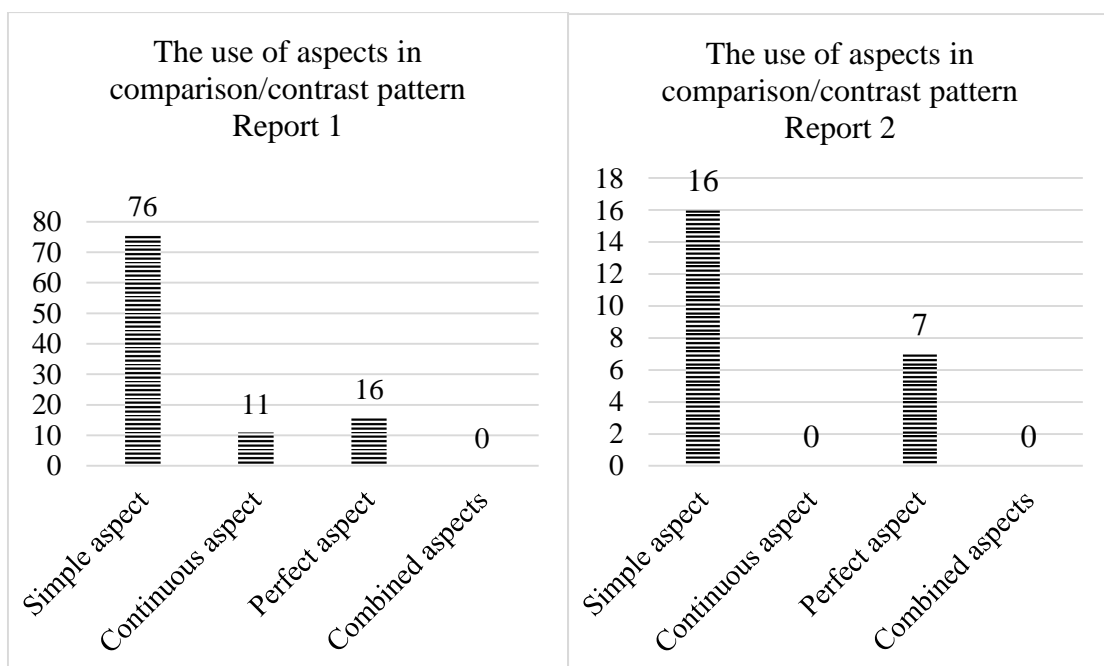
However, in this example a variety of other tenses combining perfect, progressive, and simple aspects can be also observed. These are present continuous, past simple, present perfect.

Figures 4.15 and 4.16 The use of tenses in comparison/contrast pattern



Figures 4.17 and 4.18 summarise the results of the use of aspects in comparison/contrast pattern. As in all previous patterns, simple aspect is most frequently used in comparison/contrast pattern. However, combined aspects are not at all used in comparison/contrast pattern.

Figures 4.17 and 4.18 The use of aspects in comparison/contrast pattern

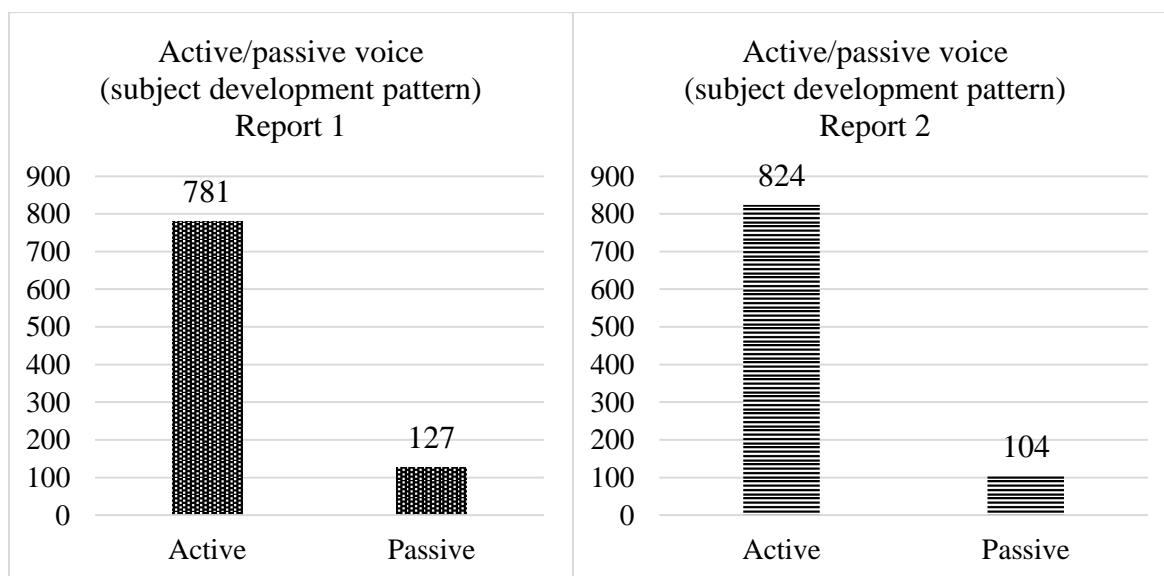


It could be concluded that a variety of tenses as well as aspects are used in comparison/contrast rhetorical pattern. However, present tense and simple aspect are dominant. It points to the fact that in the comparison/contrast pattern a situation is viewed as permanent and actions happen in the present time.

4.4.5. Active versus passive voice

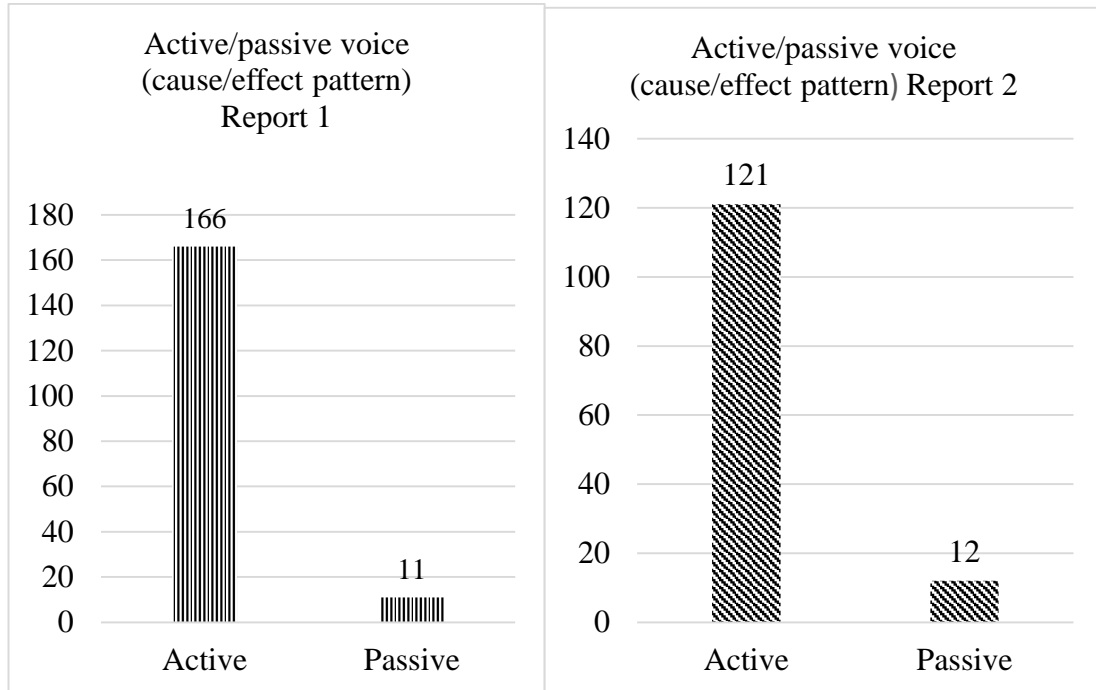
In order not to lose a valuable data in the present research both active and passive voice was also analysed. In subject development pattern in the first report there are 781 instances of passive voice, whereas in the second report there are 824 instances. In the first and second reports there are 127 and 104 instances of passive voice. The proportion of active/passive voice constitutes 1:6 in the first report and 1:7 in the second report. In subject development rhetorical pattern active voice is used more frequently than passive voice and there is no big difference in proportions between two reports. The results of the frequency analysis are summarised in two graphs below.

Figures 4.19 and 4.20 The use of active and passive voice in subject development pattern



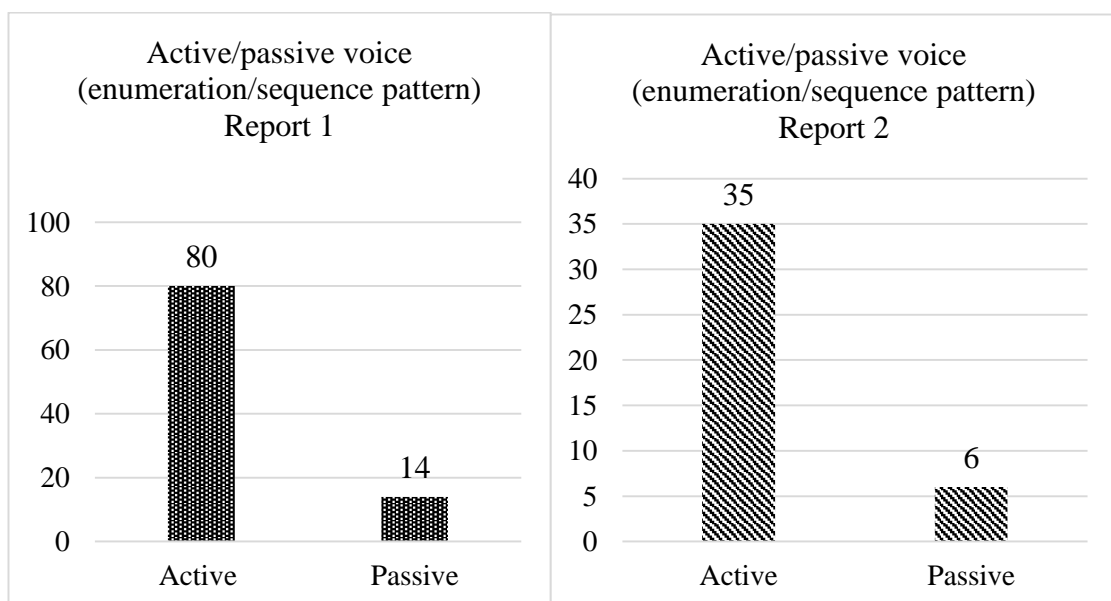
In cause/effect pattern in the first report there are 166 instances of active voice and only 11 examples of passive voice. It represents a proportion of 1:15. In the second risk report there are 121 cases of active voice and 12 examples of passive. It constitutes a proportion of 1:10. Cause/effect rhetorical pattern represents a larger proportions of passive voice and it could be explained with the fact that this pattern seeks a relationship between cause and effect created. This pattern implies that some action is made and doer in this case is not important.

Figures 4.21 and 4.22 The use of active and passive voice in cause/effect pattern



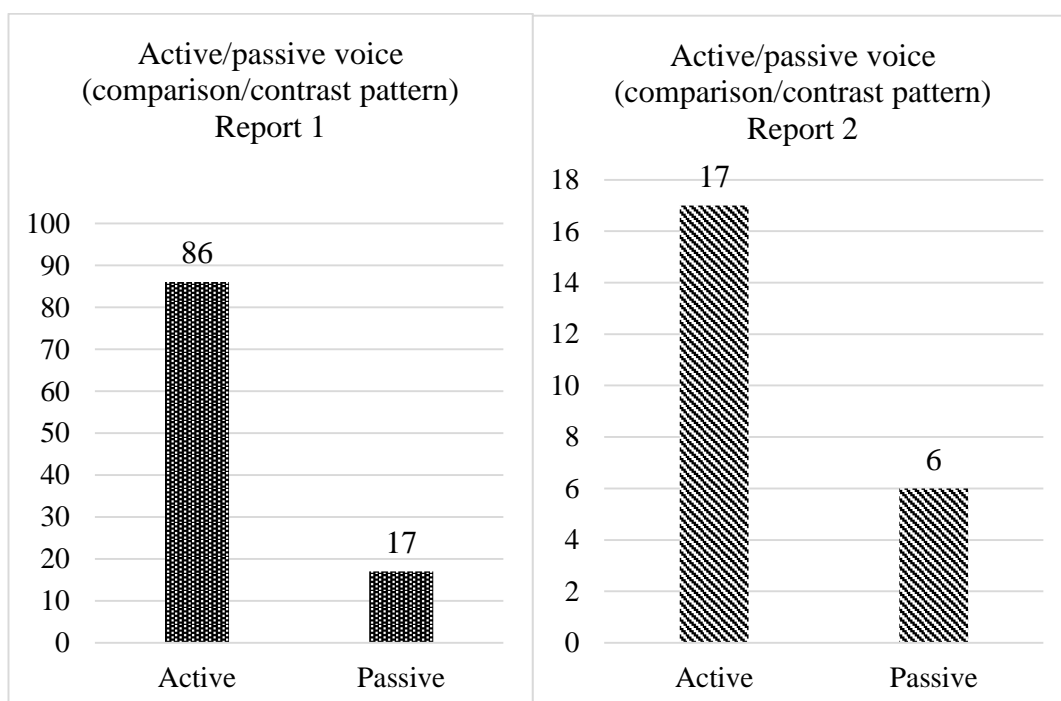
Enumeration/sequence pattern represent less proportions than in subject development and cause/effect pattern. There are 80 instances of active and 14 examples of passive voice in the first report, whereas in the second risk report there are 35 cases of active and 6 of passive. Proportion in both reports are 1:5. This shows that in enumeration/sequence pattern active voice outweighs passive as this rhetorical organisation states problem and provides possible solution.

Figures 4.23 and 4.24 The use of active and passive voice in enumeration/sequence pattern




In the first report comparison/contrast rhetorical pattern represents the same proportion of active/passive voice as it was in the case of enumeration/sequence pattern and it is 1:5. There are 86 instances of active and 17 examples of passive voice. In the second report in the same rhetorical pattern there is the smallest proportion of voices and it is just 1:2. In total there are 17 cases of active and 6 examples of passive voice. In the comparison/contrast pattern active voice again outweighs passive, however, in this case the proportion is the smallest one. The aim of this pattern is show relationship between objects and concepts and it does not imply a frequent use of passive voice.

Figures 4.25 and 4.26 The use of active and passive voice in comparison/contrast pattern



It could be concluded that active voice is used more frequently in all rhetorical patterns, which can be explained by the fact that actors perform actions themselves and they are doer, rather than impersonal doer is meant.

The obtained results could be summarised and presented in the following graph. The → sign indicates the reducing frequency of use of pattern, tense, aspect.



| Pattern | Report 1 | | Report 2 | | Active/Passive voice (<, >, =) |
|----------------------|----------------------------------|---|----------------------------------|--|---|
| | Tense | Aspect | Tense | Aspect | |
| Subject development | Present <i>Past</i> Future | Simple Perfect Continuous Combined (4) | Present <i>Future</i> Past | Simple Perfect Continuous Combined (11) | Active > Passive |
| Cause/effect | Present Past Future | Simple Perfect Continuous Combined (0) | Present Past Future | Simple Perfect Continuous Combined (7) | Active > Passive |
| Enumeration/sequence | Present Past Future | Simple Perfect Continuous Combined (2) | Present Past Future | Simple Perfect Continuous Combined (0) | Active > Passive |
| Comparison/contrast | Present Past Future | Simple Perfect Continuous Combined (0) | Present Past Future | Simple Perfect Continuous Combined (0) | Active > Passive |

Table 3: Results of the research

As can be seen from the table above, subject development rhetorical pattern is used most frequently in risk reports as it serves to describe, explain, and to develop the topic discussed. The use of present tense is also typical of risk report as it mainly describes actions in the present. Simple aspect is the most frequently encountered aspect in risk report as it views situation as permanent. Then, by combining tense with aspect we obtain the result that present simple tense is used across all rhetorical organisation pattern in order to describe state, to mention single event, present general facts and figures as well as to give instructions to readers.

CONCLUSIONS

From the above presented graphs, it is obvious that there is no typical tense-aspect forms for each rhetorical pattern. In all patterns present tense and simple aspect are used the most frequently in order to describe state, mention single event, to present general facts and figures as well as to give instructions to readers. Thus, the hypothesis of the research was not proved. However, the results of the research are important for the understanding of risk report genre.

The analysis of two risk reports has shown that complex tenses are not frequently encountered in this genre and use of present tense and simple aspect is typical for all rhetorical patterns. However, there are some instances of the use of combined aspects and it is more typical for subject development pattern. The combined perfect and continuous aspects are characteristic for the risk report genre. There is also a number of instances of perfect and continuous aspects which are also characteristic for risk reports.

The collected data about the use of active and passive voice justifies that it is typical that the number of instances of active voice outweighs the use of passive voice. It points to the fact that in risk report genre the doer is active and performs the actions and only in some instances when passive voice is used the doer is not important and focus is on action.

Such frequent use of present tense and simple aspect in risk reports could be linked to the use of tenses as present simple is mainly used to present general facts, to talk about true facts, state and single events. Thus, analysed two risk reports mainly deal with general facts about different kinds of risks, describe state and present situation.

The use of perfect aspect indicates to the fact that risk reports also present information about actions which happened in the past, but the result is important in the present.

The use of continuous aspect points to actions at the moment of speaking or still changing or developing situation, which could not literally happen at the moment.

Moreover, the frequent use of simple aspect and present tense is very important for effective communication. As it was discussed in previous chapters, in risk management it is vital to analyse risks quite fast and communication plays a key role in this process. That is why the use of present simple helps to understand and analyse situation faster and better as this tense is the most simple one.

Thus, assumptions in the beginning of the research were wrong and there is no typical tense-aspect for each pattern. The research has shown that for risk reports typical is present simple as it facilitates effective communication and understanding of risks.

THESES

- 1) The importance of risk management is growing and businesses are interested that risks would be managed qualitatively and effectively.
- 2) Risk management requires fast and effective communication so that potential risks could be mitigated or even converted to opportunities.
- 3) Risks could be caused by a number of different factors, for instance, natural, economic, political, human, or technological.
- 4) Language plays a crucial role in the communication of risk management terminology.
- 5) The analysis of two risk reports has shown that complex tenses are not frequently encountered in this genre as it would create difficulties in understanding and analysing risks.
- 6) The use of present tense and simple aspect is typical for all rhetorical patterns as it facilitates effective communication and analysis of risks.

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APPENDIX 1
SAMPLE PAGES OF THE ANALYSIS

Introduction

Accelerating change in the 21st century has bound countries, economies and businesses ever more tightly together through better infrastructure, faster and more efficient communication systems, and closer trade and investment links. Innovations such as the Internet and mobile phone have boosted productivity, created new business opportunities and enhanced access to information. Economic growth has lifted millions of people out of poverty.

Yet the same dynamic that lies behind these gains – everything being more connected and interdependent – also threatens to undermine them. Economic growth, for example, may be inexorably undermining its own foundations through its negative side-effects on ecosystems, biodiversity and the climate – effects that cannot be stopped at national borders. Disruptions in the online environment are becoming as impactful as those in the physical world, if not more.

Since 2006, the *Global Risks* report has been calling attention to global risks that can be systemic in nature, causing breakdowns of entire systems and not only their component parts.

These risks can come from many sources. The greater the interdependencies between countries and industries, the greater the potential for events to bring about unforeseen, cascading consequences. The year 2013 alone witnessed a number of illustrations of such risks, bringing significant losses in terms of both human life and wealth. The fiscal crisis in the United States (US), the subsiding threat of sovereign default in eurozone countries and popular protests in emerging markets all presented economic risks far beyond national borders. Typhoon Haiyan took a heavy toll on the Philippines, even as global leaders debated climate change in Warsaw in November 2013. Syria's refugee crisis destabilized the entire Middle East. Revelations about data leakage and new forms of espionage created geopolitical tensions that may yet have far-reaching implications in the years to come. These events have painfully emphasized that the world is not equipped to deal with global risks.

This year, as in past editions, the *Global Risks* report represents a step in a continuous process of improving how global risks and their interconnections can be put on decision-makers' radar screens, to provide a basis for dialogue on how governments, business and civil society can work together effectively to build resilience and mitigate any negative effects accruing from them.

Part 1 of the report presents the results of this year's Global Risks Perceptions Survey, enumerating the 10 risks that respondents nominated as being of highest concern and also those they thought were most likely and potentially impactful. It also maps the strength of perceived interconnections among these risks to provide a holistic picture of the complexity and broad framework needed to understand their full potential impact. Finally, it includes a "risks and trends to watch" section, noting additional issues that respondents and experts were concerned about.

Part 2 selects and explores in detail three constellations of global risks from the Risks Interconnections Map. "Instabilities in an Increasingly Multipolar World" examines possible interconnections among risks related to the changing geopolitical order. "Generation Lost?" looks at how high rates of youth unemployment risk stoking social unrest and squandering human and economic potential, and how the current situation will affect tomorrow's youth. "Digital Disintegration" imagines how cyberspace could become severely affected through growing strength of attacks and dwindling trust, at a huge cost to economies and societies.

The report also features contributions from several of the Forum's Global Agenda Councils, which bring together thought leaders from academia, business, government, international organizations and other civil society organizations to set the global agendas in their respective fields. The Councils' contributions explore a selection of specific risks that rank highly on the Global Risks Perceptions Survey.

The multistakeholder collaboration required to address global risks should take place through effective mechanisms of global governance, as global risks can only be addressed at a global level. Addressing risks effectively takes not only a common understanding of the issues and a willingness to work together but also the building of mutual trust and nurturing of the capacity for long-term thinking – issues further explored in the concluding section of Part 2.

Part 3 analyses the main learnings from past *Global Risks* reports and looks ahead towards the 10th anniversary of the report in 2015.

To work together to prepare and mitigate risks and strengthen resilience, leaders in business, politics and civil society all need to first identify, understand and monitor the most important global risks. The *Global Risks 2014* report aims to facilitate this process and provide a platform for dialogue.

Part 1: Global Risks 2015

Introduction

The Global Risks 2015 report comes at a time when various manifestations of global risks brought into sharp relief that the world is not equipped to deal with these events or similar occurrences in the future. For the past decade, the Global Risks report has been calling attention to global risks and providing a base for multistakeholder action. Over this period, the evolution in understanding how global risks are thought about and assessed has been significant. This has led the Forum to update the methodology it has used to assess global risks for the 10th edition of the report, based on input from the members of the newly established Advisory Board.

Building on this evolution, in this report a global risk is defined as an uncertain event or condition that, if it occurs, can cause significant negative impact for several countries or industries within the next 10 years. Based on this refined definition, 28 global risks were identified and grouped into the five customary categories: economic risks, environmental risks, geopolitical risks, societal risks and technological risks. A description of the risks and the methodology employed can be found in Appendix A and Appendix B.

A further development in the 2015 report is the delineation of risks and trends. This distinction allows a better understanding of the underlying drivers of global risks. A trend is defined as a long-term pattern that is currently taking place and that could contribute to amplifying global risks and/or altering the relationship between them. The focus on trends can contribute to risk mitigation; for example, better planned urbanization can help alleviate certain risks that concentrate in urban areas. Moreover, the differentiation between trends and risks emphasizes the fact that trends, unlike risks, are occurring with certainty and can have both positive and negative consequences. Trends are long-term, ongoing processes that can alter the future evolution of risks or the interrelations among them, without necessarily becoming risks themselves.

Komentēja [U225]: Rhetorical pattern: enumeration/sequence

Komentēja [U226]: Present simple: single event

Komentēja [U227]: Past simple: completed action in the past

Komentēja [U228]: Present simple: state

Komentēja [U229]: Present perfect continuous: temporary state up to the present

Komentēja [U230]: Passive voice (present simple): state

Komentēja [U231]: Passive voice (present simple): state

Komentēja [U232]: Present perfect: with the result in present

Komentēja [U233]: Present perfect: with present result

Komentēja [U234]: Present perfect: with present result

Komentēja [U235]: Rhetorical pattern: subject development

Komentēja [U236]: Passive voice (present simple): single event

Komentēja [U237]: Present simple: single event

Komentēja [U238]: Passive voice (past simple) : completed action in the past

Komentēja [U239]: Passive voice (past simple): completed action in the past

Komentēja [U240]: Rhetorical pattern: subject development

Komentēja [U241]: Present simple: state

Komentēja [U242]: Present simple: state

Komentēja [U243]: Passive voice (present simple): single event

Komentēja [U244]: Present continuous: to describe current situation

Komentēja [U245]: Present simple: state

Komentēja [U246]: Present simple: single event

Komentēja [U247]: Present continuous: to describe developing, changing situation

Komentēja [U248]: Present simple: state

Executive Summary

The 2015 edition of the Global Risks report completes a decade of highlighting the most significant long-term risks worldwide, drawing on the perspectives of experts and global decision-makers. Over that time, analysis has moved from risk identification to thinking through risk interconnections and the potentially cascading effects that result. Taking this effort one step further, this year's report underscores potential causes as well as solutions to global risks. Not only do we set out a view on 28 global risks in the report's traditional categories (economic, environmental, societal, geopolitical and technological) but also we consider the drivers of those risks in the form of 13 trends. In addition, we have selected initiatives for addressing significant challenges, which we hope will inspire collaboration among business, government and civil society communities.

A global risk is an uncertain event or condition that, if it occurs, can cause significant negative impact for several countries or industries within the next 10 years.

A trend is defined as a long-term pattern that is currently taking place and that could amplify global risks and/or alter the relationship between them.

Mapping Global Risks in 2015

The Global Risks Landscape, a map of the most likely and impactful global risks, puts forward that, 25 years after the fall of the Berlin Wall, "interstate conflict" is once again a foremost concern (see Table 1). However, 2015 differs markedly from the past, with rising technological risks, notably cyber attacks, and new economic realities, which remind us that geopolitical tensions present themselves in a very different world from before. Information flows instantly around the globe and

emerging technologies have boosted the influence of new players and new types of warfare. At the same time, past warnings of potential environmental catastrophes have begun to be borne out, yet insufficient progress has been made – as reflected in the high concerns about failure of climate-change adaptation and looming water crises in this year's report.

These multiple cross-cutting challenges can threaten social stability, perceived to be the issue most interconnected with other risks in 2015, and additionally aggravated by the legacy of the global economic crisis in the form of strained public finances and persistent unemployment. The central theme of profound social instability highlights an important paradox that has been smouldering since the crisis but surfaces prominently in this year's report. Global risks transcend borders and spheres of influence and require stakeholders to work together, yet these risks also threaten to undermine the trust and collaboration needed to adapt to the challenges of the new global context.

The world is, however, insufficiently prepared for an increasingly complex risk environment. For the first time, the report provides insights on this at the regional level: social instability features among the three global risks that Europe, Latin America and the Caribbean, and the Middle East and North Africa are least prepared for. Other societal risks, ranging from the failure of urban planning in South Asia to water crises in the Middle East and North Africa, are also prominent. And capacity to tackle persistent unemployment – an important risk connected with social instability – is a major concern in Europe and sub-Saharan Africa.

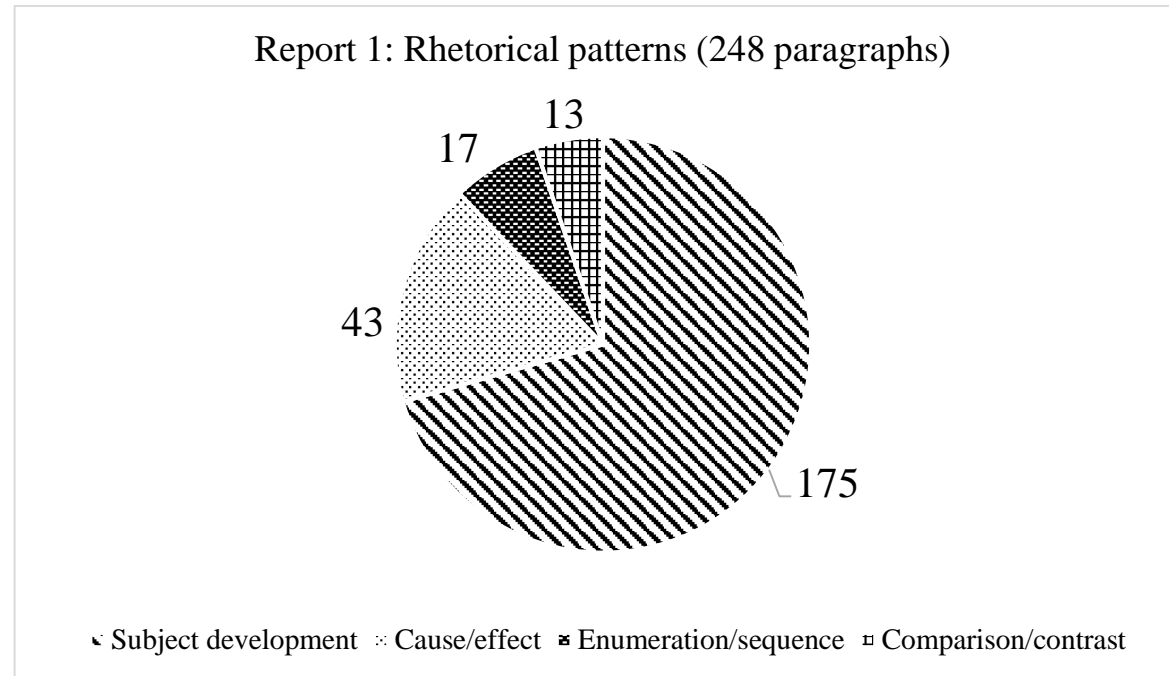
As in previous years, Part 2 explores three risk constellations that bear on the survey findings. In 2015, these are:

Interplay between geopolitics and economics: The interconnections between geopolitics and economics are intensifying because states are making greater use of economic tools, from regional integration and trade treaties to protectionist policies and

- Komentēja [U113]: Present perfect: with the result in ... [6]
- Komentēja [U89]: Rhetorical pattern: subject ... [1]
- Komentēja [U90]: Present simple: abstract of the report
- Komentēja [U114]: Present perfect: with the result in ... [7]
- Komentēja [U91]: Present perfect: with the result in ... [2]
- Komentēja [U115]: Passive voice (present perfect) w ... [8]
- Komentēja [U92]: Present simple: abstract of the report
- Komentēja [U116]: Rhetorical pattern: subject ... [9]
- Komentēja [U93]: Present simple: abstract of the report
- Komentēja [U94]: Present simple: abstract of the report
- Komentēja [U95]: Present perfect: result in the present
- Komentēja [U96]: Present simple: mental state
- Komentēja [U97]: Future simple: prediction
- Komentēja [U117]: Present simple: state
- Komentēja [U118]: Present perfect continuous: ... [10]
- Komentēja [U119]: Present simple: state
- Komentēja [U120]: Present simple: state
- Komentēja [U121]: Present simple: state
- Komentēja [U98]: Rhetorical pattern: subject ... [3]
- Komentēja [U99]: Present simple: state
- Komentēja [U100]: Present simple: single event
- Komentēja [U122]: Rhetorical pattern: subject ... [11]
- Komentēja [U123]: Present simple: state
- Komentēja [U124]: Present simple: abstract of the report
- Komentēja [U101]: Passive voice (present simple) : state
- Komentēja [U102]: Present continuous: to describe ... [4]
- Komentēja [U125]: Present simple: state
- Komentēja [U103]: Present simple: single event
- Komentēja [U126]: Present simple: state
- Komentēja [U104]: Rhetorical pattern: ... [5]
- Komentēja [U127]: Present simple: state
- Komentēja [U128]: Rhetorical pattern: subject ... [12]
- Komentēja [U129]: Present simple: abstract of the report
- Komentēja [U105]: Present simple: abstract of the report
- Komentēja [U130]: Present simple: state
- Komentēja [U106]: Present simple: state
- Komentēja [U131]: Present simple: state
- Komentēja [U107]: Present simple: giving instructions
- Komentēja [U108]: Present simple: state
- Komentēja [U132]: Rhetorical pattern: Cause/effect
- Komentēja [U133]: Present continuous: to describe ... [13]
- Komentēja [U109]: Present simple: mental state
- Komentēja [U110]:
- Komentēja [U134]: Present continuous: to describe ... [14]
- Komentēja [U111]: Present simple: state
- Komentēja [U112]: Present simple: state

APPENDIX 2

REPORT 1 (World Economic Forum – Global risks 2015)



SUBJECT DEVELOPMENT

1. Subject development – Present simple (8), passive (6) 4 pr.s, 2 pr.p (result in present, state up to present), state 1, single event 1, fact inf. 5, mental s1, abstract of r. 3
2. Subject development -- Present simple (4), passive (2) 1 pa.s (compl action in the past), pr.s1, fact info 2, giving instructions 2
3. Subject development -- Present simple (6), passive (2) 1 pa.s (compl action in the past), pr.s1, mental st1, general fact 1, giving instructions 2, factual info 1
4. Subject development -- Present simple (5), passive (2) 1 pa.s (compl action in the past), pr.s1, mental st1, giving instructions 2, factual info 1
5. Subject development -- Present simple (2), passive (2) pr.s, 1 pr.p (result in present), general info 3
6. Subject development -- Present simple (1), Present continuous (2) to describe current situation
7. Subject development -- Present simple (4), passive (1) pr.s (factual info); providing the abstract of report 2, state 1.

8. Subject development -- Present simple (6), future simple (1) intention, passive (1) present perfect 1 (with present result), factual info 1, abstract of report 1, mental st 1, single event 1
9. Subject development -- Present simple (2) factual info 1, state 1; present perfect (1) with result in present
10. Subject development -- Present simple (3) factual information, abstract of the report; past simple (1) compl action in past; present perfect (1) result in the present
11. Subject development -- Present simple (1) state
12. Subject development -- Present perfect (1) result in present
13. Subject development -- Present simple (1) state, Past simple (1) completed action in the past
14. Subject development -- Present simple (5) abstract of the report 4, mental state 1; present perfect (2) result in the present; future simple (1) prediction
15. Subject development -- Present simple (4) state2, single event2; present continuous (1) to describe current situation
16. Subject development -- Present simple (4) state; present perfect continuous (1) temporary state up to the present time
17. Subject development -- Present simple (5) state 4, abstract of the report 1
18. Subject development -- Present simple (3) abstract of the report, state2
19. Subject development -- Past simple (1) completed action in the past
20. Subject development -- Present perfect (2) result in the present, habit up to present; present simple (1) abstract of the report
21. Subject development -- Present perfect continuous (1) temporary habit up to the present
22. Subject development -- Present perfect (3) with result in present; present simple (1) single event; past simple (passive) completed action in the past
23. Subject development -- Present simple (3) state, single event 2; past simple (3) completed action in the past 3, (passive) 1
24. Subject development -- Past simple (3) definite event1, definite state1, (passive) completed action in the past; present perfect (passive) (1) result in the present
25. Subject development -- Present simple (5) abstract of the report (passive) 1
26. Subject development -- Past simple (1) completed action in the past
27. Subject development -- Present simple (4) abstract of the report 3, (passive) 1 single event; present perfect (1) (passive) result in the present°
28. Subject development -- passive (3) present simple – single event, past simple – completed action in the past 2; present simple (1) single event
29. Subject development -- Present simple (5) state 4, single event 1; passive voice (1) present simple – single event; present continuous (2) to describe current situation
30. Subject development -- Passive voice (4) present simple – single event 2, past simple – definite event 1, past simple – completed action in the past 1; present simple (1) single event; past simple (1) completed action in the past
31. Subject development -- Present simple (1) single event; passive voice (1) present simple – single event; present perfect (1) action in the past which has result in the present
32. Subject development -- Present simple (4) state 3, single event 1; present perfect (1) with present result; present continuous (1) to describe current situation; passive (1) present perfect – with present result

33. Subject development – present simple (4) state; passive (1) present simple – state; present perfect (2) with expression ‘recently’, with present result; past simple (1) completed action in the past
34. Subject development – present simple (4) single event 2, state 2
35. Subject development – present simple (4) single event 2, giving instructions 2; passive (2) present simple – single event, past simple – completed action in the past; past simple (1) completed action in the past
36. Subject development – present simple (6) state 3, single event 3
37. Subject development – present simple (2) state
38. Subject development – present simple (2) verb of mental state, state; present continuous (2) to describe current situation
39. Subject development – present simple (2) state, single event; passive voice (1) present simple – state; future simple (1) prediction
40. Subject development – present simple (1) state; passive voice (1) present simple – state; present perfect (1) result in present; past simple (1) completed action in the past
41. Subject development – present simple (7) single event 5, state 2; present perfect (1) result in present; passive voice (1) present perfect – with result in present
42. Subject development – present simple (2) single event; past simple (1) completed action in the past; passive voice (1) present simple – state
43. Subject development – present simple (6) single event 4, state 2; present perfect (1) with result in present
44. Subject development – present simple (6) single event 3, state 3; present perfect (5) past action with present result 1, with present result 4
45. Subject development – present simple (3) state, single event 2; passive voice (2) present simple – single event, present perfect – past action with present result; present continuous (1) to describe changing, developing situation
46. Subject development – present perfect (3) with present result
47. Subject development – present simple (4) state 3, single event; passive voice (1) present simple – state; present perfect (1) with present result
48. Subject development – present simple (3) single event 2, state 1; future simple (1) fact about the future
49. Subject development – present simple (4) state; future simple (2) prediction; present perfect (2) past action with present result
50. Subject development – future simple (2) prediction; passive voice (1) future simple – prediction; present simple (1) single event
51. Subject development – present perfect (2) with present result; passive voice (1) present perfect – past action with present result; present simple (1) state; present continuous (1) to describe current situation
52. Subject development – passive voice (2) present perfect – past action with present result, present continuous – to describe changing, developing situation; present perfect (1) with present result
53. Subject development – passive voice (1) present simple – single event; present simple (1) state
54. Subject development – present simple (3) state; present continuous (3) to describe current situation; present perfect (1) with present result
55. Subject development – present perfect (1) with present result; passive voice (2) present perfect – with present result, present continuous – to describe current situation
56. Subject development – present simple (3) state, giving instructions, abstract of the report; present perfect (1) past action with present result
57. Subject development – present simple (2) single event, state; passive voice (2) present simple – state; future simple (1) prediction⁴

58. Subject development – present simple (2) giving instructions, single event; past simple (1) completed action in the past; future simple (1) prediction; passive voice (1) present perfect – past action with present result
The nexus of food, water, energy and climate change has been identified by the US National Intelligence Council as one of four overarching mega trends that will shape the world in 2030.²¹ The risks interconnections map (see Figure 2) shows how survey respondents perceived this nexus to be related also to other risks, including large-scale involuntary migration.
59. Subject development – present simple (6) single event 2, state2, giving instruction1, verb used only with present simple (verb of appearance) 1; present continuous (2) to describe current situation, to describe developing/changing situation; passive voice (2) past simple – completed action in the past, definite event
60. Subject development – present simple (1) state
61. Subject development – past simple (3) completed action in the past 2, definite event 1; present simple (1) state
62. Subject development – present simple (1) state; past simple (1) completed action in the past
63. Subject development – present simple (5) state 4, single event 1
64. Subject development – present simple (3) single event, state 2; passive voice (2) present simple- state, past simple-completed action in the past; future simple (2) fact about the future, prediction
65. Subject development – present simple (6) single event 3, state 3; past simple (1) completed action in the past; present perfect (1) past action with result in present
An important characteristic of global risks, which transpires across the cases included in this report, is their interconnectedness, shown in the Interconnections Map in Figure 2. It is important to stress that risks cannot be seen in isolation. The feedback loops between risks and the fact that they are also driven by underlying trends (Figure 3) raise their complexity and make it more difficult to control individual risks. Over past years, the speed of transmission and the strength of interconnections have increased
66. Subject development – present simple (4) state 3, single event
67. Subject development – present simple (1) single event; passive voice (1) present simple – state
68. Subject development – present continuous (1) to describe current situation; future simple (1) fact about the future
69. Subject development – present simple (4) state 2, single event, to describe tables and graphs; passive voice (2) present simple – single event, present perfect-past action with present result; past simple (1) completed action in the past
As most efforts to address global risks are undertaken at the national and regional levels, it is important to look at preparedness from a disaggregated perspective. Figure 1.7 illustrates for each world region those risks for which survey respondents indicated their region is the least prepared. Preparedness reflects a combination of exposure to a risk and the measures that have already been taken to mitigate or prepare for it.
70. Subject development – present simple (3) abstract of the report 2, state
The section highlights the interconnections between global risks and trends. A better understanding of global risks and the interconnections between them is key to prompting discussion about how to prepare, mitigate and prevent them. Part 2 of this report analyses in detail selected clusters of interconnected risks and how they could evolve – the interplay between geopolitical and economic risks, challenges related to urbanization in developing countries and emerging technologies.
71. Subject development – present simple (3) single event, abstract of the report, giving instructions; passive voice (1) present simple – state; past simple (1) completed action in the past
72. Subject development – present simple (3) state2, single event1; past simple (1) completed action in the past

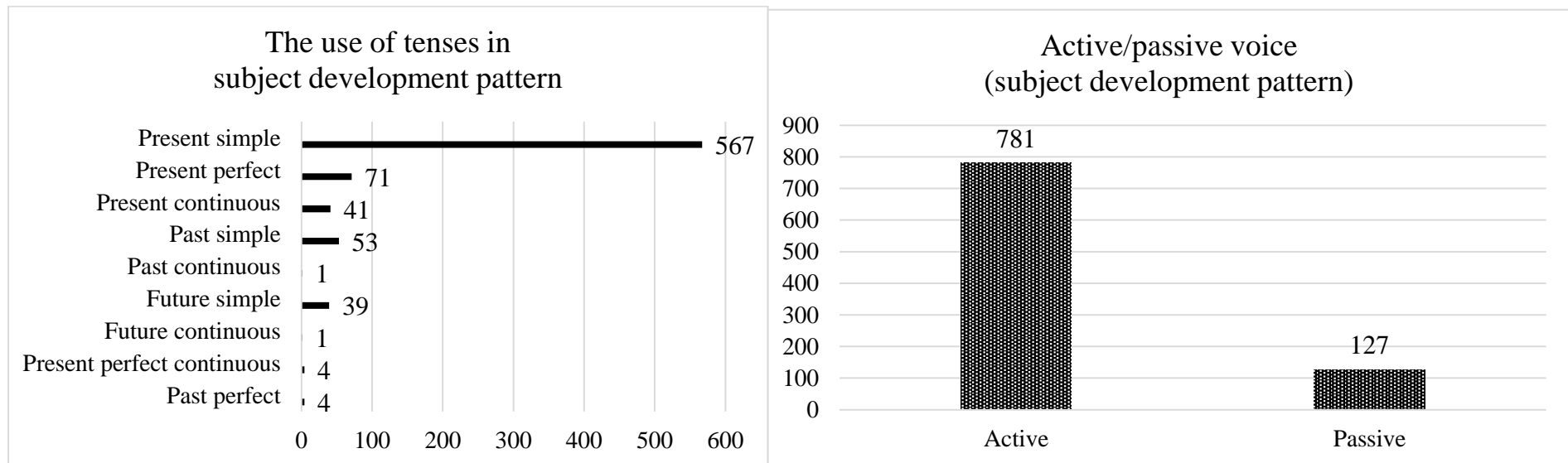
73. Subject development – present simple (8) single event 3, state 4; giving instructions 1; passive voice (3) present simple- state, future simple – firm intention, prediction; future simple (1) prediction; present continuous (1) to describe changing, developing situation
74. Subject development – present simple (6) single event 3, giving instructions, state 1; future simple (1) prediction
75. Subject development – present simple (1) state
76. Subject development – present simple (1) single event; future simple (1) action taking place in the future; present continuous (1) to describe changing, developing situation; passive voice (1) present perfect – with present result
77. Subject development – present simple (3) state
78. Subject development – present simple (4) state3, single event; passive voice (2) present simple – single event, past simple- completed action in the past; present perfect (1) past action with present result; present continuous (1) to describe current situation
79. Subject development – present simple (2) single event, state; passive voice (1) past simple completed action in the past; present continuous (1) to describe changing, developing situation
80. Subject development – present simple (1) state; past simple (1) definite event; passive voice (1) present simple – state; present continuous (1) to describe current situation
81. Subject development – present simple (1) single event; present continuous (1) to describe changing, developing situation; present perfect (1) past action with present result
82. Subject development – present simple (5) state 3, single event 2; present perfect (2) with present result; passive voice (1) present continuous – to describe current situation
83. Subject development – present simple (2) habitual, single event; past simple (1) definite event; present perfect (1) past action with present result
84. Subject development – present simple (3) single event2, verb used only with present simple (verb of perception)
85. Subject development – present simple (7) state 3, single event 2, verb of perception; past simple (2) definite event, completed action in the past; passive voice (2) present simple – state, single event
86. Subject development – present simple (2) state, verb of perception
87. Subject development – present simple (2) state
88. Subject development – present simple (4) state2, single event 2; passive voice (1) future simple – action in the future
89. Subject development – present simple (3) state2, single event; future simple (2) intention; passive voice (3) future simple – intention2, action in the future; present continuous (2) to describe current situation
90. Subject development – present simple (2) state
91. Subject development – present simple (6) single event 3, state 2, giving instructions; present perfect (1) past action with present result
92. Subject development – present simple (2) single event, state; passive voice (1) present simple – single event
93. Subject development – present simple (5) single event 4, state; passive voice (2) present simple – state, future simple – prediction; future simple (2) prediction
94. Subject development – present simple (4) state; passive voice (1) present simple – state; present perfect (1) past action with present result
95. Subject development – present simple (5) state3, single event, habitual; past simple (1) definite event

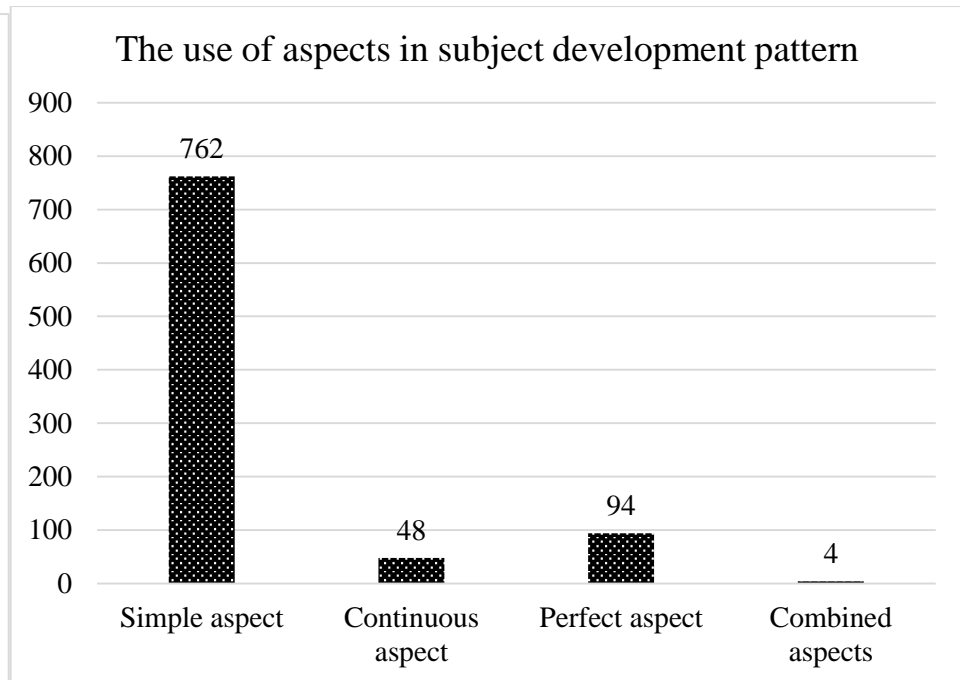
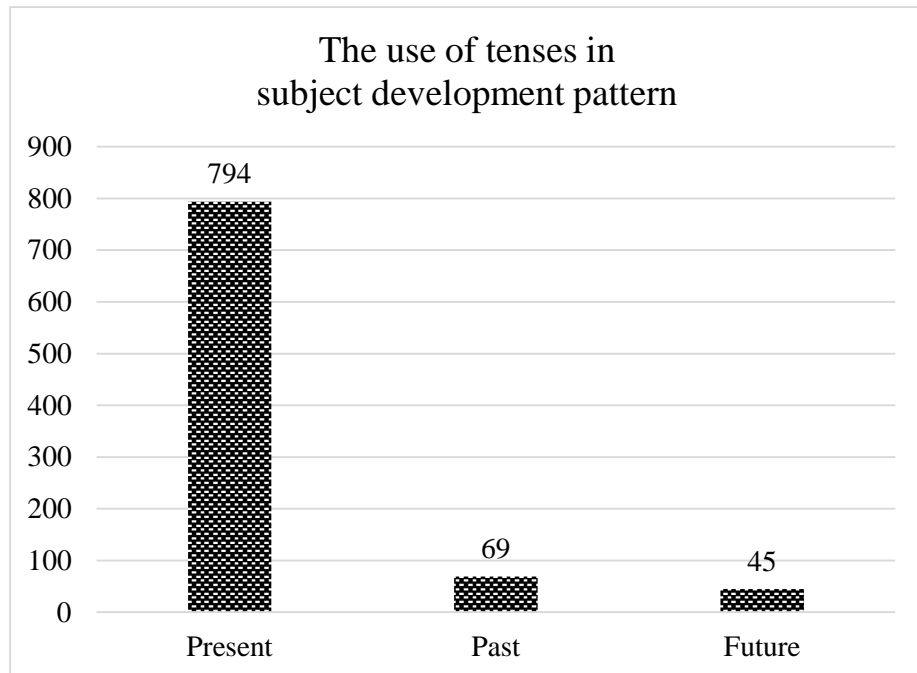
96. Subject development – present simple (5) state³, giving instructions, single event
97. Subject development – present perfect (1) with present result
98. Subject development – present simple (2) state, single event; future simple (2) action in the future, prediction; passive voice (1) present simple – state/permanent situation
99. Subject development – passive voice (2) present simple – single event, state; present simple (1) state; future simple (1) action in the future
100. Subject development – present simple (5) state⁴, single event; passive voice (2) present simple – state; future simple (1) action in the future; present continuous (1) to describe changing, developing situation
101. Subject development – present simple (6) state⁴, true fact, single event
102. Subject development – present simple (4) state
103. Subject development – present simple (6) state/permanent situation, generally true fact; passive voice (2) present simple – firm plan; future simple-action in the future
104. Subject development – present simple (1) state; passive voice (1) present simple – permanent situation; present perfect (1) past action with present result
105. Subject development – present simple (5) state/permanent situation, single event; future simple (2) prediction, action in the future; present continuous (1) to describe current situation
106. Subject development – present simple (6) state/permanent situation⁴, single event 2; passive voice (1) present simple – state; present continuous (1) to describe current situation
107. Subject development – present simple (2) single event, state; past perfect (2) one event before another; passive voice (1) present perfect – past action with present result; present perfect (1) – past action with present result; past simple (1) completed action in the past
108. Subject development – present simple (5) state⁴, single event; passive voice (1) present simple – state
109. Subject development – present simple (6) state; passive voice (1) present simple – state; present continuous (1) to describe current situation
110. Subject development – present simple (3) state/permanent situation
111. Subject development – present simple (3) single event; passive voice (1) present simple- single event
112. Subject development – present perfect (4) past action with present result; present simple (1) single event, past simple (1) completed action in the past; present perfect continuous (1) temporary, with present result
113. Subject development – present simple (4) single event 3, permanent situation; passive voice (2) present simple- state, present continuous – to describe changing, developing situation; past simple (1) definite event
114. Subject development – present simple (3) state², single event; passive voice (2) present simple – single event, present perfect – past action with present result
115. Subject development – present simple (8) state⁷, single event 1; passive voice (present perfect) past action with present result
116. Subject development – past simple (4) completed action in the past³, definite state; present simple (2) state, single event; passive voice (2) present simple – state, single event
117. Subject development – present simple (1) state; passive voice (1) present perfect – past action with present result

118. Subject development – present simple (2) single event, state
119. Subject development – present simple (3) state; passive voice (2) present perfect – past action with present result
120. Subject development – present simple (4) state³, single event; passive voice (1) present simple – single event; future simple (1) action in the future; present perfect (1) past action with present result
121. Subject development – present simple (5) state, single event; passive voice (3) present continuous – action for a period of time; future simple (1) action in the future;
122. Subject development – present simple (10) state/permanent situation 7, single event 3
123. Subject development – present simple (1) state; passive voice (1) present simple – single event; present perfect (1) with present result; present perfect continuous (1) temporary state up to present
124. Subject development – present simple (2) single event; passive voice (2) present simple – state
125. Subject development – present simple (2) state; passive voice (1) present simple – firm plan; present continuous (1) to describe current situation
126. Subject development – present simple (7) state/permanent situation 5, state²; passive voice (present simple) single event
127. Subject development – present simple (1) single event
128. Subject development – present simple (2) state, single event
129. Subject development – present simple (9) single event 8, state/permanent situation 1
130. Subject development – present simple (5) single event³, state²; present perfect (1) past action with present result; past simple (1) definite event
131. Subject development – present simple (4) state/permanent situation³, verb of appearance; Passive voice (3) (present simple- permanent situation², single event; future simple (2) action in the future
132. Subject development – present simple (16) state/permanent situation⁹, single event 6, mental state¹; passive voice (2) present simple – firm plan, future simple – action in the future; future simple (2) prediction, action in the future; present perfect (2) past action with present result, present continuous (1) to describe current situation
133. Subject development – present simple (11) state/permanent situation⁷, single event 4; passive voice (2) present simple – single event, permanent situation; future simple (1) prediction; present perfect (1) with present result; present continuous (1) to describe current situation
134. Subject development – present simple (6) state⁴, single event²; present continuous (1) to describe changing, developing situation;
135. Subject development – present simple (2) state; passive voice (2) present simple – state, single event; future simple (1) action in the future
136. Subject development – present simple (1) state
137. Subject development – present simple (3) single event
138. Subject development – present simple (3) state², single event; future simple (2) prediction, action in the future
139. Subject development – present simple (2) single event, state; future simple (1) action in the future
140. Subject development – present simple (6) state; passive voice (present simple) state
141. Subject development – present simple (4) state³, single event
142. Subject development -- present simple (5) state³, giving instructions 2; passive voice (3) present simple – state, past simple – completed action in the past, past perfect- action before another action

143. Subject development – present simple (2) state
144. Subject development – present simple (3) state2, single event; passive voice (2) past simple – completed action in the past, present perfect –past action with present result; future simple (1) prediction; present continuous (1) to describe current situation
145. Subject development – present simple (3) state
146. Subject development – present simple (1) state; passive voice (present simple) state
147. Subject development – present simple (4) state3, single event; past simple (2) definite event; present perfect (1) past action with present result; present continuous (1) to describe changing, developing situation; future continuous (1) activity planned to the future
148. Subject development – present simple (1) permanent situation; passive voice (1) present simple – single event; past perfect continuous (1) temporary state up to present
149. Subject development –past simple (2) completed action in the past; past perfect (2) action before another action; present simple (1) state; past continuous (1) definite action temporary
150. Subject development – past simple (2) definite event, completed action in the past
151. Subject development – present simple (1) state; past simple (1) completed action in the past
152. Subject development – present simple (2) permanent situation, single event
153. Subject development – present simple (4) state; past simple (1) completed action in the past; passive voice (1) present simple – firm plan; present continuous (1) to describe current situation
154. Subject development – past simple (3) completed action in the past; present continuous (1) to describe changing, developing situation
155. Subject development – present simple (2) permanent situation, state; past simple (1) definite event; future simple (1) prediction
156. Subject development – present simple (3) permanent situation, state;
157. Subject development – past simple (5) completed action in the past 3, definite event 2; present simple (4) single event2, state2; passive voice (1) present simple – state
158. Subject development – passive voice (2) present simple – state, past simple – completed action in the past; present simple (1) single event; present perfect (1) past action with present result; present continuous (1) to describe current situation
159. Subject development – present simple (3) state/permanent situation; present perfect (1) past action with present result; passive voice (1) present perfect - past action with present result
160. Subject development – present simple (6) single event5, state; passive voice (2) present simple – single event, future simple – firm intention
161. Subject development – present simple (2) single event, state; passive voice (1) future simple – firm intention; present perfect (1) past action with present result
162. Subject development – present simple (3) state/permanent situation; passive voice (2) future simple – firm intention;
163. Subject development – present simple (4) state2, single event2; present perfect (1) past action with present result
164. Subject development – present simple (5) state/permanent situation4, single event2; present perfect (1) past action with present result
165. Subject development – present simple (1) permanent situation; passive voice (1) present simple – state; future simple (2) firm intention, prediction
166. Subject development – present simple (3) state2, permanent situation; past simple (1) completed action in the past

167. Subject development – present simple (5) habitual 4, state; passive voice (2) present simple – state, present continuous – to describe current situation; present continuous (1) to describe current situation; present perfect (1) past action with present result
168. Subject development – present simple (6) single event, permanent situation; passive voice (1) present simple – state; past simple (1) completed action in the past
169. Subject development – present simple (3) single event2, state
170. Subject development – present simple (1) state; passive voice (1) present simple – singl event
171. Subject development – past simple (5) completed action in the past; present continuous (2) to describe current situation, to describe changing, developing situation; present simple (1) state; passive voice (1) past simple – completed action in the past; present perfect (1) past action ith present result
172. Subject development – present simple (4) state; present perfect (4) past action with present result2, with present result2; present continuous (2) to describe changing, developing situation, to describe current situation; passive voice (1) present continuous- to describe current situation
173. Subject development – present perfect (3) past action with present result; present simple (3) state2, single event; present continuous (1)) to describe changing, developing situation; passive voice (1) present simple – singl event; future simple (1) prediction
174. Subject development – present simple (3) state2, single event; present continuous (3) to describe current situation ; present perfect (2) past action with present result, with present result
175. Subject development – present simple (3) state2, single event; past simple (1) completed action in the past





CAUSE/EFFECT

1. Cause/effect – future simple (4) fact about the future 3, firm intention 1; present perfect (1) with present result, present cont. (1) current sit, present simple (1) state
2. Cause/effect – present continuous (2) changing developing situation, current situation; present simple (1) state
3. Cause/effect – present simple (5) abstract of the report1, state3, verb of appearance1; present perfect (3) with the result in the present; past simple (2) completed action in the past, definite event
4. Cause/effect – present simple (3) state, single event 2; past simple (1) completed action in the past
5. Cause/effect – present simple (6) action which is generally true 4, state 1, situation which is generally true 1
6. Cause/effect – future simple (1) fact about the future; past simple (1) completed action in the past
7. Cause/effect – present continuous (1) to describe current situation

8. Cause/effect – past simple (2) definite event; present simple (1) state; passive voice (1) present simple – state; future simple (1) prediction; present perfect (1) past action with present result
9. Cause/effect – present simple (1) state; present perfect (1) with present result
10. Cause/effect – past simple (2) definite event; passive voice (1) past simple – completed action in the past
11. Cause/effect – present simple (1) single event; present continuous (1) to describe current situation

The Intergovernmental Panel on Climate Change notes that weather extremes in food-producing regions are already causing price increases and suggests that the impact of climate change on weather patterns and rainfall – causing either floods or droughts – could cut crop yields by up to 25%.

12. Cause/effect – present simple (3) state, single event, abstract of the report; future simple (2) prediction; past simple (1) completed action in the past; passive voice (1) future simple – prediction
13. Cause/effect – passive voice (2) future simple – prediction
14. Cause/effect – present simple (3) state, giving instructions, single event

The risk of large-scale cyber attacks continues to be considered above average on both dimensions of impact and likelihood (see Figures 1 and 1.6) This reflects both the growing sophistication of cyber attacks and the rise of hyperconnectivity, with a growing number of physical objects connected to the Internet and more and more sensitive personal data – including about health and finances – being stored by companies in the cloud. In the United States alone, cyber crime already costs an estimated \$100 billion each year.

15. Cause/effect – present simple (2) state, single event; future simple (1) fact about the future
16. Cause/effect – present simple (5) state 3, single event 2; present continuous (1) to describe current situation
17. Cause/effect – present simple (3) abstract of the report, state2
18. Cause/effect – present simple (2) state, single event; present perfect (1) with present result
19. Cause/effect – passive voice (1) present simple – state; present continuous (1) to describe current situation; present perfect (1) with present result
20. Cause/effect – present simple (2) state, single event; present perfect (2) past action with present result; passive voice (1) present simple – single event
21. Cause/effect – present simple (2) state, single event 2; present perfect (1) with present result
22. Cause/effect – present simple (2) state, single event; past simple (2) completed action in the past, definite event; present perfect (2) with present result
23. Cause/effect – present simple (5) state 3, single event 2
24. Cause/effect – present simple (3) state2, habitual; present perfect (1) with present result

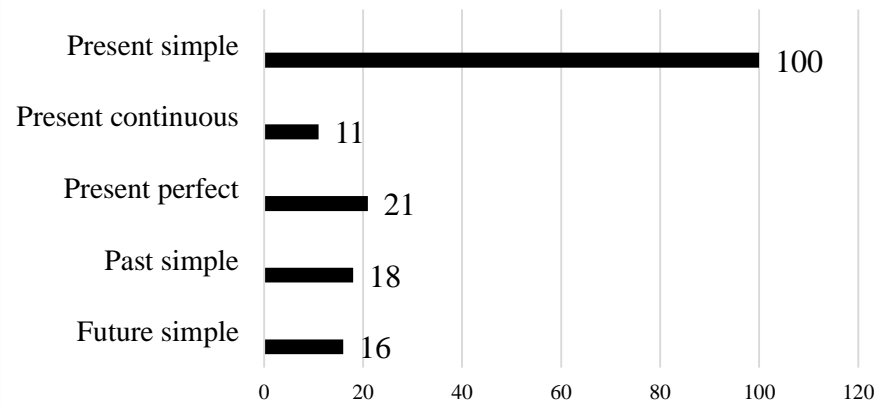
Any weakening of global governance could weaken collective resilience to global risks, which respect no national borders and require multilateral responses. These include climate change, where an inability to agree on carbon reductions could result in rising sea levels, more frequent storms and stress to water supplies; migration flows, where pressures on societies and resources could result in conflict; and Internet governance, where a tendency towards fragmentation can already be observed through some large economies' efforts to put into place measures to protect their national networks. Should a global governance solution to the Internet not be found, further fragmentation could significantly reduce the benefits of communication and information networks that the world has come to take for granted.

25. Cause/effect – present simple (4) single event³, state
26. Cause/effect – present simple (2) state; future simple (2) prediction; present continuous (1) to describe changing, developing situation
27. Cause/effect – present simple (2) habitual, single event; present continuous (1) to describe current situation
28. Cause/effect – present simple (1) single event; passive voice (1) past simple – definite event; past simple (1) completed action in the past
29. Cause/effect – present simple (2) state; future simple (1) prediction
30. Cause/effect – present simple (4) state², single event ²
31. Cause/effect – present simple (2) single event, permanent situation (state); past simple (1) completed action in the past
32. Cause/effect – present simple (3) state; past simple (1) definite state; present continuous (1) to describe current situation; present perfect (1) with present result
33. Cause/effect – past simple (1) definite state; passive voice (1) past continuous – emphasise th duration of past event
34. Cause/effect – present simple (2) state; past simple (1) definite event
35. Cause/effect – present simple (5) state/permanent situation, single event
36. Cause/effect – present simple (5) state/permanent situation³, single event, habitual

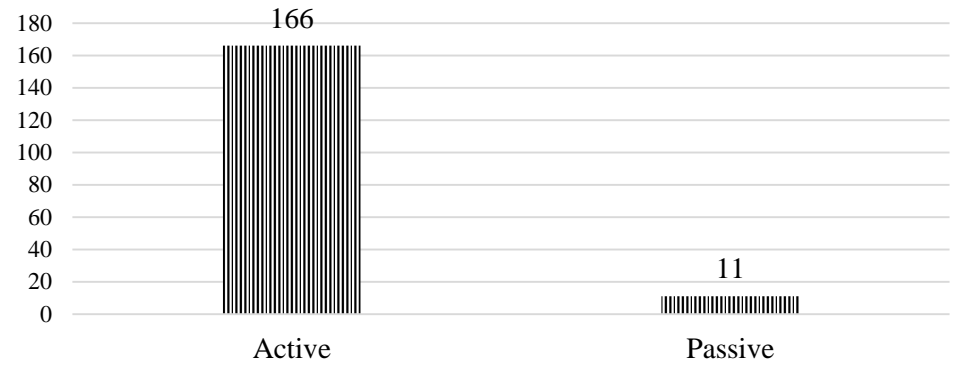
In addition to communicable diseases, rapid and unplanned urbanization is a key driver in the increased prevalence of non-communicable diseases (NCDs) and their key risk factors, such as unhealthy diets, physical inactivity, tobacco consumption, harmful use of alcohol and pollution.²⁰ NCDs, including cardiovascular diseases, diabetes, cancer and chronic respiratory diseases, are the leading cause of death globally. These diseases affect high-, middle- and low-income countries. Every year 38 million people die from NCDs; over 14 million die prematurely – before they reach the age of 70 and 85% are in low- and middle-income countries.²¹

37. Cause/effect – passive voice (4) present simple – state/permanent situation², firm plan ¹, present perfect – past action with present result; present simple (2) state; past simple (2) definite state, completed action in the past; present perfect (1) past action with present result; present continuous (1) to describe current situation, future simple (1) prediction
38. Cause/effect – present simple (4) state/permanenet situation, single event
39. Cause/effect – present simple (4) true fact, state³; present continuous (1) to describe current situation
40. Cause/effect – future simple (1) prediction
41. Cause/effect – present perfect (4) with present result, past action with present result ³
42. Cause/effect – present simple (3) permanent situation; future simple (2) prediction; passive voice (1) present simple –state
43. Cause/effect – present simple (6) single event ⁵, state; present perfect (1) past action with present result

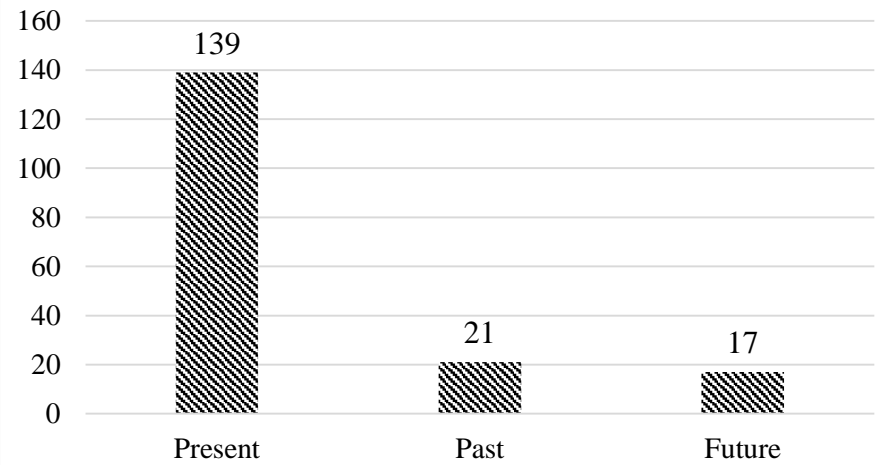
The use of tenses in cause/effect pattern



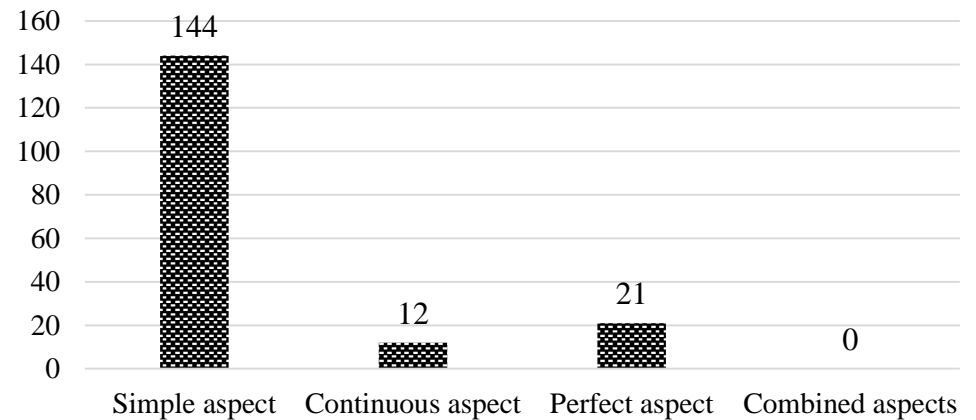
Active/passive voice (cause/effect pattern)



The use of tenses in cause/effect pattern



The use of aspects in cause/effect pattern



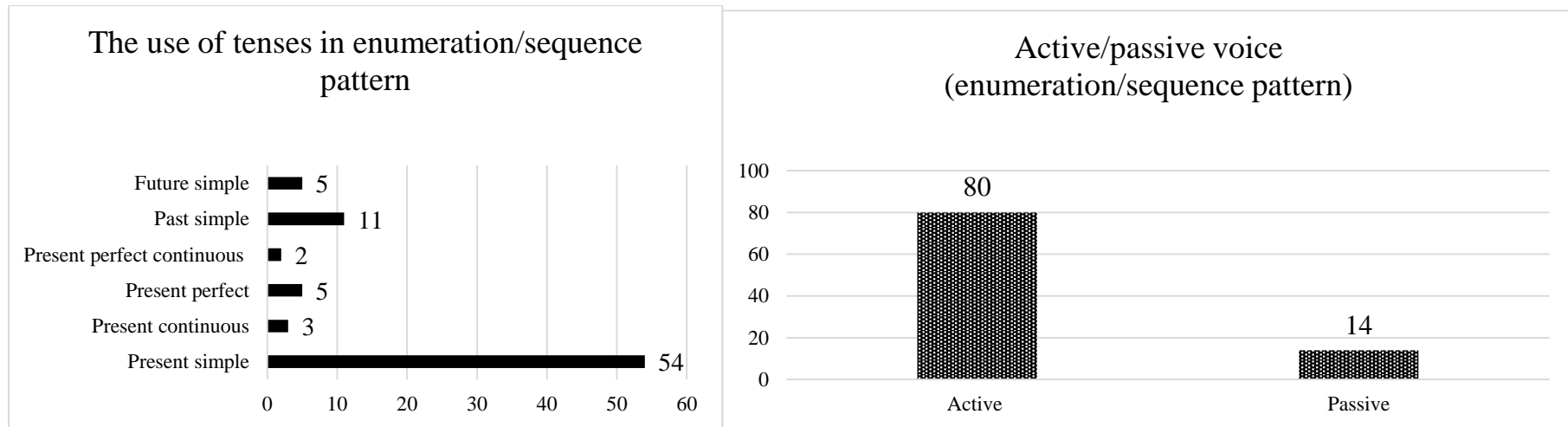
ENUMERATION/SEQUENCE

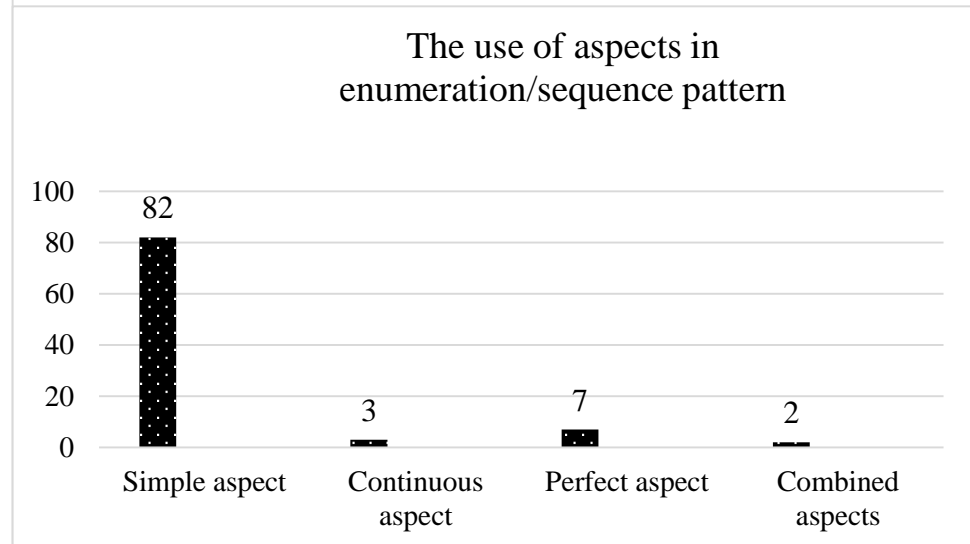
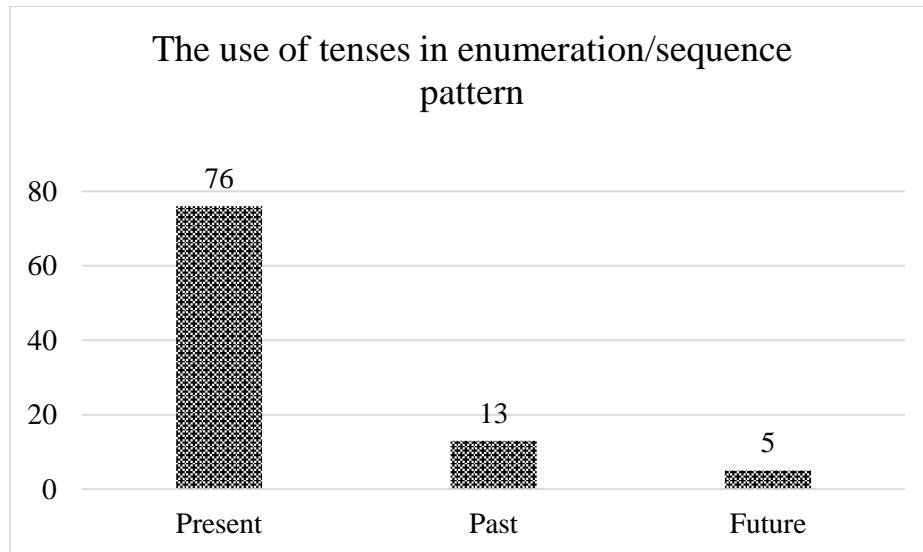
1. Enumeration/sequence – present simple (6), factual information 3, single event 1, state 1; present perfect (1) with result in present
2. Enumeration/sequence – present simple (2) state; future simple (1) prediction
3. Enumeration/sequence – present simple (3) state; present continuous (1) changing developing situation
4. Enumeration/sequence – past simple (3) completed action in the past (passive 1); present simple (3) state, single event2; present continuous (1) to describe current situation
5. Enumeration/sequence – present simple (4) single event 3, state; present perfect (1) result
6. Enumeration/sequence – present simple (4) state 2, single event1, (passive) 1state; present perfect (1) result in present
7. Enumeration/sequence – present perfect (3) result in present; present simple (2) single event, state; passive (2) present simple state; past simple (1) completed action in the past; present perfect continuous (1) temporary state up to present
8. Enumeration/sequence – present simple (1) state; past simple (1) completed action in the past
9. Enumeration/sequence – future simple (2) prediction; present simple (2) single event
10. Enumeration/sequence – present simple (7) state; passive voice (4) present simple – state 3; present perfect (1) with present result; past simple (2) completed action in the past
11. Enumeration/sequence – present simple (8) state; passive voice (4) present simple – state 3, present perfect – past action with present result 1; present perfect (1) with present result
12. Enumeration/sequence – present simple (5) state 4, single event; future simple (2) action in the future, prediction
13. Enumeration/sequence – present simple (4) permanent situation/state3, single event; passive voice (1) present simple – firm plan; present continuous (1) to describe changing, developing situation
14. Enumeration/sequence – present simple (4) single event 3, giving instructions/orders; passive voice (1) present simple – state

Conceivably, a single rogue individual might one day be able to devise a weapon of mass destruction – a virus as deadly as Ebola and as contagious as flu. What mechanisms could safeguard against such a possibility? Synthetic biology and affordable DNA-sequencing also opens up the possibility of designing bespoke viruses as murder weapons: imagine a virus that spreads by causing flu-like symptoms and is programmed to cause fatal brain damage if it encounters a particular stretch of DNA found only in one individual.⁵

15. Enumeration/sequence – present simple (4) state3, mental state; present continuous (1) to describe changing, developing situation°.
16. Enumeration/sequence – past simple (2) completed action in the past; passive voice (2) past simple – completed action in the past, past perfect- action before another action
17. Enumeration/sequence – present simple (2) state; past simple (2) definite event, completed action in the past; passive voice (1) past simple – completed action in the past

In August 2002, severe floods affected practically two-thirds of the German state of Saxony (Figure 3.3 illustrates the rivers in Saxony, Germany). This disastrous event led to the development of the Flood Protection Investment Programme, which comprises 1,600 individual flood protection measures and 548 flood risk maps for all communities at risk. A statewide risk awareness campaign was also launched.





COMPARISON/CONTRAST

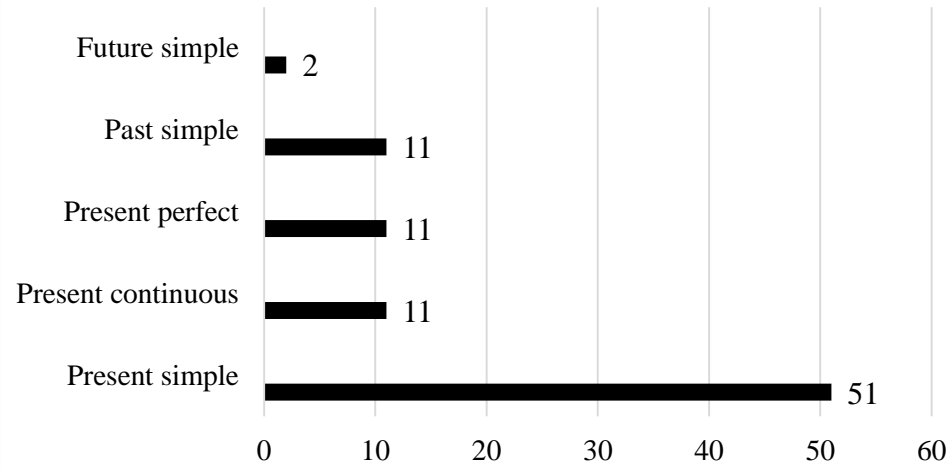
1. Comparison/contrast – present simple (7) abstract of the report1, state 4, giving instructions 1, mental state 1; present perfect (2) passive 1, both result in the present
2. Comparison/contrast – present simple (3) state2, abstract of the report; present continuous (2) to describe current situation; present perfect (2) result in the present, temporary state up to present; past simple (1) completed action in the past
3. Comparison/contrast – passive (3) present perfect – with present result 2, present simple – state; present simple (3) state 2, single event; present perfect (1) with present result
4. Comparison/contrast – present simple (8) single event 5, describing tables and graphs 2, state 1; past simple (2) definite event, completed action in the past; present perfect (2) result in present; passive voice (1) present perfect – result in present
5. Comparison/contrast – past simple (2) definite event, definite state; passive (2) past simple – completed action in the past; present perfect (1) with result in present
6. Comparison/contrast – present continuous (2) describing changing or developing situation, describing current situation; present simple (2) state; present perfect (1) with present result

7. Comparison/contrast – present simple (2) state, single event; passive (2) present simple – state, past simple – definite event; present continuous (1) to describe changing or developing situation; present perfect (1) past action with present result; past simple (1) completed action in the past
8. Comparison/contrast – present simple (7) state 6, single event 1; present perfect (4) with present result 3, past action with present result 1; present continuous (2) to describe current situation 1, action at the moment of speaking 1; past simple (2) definite event 1, definite state 1
9. Comparison/contrast – present continuous (1) to describe changing, developing situation
10. Comparison/contrast – present simple (13) state 10, single event 3; passive voice (5) present simple – state; present continuous (1) to describe current situation
11. Comparison/contrast – present simple (4) single event 3, state; past simple (3) completed action in the past 2, definite event; present continuous (2) to describe current situation; passive voice (1) present perfect – past action with present result
12. Comparison/contrast – present simple (3) state, giving instructions 2; future simple (2) action in the future, fact about the future; passive voice (1) present simple – firm plan; past simple (1) definite state; present perfect (1) with present result; present continuous (1) to describe current situation

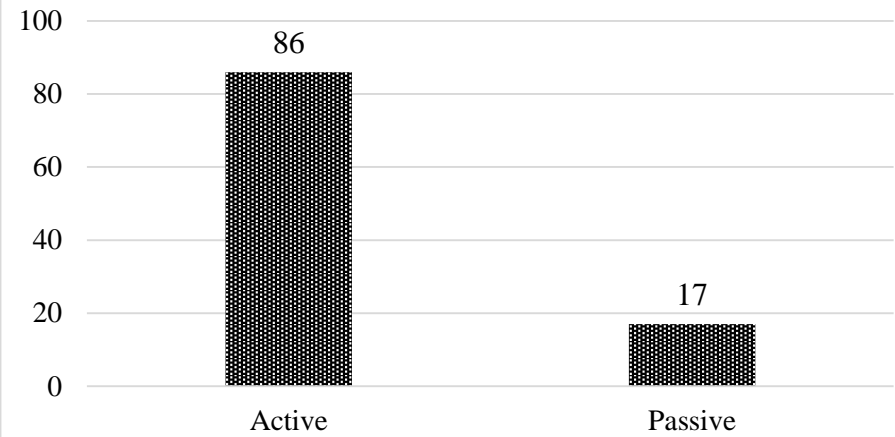
The world is experiencing a historically unprecedented transition from predominantly rural to urban living. In 1950, one-third of the world's population lived in cities; today the number has already reached more than one-half, and in 2050 city dwellers are expected to account for more than two-thirds of the world's population (see Figure 2.1).⁴ This rapid rise will mainly take place in developing countries (see Figure 2.2).⁵ Africa and Asia – both still comparatively less urbanized than other regions – will be the fastest urbanizing regions with the urban population projected to reach 56% in Africa and 64% in Asia by 2050 (currently at 40% and 48%, respectively).⁶ These developments imply an unprecedented shift of the urban world away from the north-west to the south and east.⁷

13. Comparison/contrast – present simple (6) single event 4, state 2; passive voice (2) present simple- single event; present continuous (1) to describe current situation

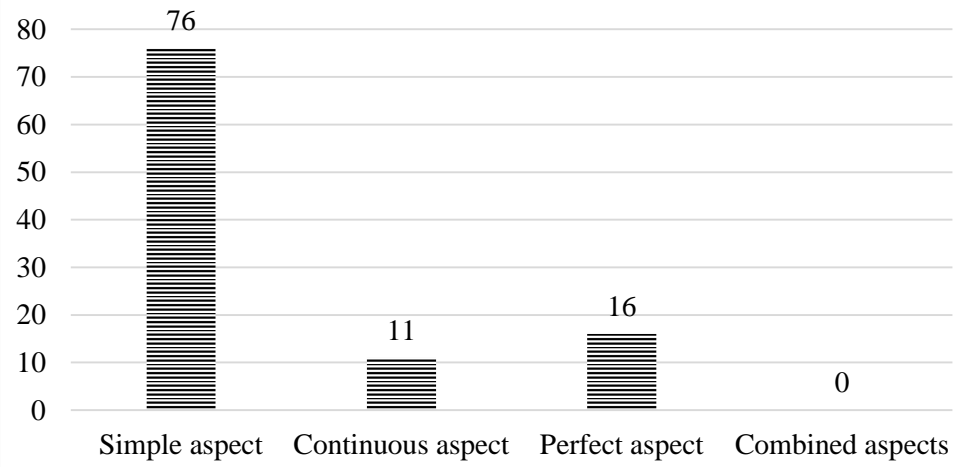
The use of tenses in comparison/contrast pattern



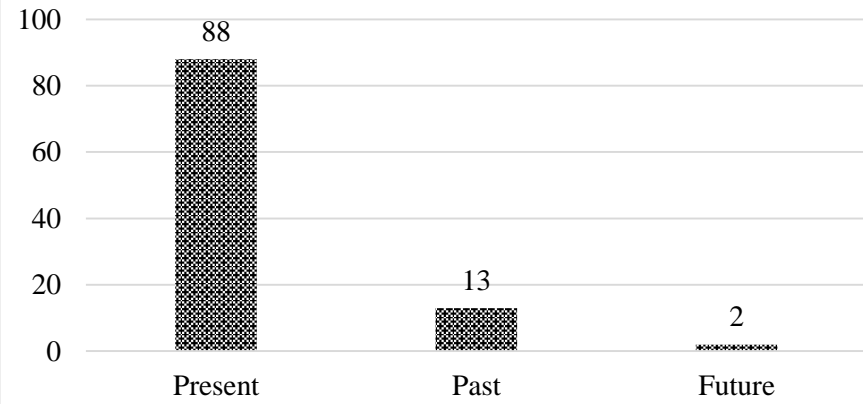
Active/passive voice (comparison/contrast pattern)



The use of aspects in comparison/contrast pattern



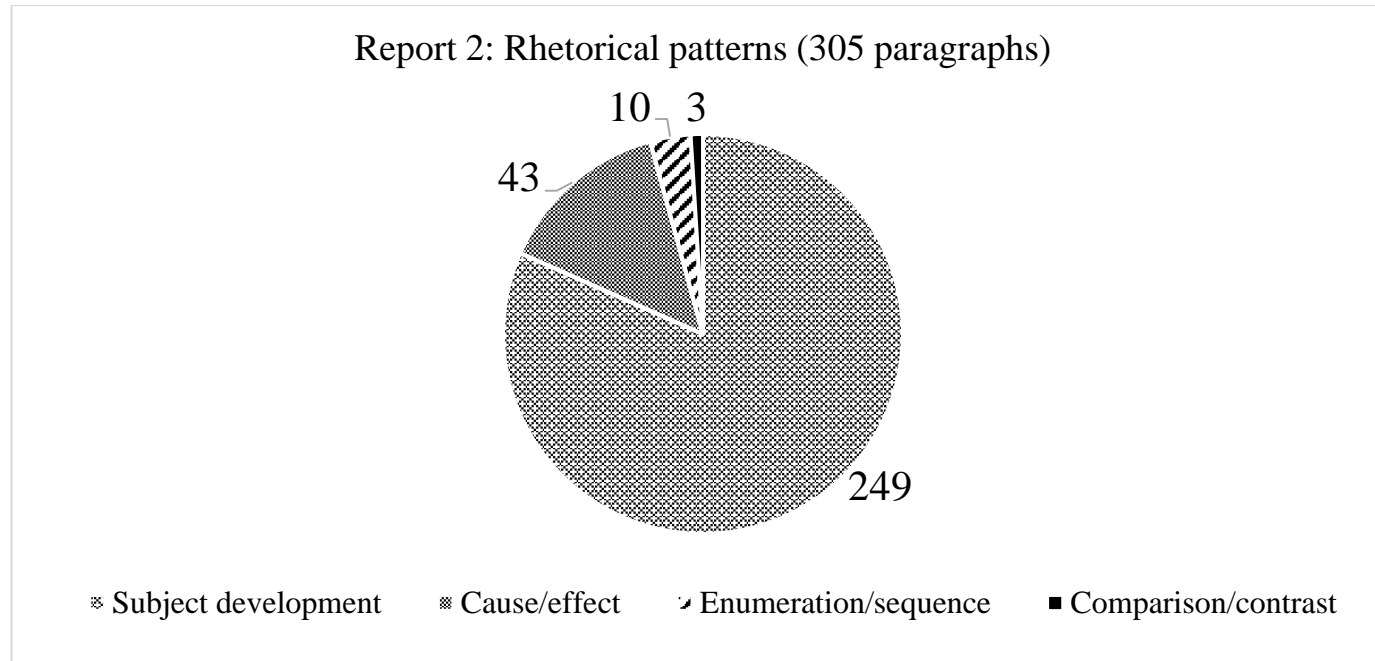
The use of tenses in comparison/contrast pattern



APPENDIX 3

REPORT 2 (World Economic Forum – Global risks 2014)

The aim of the report is to increase awareness of and inspire action on the most important risks.



SUBJECT DEVELOPMENT

1. Subject development – present simple (6), present perfect (1), passive (4) present simple3, present perfect
2. Subject development – present simple (3), present continuous (1)
Our lives are changing at an unprecedented pace. Transformational shifts in our economic, environmental, geopolitical, societal and technological systems offer unparalleled opportunities, but the interconnections among them also imply enhanced systemic risks. Stakeholders from across business, government and civil society face an evolving imperative in understanding and managing emerging global risks which, by definition, respect no national boundaries.
3. Subject development – present simple (3), passive (1) present simple, present continuous (1)
4. Subject development – present simple (2)

5. Subject development – present simple (3), passive (1) past simple, past simple (1)
6. Subject development – present simple (2)
7. Subject development – present simple (1)
8. Subject development – present simple (3), passive voice (2) present simple
9. Subject development – present simple (5), passive voice (2) present simple
10. Subject development – present simple (4)
11. Subject development – present simple (3)
12. Subject development – present simple (1), past simple (3)
13. Subject development – present simple (2), past simple (1)
14. Subject development – past simple (2)
15. Subject development – passive voice (1) present simple
16. Subject development – present simple (3), passive voice – present simple (2)
17. Subject development – present simple (2), present continuous (1)
18. Subject development – present perfect continuous (1)
19. Subject development – past simple (6), present perfect (1), passive voice (1) present simple;
20. Subject development – present simple (1)
21. Subject development – past simple (4), present simple (3)
22. Subject development – present simple (5), future simple (1)
23. Subject development – present simple (4)
24. Subject development – present simple (1), past simple (1)
25. Subject development – present simple (2)
26. Subject development – present simple (2)
27. Subject development – present simple (3), passive (1) present simple, past simple (1)
28. Subject development – present simple (2), past simple (1), passive (1) present simple
29. Subject development – present simple (3)
30. Subject development – present simple (2)
31. Subject development – present simple (1)
32. Subject development – present simple (2)
33. Subject development – present simple (1)
34. Subject development – present simple (2)
35. Subject development – present simple (7), passive (1) present simple
36. Subject development – present simple (2), present perfect (1)
37. Subject development – present simple (1), past simple (1)

38. Subject development – present simple (4)
39. Subject development – present simple (2), passive (1) present simple, present perfect (1), past simple (1)
40. Subject development – present simple (3)
41. Subject development – present simple (3), past simple (1), present perfect (1)
42. Subject development – present simple (5), past simple (1), present continuous (1)
43. Subject development – present simple (2)
44. Subject development – present simple (1), passive voice (1) present simple
45. Subject development – present simple (10), future simple (1)
46. Subject development – present simple (5), present perfect (1)
47. Subject development – present simple (2)
48. Subject development – present simple (2), passive (1) present simple
49. Subject development – present simple (3), past simple (3)
50. Subject development – present simple (3), passive (1) present simple, future simple (1)
51. Subject development – present simple (2), passive (2) present simple, past simple (2)
52. Subject development – present simple (2), passive (1) present simple, present perfect (1)
53. Subject development – present simple (1)
54. Subject development – present simple (4), past simple (2), present continuous (1)
55. Subject development – present simple (2)
56. Subject development – passive (2) present simple, present perfect; present simple (1)
57. Subject development – present simple (3)
58. Subject development – present simple (3)
59. Subject development – present simple (4), past simple (2)
60. Subject development – present simple (1), past simple (1)
61. Subject development – present simple (1), past simple (1), passive (1) present simple
62. Subject development – present simple (5), passive (1) present perfect
63. Subject development – present simple (3), passive (2) present simple
64. Subject development – present simple (1), passive (1) past simple
65. Subject development – present simple (1), past simple (1), passive (2) present simple
66. Subject development – present simple (2), present continuous (1), passive (1) present simple
67. Subject development – present simple (2)
68. Subject development – present simple (1), future simple (1)
69. Subject development – present simple (3), present continuous (1)
70. Subject development – passive (1) future simple

71. Subject development – present simple (2), future simple (1), future perfect (1)
72. Subject development – present simple (3), present continuous (1), present perfect (1), future simple (1)
73. Subject development – present simple (2), passive (3) present simple 2, past simple; past simple (1)
74. Subject development – passive (2) past simple, present perfect (1)
75. Subject development – present simple (3), passive (1) past simple
76. Subject development – present simple (2), present continuous (2)
77. Subject development – present simple (2), passive (1) present simple
78. Subject development – present simple (11), present perfect (2), past simple (1), present continuous (1)
79. Subject development – present simple (1), past simple (1), present continuous (1), present perfect (1)
80. Subject development – present simple (1), present perfect (1)
81. Subject development – present simple (1), passive (1) present continuous
82. Subject development – present simple (2), passive (2) present simple
83. Subject development – present simple (2), passive (1) past simple, present continuous (1)
84. Subject development – present continuous (1)
85. Subject development – present simple (2)
86. Subject development – present simple (4), present continuous (1), passive (1) present continuous
87. Subject development – present simple (5)
88. Subject development – present simple (2), present perfect (1)
89. Subject development – present simple (2), past simple (1)
90. Subject development – present simple (2)
91. Subject development – present simple (2), passive (2) present simple
92. Subject development – passive (2) present simple
To do this, efforts to understand, measure and foresee the evolution of these complex systems must first be improved. Next, procedures and institutions that are globally coordinated yet locally flexible and responsive must be developed. To meet rising complexity effectively, regulation must not become more complex but, perhaps paradoxically, more simple. Simple and flexible rules are required as rising complexity cannot be matched by ever more complex and burden some regulations.
93. Subject development – present simple (4), present perfect (1)
94. Subject development – present simple (6), passive (1) present simple,
95. Subject development – present simple (3)
96. Subject development – present simple (1)
97. Subject development – passive (1) present simple
98. Subject development – present simple (6), present perfect (1)
99. Subject development – present simple (5), past simple (1)

100. Subject development – present simple (1), passive (1) present simple, present continuous (1)
The next three sections explore in more detail how individual risks could combine to create systemic global risks. These sections are followed by an analysis of concrete actions that leading companies and nations are taking to deal with such risks, both individually and through public-private partnerships.
101. Subject development – present simple (3), present continuous (3)
102. Subject development – present simple (1), present continuous (1), future simple (1)
103. Subject development – present simple (3), passive (1) present simple, present continuous (1)
104. Subject development – present simple (3), future simple (1)
105. Subject development – present simple (3), present perfect (1)
106. Subject development – present simple (3), future simple (3)
107. Subject development – present simple (2), future simple (2), future simple in the past (1)
108. Subject development – present simple (4), future simple (3)
109. Subject development – present simple (1), future simple (1)
110. Subject development – present simple (4)
111. Subject development – present simple (4), future simple in the past (1), future simple (1)
112. Subject development – present simple (3), future simple (2)
113. Subject development – present simple (6), future simple (2)
114. Subject development – present simple (1), passive (2) future simple, present simple
115. Subject development – present simple (3), future simple 2, passive (1) present simple
116. Subject development – present simple (2), passive (1) future simple
117. Subject development – present simple (1)
118. Subject development – future simple (2)
119. Subject development – present simple (2), future simple (2)
120. Subject development – present simple (4),future simple (2)
121. Subject development – present simple (3), past simple (1), future simple (1), passive (1) present simple (1)
122. Subject development – present simple (1), future simple (1)
123. Subject development – future simple (1)
124. Subject development – future simple (2), present simple (1)
125. Subject development – present simple (2), passive (2) present simple, future continuous (1)
126. Subject development – present simple (2), passive (1) present simple, present continuous (1)
127. Subject development – present simple (5)
128. Subject development – present simple (2), future simple (1)
129. Subject development – present simple (4), passive (1) present simple, present perfect (1)
130. Subject development – present simple (1), present perfect (1)

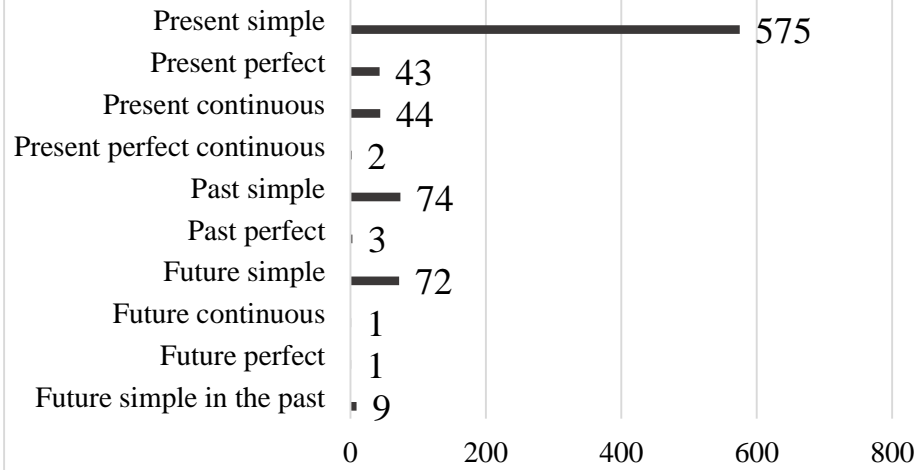
131. Subject development – present simple (2), passive (1) present simple
132. Subject development – present simple (4), future simple (2), present continuous (1)
133. Subject development – future simple (2), present simple (1)
134. Subject development – present simple (3), present continuous (1), future simple (1)
135. Subject development – present simple (2)
136. Subject development – present simple (2)
137. Subject development – present simple (1), past perfect (1)
138. Subject development – present simple (2), future simple (1)
139. Subject development – present simple (3)
140. Subject development – present simple (3)
141. Subject development – present simple (2), passive (1) present simple
142. Subject development – present simple (5), present continuous (2)
143. Subject development – present simple (3), present perfect (1)
144. Subject development – present simple (4), past simple (2)
145. Subject development – present simple (2), future simple (3)
146. Subject development – present simple (1), passive (1) present simple
147. Subject development – present simple (1), present continuous (1)
148. Subject development – present simple (4), past simple (1)
149. Subject development – present simple (4), past simple (1), present continuous (1)
150. Subject development – present simple (1)
151. Subject development – present simple (1), passive (1) present perfect, present perfect (1)
152. Subject development – present simple (1)
153. Subject development – present simple (2)
154. Subject development – present simple (4), future simple (2)
155. Subject development – present simple (2)
156. Subject development – present simple (2), present perfect (2), passive (1) present continuous
157. Subject development – present simple (2), passive (1) present continuous
158. Subject development – present simple (1), future simple (1), passive (1) present perfect
159. Subject development – present continuous (2)
160. Subject development – present simple (3), passive (1) past simple, present perfect (1)
161. Subject development – present simple (2), present continuous (1), future simple (1)
162. Subject development – present simple (5), passive (1) present simple
163. Subject development – present simple (3), present perfect (1), past simple (1), present perfect continuous (1)

164. Subject development – present simple (2), passive (1) present simple
165. Subject development – present simple (4), present perfect (1), passive (1) present perfect
166. Subject development – present simple (4), present perfect (2), passive (2) past simple
167. Subject development – present simple (4), future simple (2), present perfect (1), past perfect (1), past simple (1)
168. Subject development – present simple (1), present perfect (1), passive (1) future simple
169. Subject development – present simple (5), passive (1) present continuous, present perfect (1)
170. Subject development – present simple (2)
171. Subject development – present simple (1), future simple (1), future simple in the past (1), passive (1) present perfect
172. Subject development – past simple (1), future simple (2), future simple in the past (1)
173. Subject development – present simple (5), future simple in the past (1), present perfect (1)
174. Subject development – present simple (4), present perfect (1), passive (1) present simple
175. Subject development – present simple (2)
176. Subject development – present simple (3)
177. Subject development – present simple (1)
178. Subject development – present simple (1), present perfect (1), future simple (1)
179. Subject development – present simple (3)
180. Subject development – present simple (3), present perfect (1), future simple (1)
181. Subject development – present continuous (1), future simple (1)
182. Subject development – present simple (1), present continuous (1)
183. Subject development – present simple (1), future simple in the past (2), present perfect (1)
184. Subject development – present simple (2), present continuous (1), passive (1) present perfect
185. Subject development – present simple (4)
186. Subject development – present simple (3)
187. Subject development – present simple (4)
188. Subject development – past simple (4), present perfect (1)
189. Subject development – present simple (2)
190. Subject development – present simple (5), passive (3) present simple2, present perfect; future simple (1), present perfect (1)
191. Subject development – present simple (3)
192. Subject development – present simple (2)
193. Subject development – present simple (5), past simple (2)
194. Subject development – past simple (4), present simple (1), passive (1) past simple
195. Subject development – present simple (1), present continuous (1), past perfect (1), future simple (1)
196. Subject development – present simple (1), present perfect (1), passive (1) present perfect

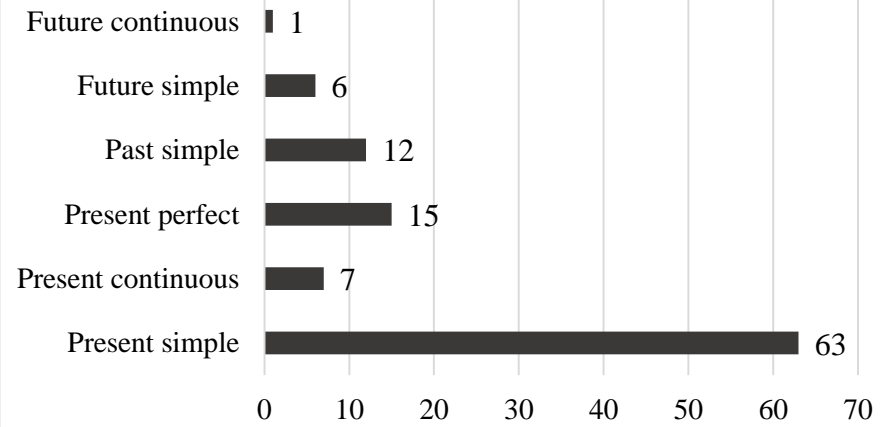
197. Subject development – present simple (4), past simple (1)
198. Subject development – present simple (3)
199. Subject development – present simple (3)
200. Subject development – present simple (2), present perfect (1)
201. Subject development – present simple (3), present perfect (1)
202. Subject development – present simple (1), present continuous (1), future simple in the past (1), passive (1) present simple
203. Subject development – present simple (1), future simple (1)
204. Subject development – present simple (1), present perfect (1)
205. Subject development – present simple (3), future simple (1), present perfect (1)
206. Subject development – passive (2) present simple , future simple;
207. Subject development – present simple (2), future continuous (1), future simple in the past (1)
208. Subject development – present simple (4)
209. Subject development – present simple (8)
210. Subject development – present simple (2)
211. Subject development – present simple (3), present continuous (3)
212. Subject development – present simple (3), present continuous (1)
213. Subject development – present simple (2), passive (2) past simple
214. Subject development – present simple (3), past simple (1)
215. Subject development – present simple (3), passive (1) present simple
216. Subject development – present simple (1), future simple in the past (2), present continuous (1)
217. Subject development – present simple (2)
218. Subject development – present simple (7)
219. Subject development – present simple (5), passive (1) present simple
220. Subject development – present simple (2), present perfect (1), passive (1) present perfect
221. Subject development – past simple (1), present continuous (1), past simple (1)
222. Subject development – present simple (3), present perfect (1)
223. Subject development – past simple (3), present perfect (1)
224. Subject development – present simple (3), passive (2) present simple, past simple, present perfect (1)
225. Subject development – future simple (1)
226. Subject development – present simple (4), future simple(1)
227. Subject development – present simple (4), past simple (1), future simple (1), passive (1) present simple
228. Subject development – present simple (1)
229. Subject development – present simple (3), present perfect (1)

- 230. Subject development – present simple (6), future simple (1), passive (2) present simple, present continuous
- 231. Subject development – present simple (2), past simple (1)
- 232. Subject development – present perfect (1), passive (1) present perfect
- 233. Subject development – present simple (1), future simple (1)
- 234. Subject development – present simple (5), present perfect (1), present continuous (1)
- 235. Subject development – present simple (3)
- 236. Subject development – passive (1) present perfect
- 237. Subject development – present simple (2), past simple (3), present perfect (1)
- 238. Subject development – present simple (5), present perfect (1)
- 239. Subject development – present simple (4)
- 240. Subject development – present simple (4)
- 241. Subject development – present simple (1), present perfect (1), present continuous (1), passive (1) past simple
- 242. Subject development – present simple (2), present perfect (2)
- 243. Subject development – present simple (1), passive (2) future simple
- 244. Subject development – present perfect (1)
- 245. Subject development – present perfect (1)
- 246. Subject development – present simple (2), passive (2) present perfect, present continuous
- 247. Subject development – present simple (2), future simple (1), passive (1) present simple
- 248. Subject development – present simple (2), passive (1) present simple (1)
- 249. Subject development – present simple (1), present perfect (1), future simple (1)

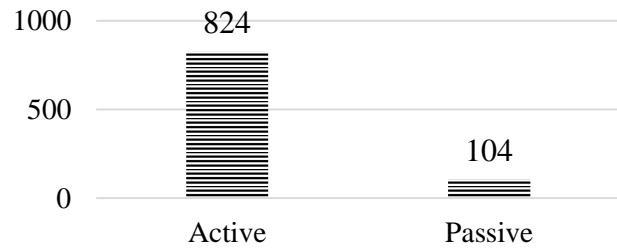
The use of tenses in subject development pattern
(active voice)

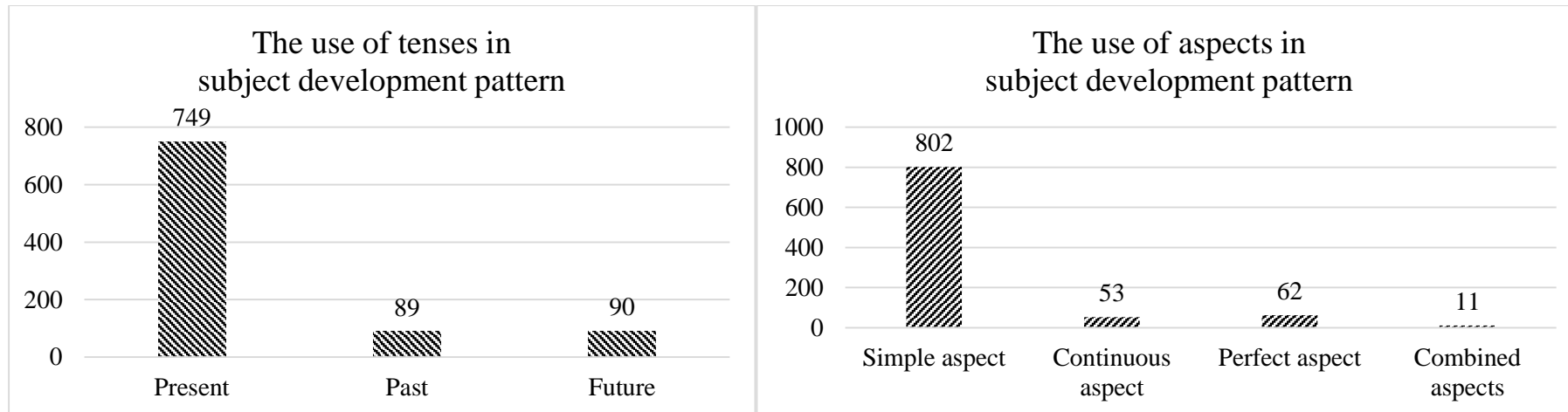


The use of tenses in subject development
pattern (passive voice)



Active/passive voice
(subject development pattern)





CAUSE/EFFECT

1. Cause/effect – present simple (2), future simple (2)
2. Cause/effect – present perfect (3), past simple (1)
3. Cause/effect -- present simple (3)
4. Cause/effect – present simple (3)

As government bonds tend to be held in substantial part by domestic banks, when the government defaults, the resulting losses on these bonds endanger banks' solvency. In this way, a fiscal crisis can lead to financial crisis. The causation can also run the other way: the government may be forced to bail out large banks at risk of default to avoid a systemic financial crisis. However, the additional debt taken on can plunge the government from an already-precarious fiscal position into a full-blown fiscal crisis.

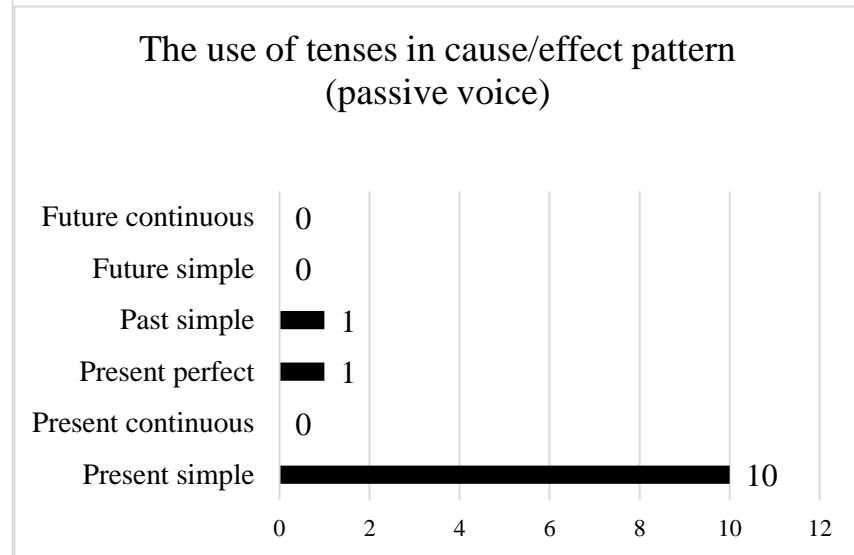
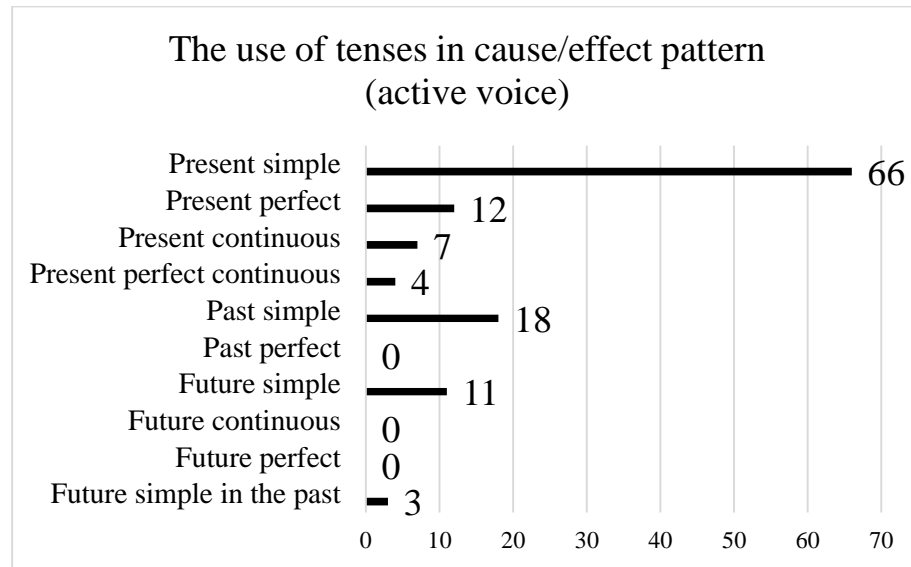
5. Cause/effect – present simple (1), passive voice (1) present simple, present perfect (1)
6. Cause/effect – past simple (3), present simple (1)

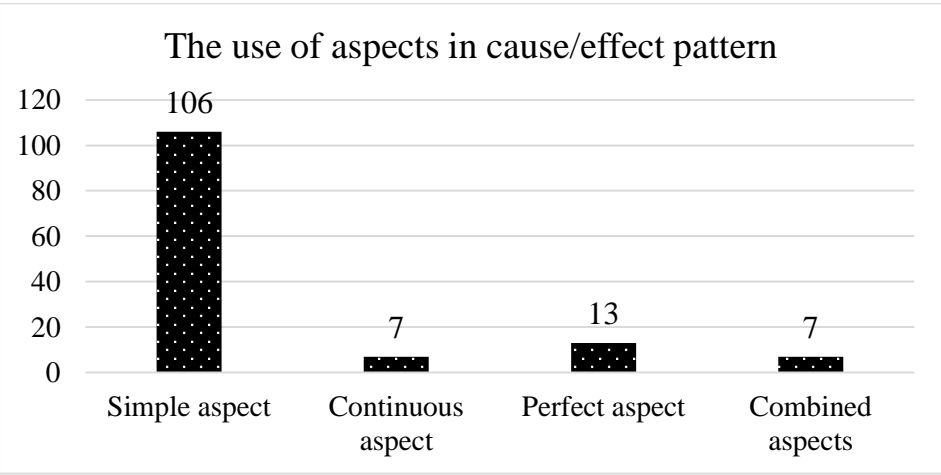
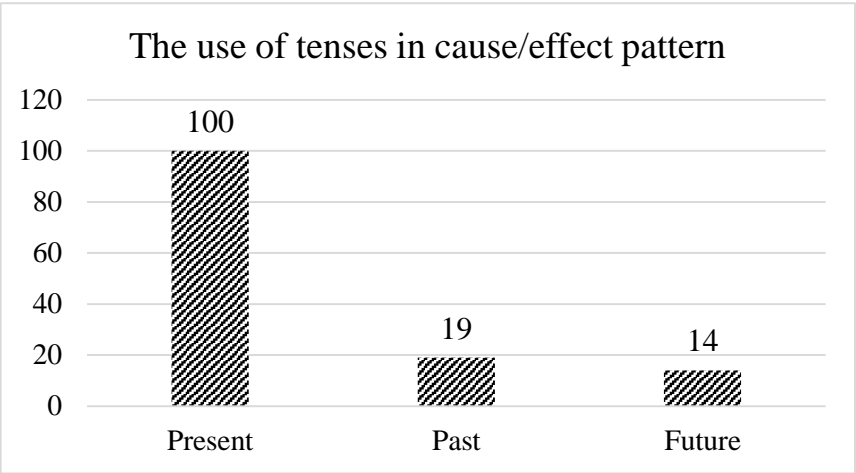
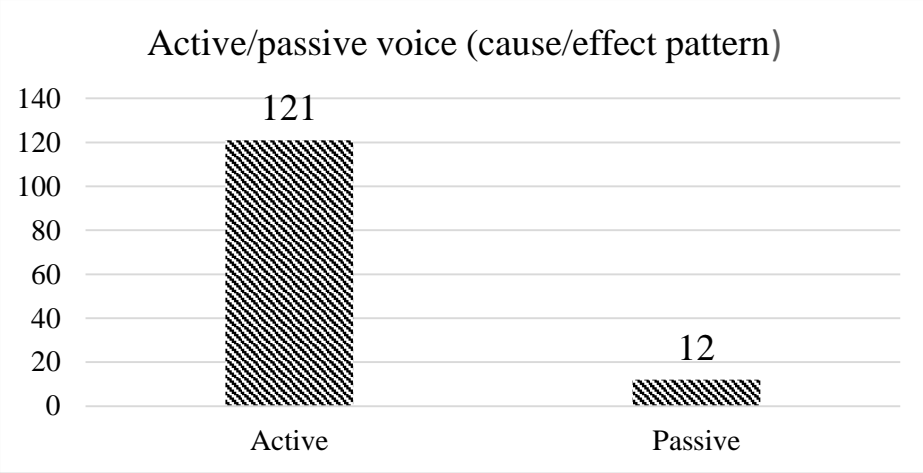
Too little water can also have systemic impacts. Drought in Russia in 2010 led to restrictions on agricultural exports, causing the price of staple grains to rise across North Africa and the Middle East. The resulting food shortages and price rises aggravated the tensions that led to the Arab Spring. Some studies suggest that water scarcity could reduce grain production by as much as 30%.

7. Cause/effect – past simple (5), passive (1) past simple
8. Cause/effect – present simple (2), passive (1) present simple, present perfect (1)
9. Cause/effect – present simple (2), past simple (3)
10. Cause/effect – present simple (2), present perfect continuous (1)
11. Cause/effect – present simple (1), past simple (1)

12. Cause/effect – present simple (1), passive (1) present simple, past simple (2)
13. Cause/effect – present simple (1)
Among other existential risks is the possibility that breakthroughs in artificial intelligence could move rapidly in unexpected directions; the spread of antibiotic-resistant bacteria could dramatically set back modern medicine; solar super-storms could devastate vital information and communications technology networks; climate change could tip into a self-reinforcing, runaway phase of rising temperatures; a meteorite could hit a densely-populated area or an asteroid could strike the earth.
14. Cause/effect – present simple (2), past simple (1)
15. Cause/effect – present simple (2), present perfect (1)
16. Cause/effect – present simple (3), passive (1) present simple
17. Cause/effect – present continuous (1), passive (2) present simple, present perfect
18. Cause/effect – present simple (2), present perfect (2), passive (1) present simple
Society can also generate its own systemic risks, notably from growing economic inequality and weakening social cohesion within countries, which threaten political stability. Globalization has left some countries behind and has been associated with rising inequality between and within countries. This is augmented by restrictions on migration and a failure of policies at the national and global levels to promote a more inclusive system. Together, these factors render poor people and poor countries vulnerable to systemic risks.
19. Cause/effect – present simple (1), present continuous (1)
20. Cause/effect – present simple (6)
21. Cause/effect – present continuous (1)
22. Cause/effect – present continuous (2), present simple (1)
23. Cause/effect – present simple (1), present continuous (1)
24. Cause/effect – present simple (3), present perfect (2)
25. Cause/effect – present simple (1)
26. Cause/effect – present simple (2), future simple (1)
27. Cause/effect – future simple (1)
28. Cause/effect – present simple (2)
29. Cause/effect – future simple (3), passive (1) present simple
30. Cause/effect – present simple (1), passive (1) present simple, present continuous (1)
31. Cause/effect – present simple (2), passive (1) present simple, present perfect (1)
32. Cause/effect – future simple (2)
33. Cause/effect – present simple (1), present continuous (1)
34. Cause/effect – present simple (2), future simple (1)
35. Cause/effect – present simple (2), passive (1) present simple
36. Cause/effect – present simple (4)
37. Cause/effect – present simple (1)

- 38. Cause/effect – future simple in the past (3)
- 39. Cause/effect – present simple (1), past simple (2)°
- 40. Cause/effect – present simple (2), past simple (2), present perfect (1), present continuous (2)
- 41. Cause/effect – Passive (1) present simple , future simple (1)
- 42. Cause/effect – present simple (3)
- 43. Cause/effect – present simple (3), present perfect (1)

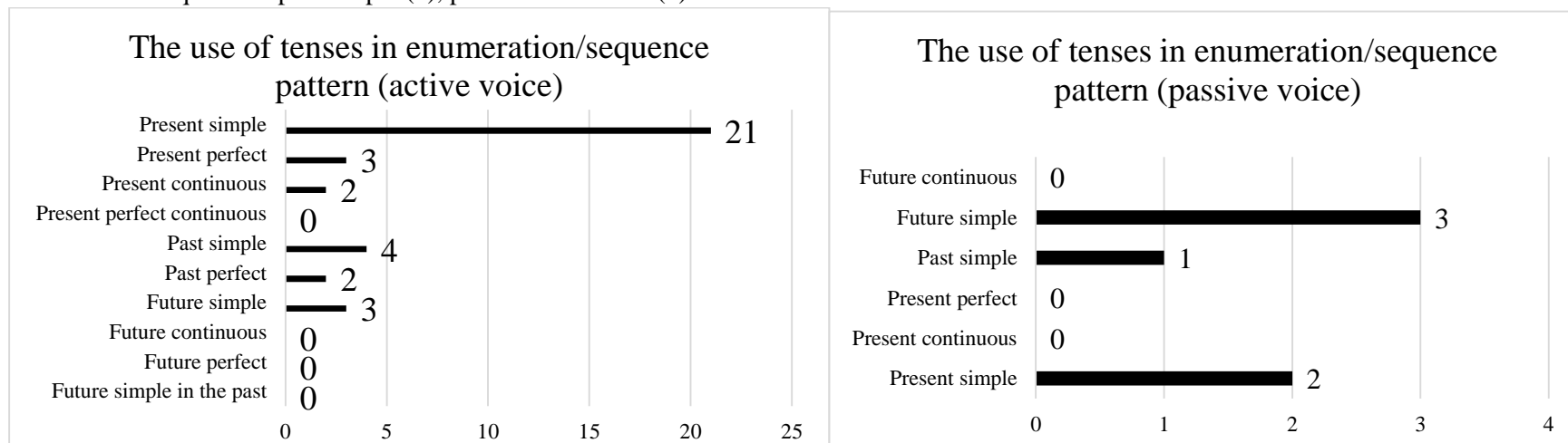


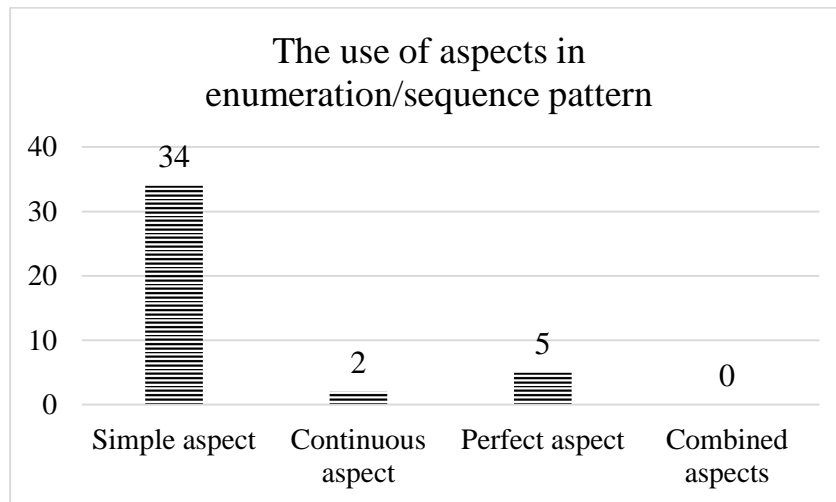
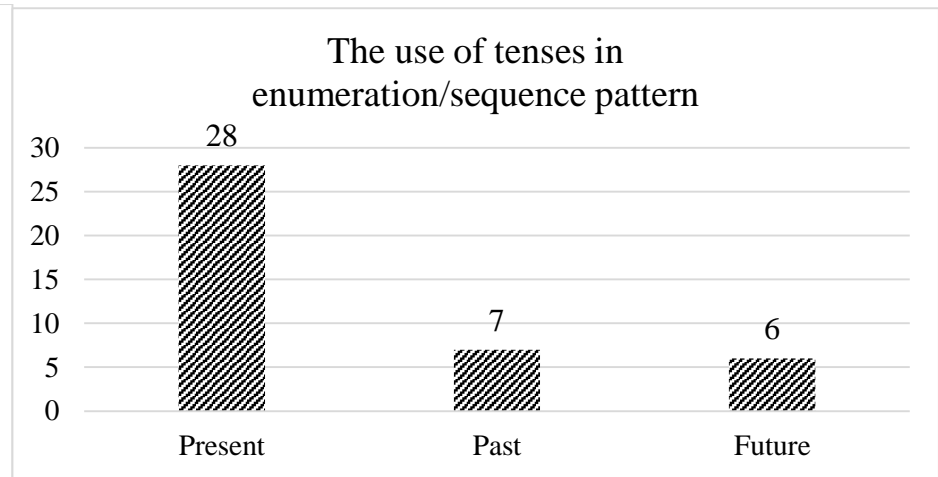
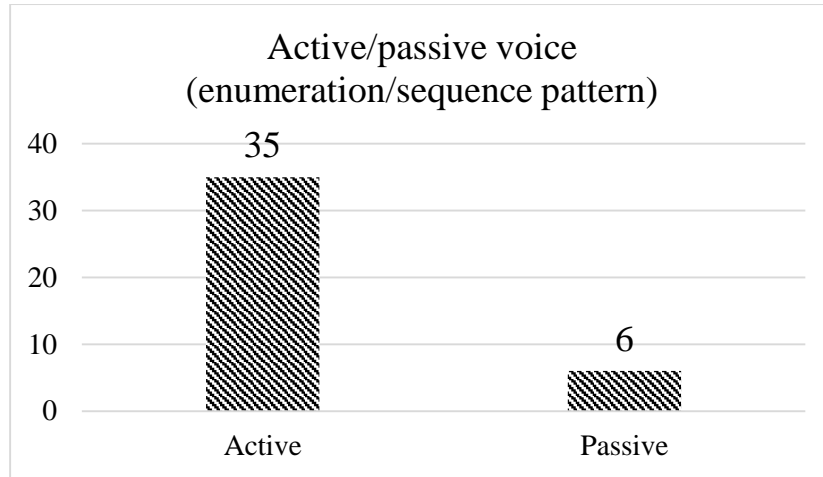


ENUMERATION/SEQUENCE

1. Enumeration/sequence – present simple (6), present continuous (1)

2. Enumeration/sequence – present perfect (2), present simple (1)
3. Enumeration/sequence – past simple (2), past perfect (2), passive voice (1) past simple
By contrast, most emerging markets were able to quickly recover from the recent financial crisis. Latin American and Asian countries, which had experienced their own fiscal crises in the 1980s and 1990s, had implemented reforms to bring government debt under control. When they were hit by the fallout of the financial crisis, they had the fiscal leeway to stimulate economic activity through the opposite of austerity – increasing spending and/or cutting taxes.
4. Enumeration/sequence – present simple (2), passive (2) future simple, future simple (1), present perfect (1)
5. Enumeration/sequence – present simple (2), passive (1) present simple (1)
6. Enumeration/sequence – present simple (2), future simple (1)
This will ease the problems of unemployment and underemployment for the next generation, but many of the current generation may remain “lost” in unstable, low-paid and low-productivity jobs in the informal economy. Access to lifelong education is a possible solution, but requires addressing wider problems in the education sector.
7. Enumeration/sequence – present simple (4), passive (1) future simple
8. Enumeration/sequence – present simple (3), future simple (2)
9. Enumeration/sequence – present simple (1), passive (1) present simple
10. Enumeration/sequence – past simple (2), present continuous (1)





COMPARISON/CONTRAST

1. Comparison/contrast – present perfect (4), present simple (1)
2. Comparison/contrast – present simple (9), passive (2) present simple, future simple (1)
3. Comparison/contrast – passive (4) past simple 3, present perfect 1; present perfect (2), present simple (1)

The number of global risks included in the Global Risks report series has changed over time. While 25 risks were included in 2006, 50 were identified in 2012 and 2013 and were then streamlined to 31 in this report. The systemic nature of global risks has been emphasized since the beginning, while the report's 10-year time horizon has allowed for a focus on strategies and policies to anticipate and manage potential risks, rather than merely react to them.

