TECHNION-ISRAEL INSTITUTE OF TECHNOLOGY

Department of Humanities and Arts

**ACADEMIC WRITING FOR DOCTORAL CANDIDATES**

Contents

[GOALS OF THE COURSE 2](#_Toc54010975)

[Lesson 1 – pretest 4](#_Toc54010976)

[Lesson 2 – Audience, reference tools, parts of speech 4](#_Toc54010977)

[Homework for lesson #2 - shared file – on audience and writing habits 4](#_Toc54010978)

[Sentence Structure – shared file 9](#_Toc54010979)

[Homework for lesson #3: shared file on guidelines for authors 15](#_Toc54010980)

[Lesson #3 – Plagiarism and writing an effective summary; Presentations 16](#_Toc54010981)

[Homework #3 shared file: Plagiarism/ summary exercise 19](#_Toc54010982)

[Presentations: 20](#_Toc54010983)

[**Task: a 3-minute presentation** 21](#_Toc54010984)

[Lesson 4 Wordiness 23](#_Toc54010985)

[Lesson 4 Classwork/homework - in shared file 25](#_Toc54010986)

[Lesson 5 classwork/homework file for moves in the introduction 31](#_Toc54010987)

[Hand-in task: Writing an introduction 38](#_Toc54010988)

[Lesson 6 Flow and paragraph writing 39](#_Toc54010989)

[Lesson 6 Classwork/homework shared file on flow 39](#_Toc54010990)

[Lesson 7: moves – Methods, Results, Discussion 46](#_Toc54010991)

[Homework: Results/discussion task (to be submitted on moodle) 56](#_Toc54010992)

[Hedging 60](#_Toc54010993)

[Lesson 8 – Tenses 62](#_Toc54010994)

[Professional writing - Writing emails, letters and CVs 66](#_Toc54010995)

[Lesson 9 - NOUNS 73](#_Toc54010996)

[Classwork/homework link for lesson 9 73](#_Toc54010997)

[Lesson 10 - Capitalization, Punctuation, Reduced relatives, Parallel sentences, Dangling modifiers 83](#_Toc54010998)

[CAPITALIZATION 83](#_Toc54010999)

[Punctuation 88](#_Toc54011000)

[PUNCTUATION & CAPITALIZATION EXERCISE 95](#_Toc54011001)

[PARALLEL STRUCTURE 97](#_Toc54011002)

[Dangling Modifiers 103](#_Toc54011003)

[Abstracts and titles 108](#_Toc54011004)

[Writing checklist: 110](#_Toc54011005)

[Extra material 112](#_Toc54011006)

[Relative Clauses 112](#_Toc54011007)

# GOALS OF THE COURSE

The aim of this course is to provide students at the Technion with the skills which will enable them to communicate professionally in writing. The course will focus on types of scientific professional writing such as found in journals and conference papers. Special emphasis will be placed on an analysis of the structure and content of academic articles. Various rhetorical techniques such as classification, comparison and contrast, description, summary writing, etc., will be covered. In addition, English syntax and grammatical difficulties particular to the non-native speaker will be drilled. The basics of formal English letter writing will also be addressed.

The course is based on the concept that writing is a complex cognitive process and that the way to improve one's writing is through continuous practice and repetition. Therefore, the curriculum attempts to afford the student with as many opportunities as possible to engage in "academic"-type writing exercises within the limited time frame of the course.

**STRUCTURE OF THE COURSE**

The sections meet once a week for a two academic-hour lesson at a fixed time during which general items will be discussed and presented. The first lesson of the course has a compulsory pre-test.

In addition, each student will meet with the teacher during the semester in one conference/tutorial session to work on his/her own individual writing samples. Material used in the tutorial will be either the student's homework assignments or professional work-in-progress. These tutorial sessions will be set at a time convenient to both the teacher and the student.

**HOMEWORK**

In order to improve the ability to express oneself in a foreign language, practice and drill are crucial. These will be done either in class or as homework. Homework will be assigned at each lesson and all homework assignments are compulsory.

* **Compulsory:**
  + Task: Pretest
  + \*weekly classwork shared file exercises
  + Task: Presentation
  + Task: Introduction task
  + Task: Results/discussion task
  + Task: Posttest

**ATTENDANCE**

Attendance is compulsory. If the need to miss a class arises (*e.g*., illness, unforeseen circumstances, reserve duty, conference), this must be coordinated with the teacher. Lateness (beyond once or twice) will be marked as ABSENT.

**SYLLABUS – see file on moodle**

**MATERIALS**

1. Textbook/workbook (must be brought to every lesson):

A downloaded copy or laptop with the course material from MOODLE: *Writing for Doctoral Students.*

2. Use of a good English-English dictionary and thesaurus.

3. A recent, example article from an academic journal in your field.

**CREDIT**

This course is a pass/0 course. This means that students who have completed all the requirements of the course, including the tutorial, will be reported to the Graduate School as having passed. Students not fulfilling all the course requirements will not have their names reported at all; *i.e.*, the Graduate School will have no record that they attended the course. The computer is updated with the names of those students who have passed approximately two weeks after the end of each semester.

# Lesson 1 – pretest

# Lesson 2 – Audience, reference tools, parts of speech

# Homework for lesson #2 - shared file – on audience and writing habits

**Audience:** Your audience is comprised of the people who will be reading what you have written. Depending on your audience, you may alter your writing style. Consider the following publications and how they would affect your writing:

1. A popular journal on science and technology.
2. An academic journal with articles in your general field
3. An academic journal in your specific field of research

**Writing habits:**

1. What do you do when you have writer’s block?

Take a walk\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How do you organize your ideas before you start writing?

Just write down all I have in my mind and then try to make logical linking. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What part of the paper do you write first? What order do you write the other sections? Depends. If I already have the results then I start with this and then the abstract and keep the methods for the end of the work.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. When and how do you revise your work? Send it to my supervisor and my colleagues \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. How well do you write in English as opposed to your native language? Pretty well. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Do you write with a specific journal in mind? Mostly not. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. What questions do you ask yourself while writing? Did I make myself clear and concise at the beginning. Have I written the main impacts of my work. How can I visualize the results as much as possible. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. What role does your supervisor play in the writing process?

Revision and advice.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Some useful websites for English reference/practice:**

**Grammar and structure practice:**

* <http://owl.english.purdue.edu/exercises>
* <http://grammar.ccc.commnet.edu/grammar/>
* [www.writing.engr.psu.edu/exercises/index.html](http://www.writing.engr.psu.edu/exercises/index.html)
* <http://www.towson.edu/ows/>

**Dictionaries:**

1. <https://www.lexico.com/>

By Oxford

1. [www.usingenglish.com/reference/idioms](http://www.usingenglish.com/reference/idioms)

good for idiomatic expressions

1. [www.dictionary.com](http://www.dictionary.com)

www.thesaurus .com

1. [www.learnersdictionary.com](http://www.learnersdictionary.com)

another good dictionary by Merriam –Webster with detailed explanations for non-native speakers

1. [www.ldoceonline.com](http://www.ldoceonline.com)

**Miscellaneous:**

1. <http://scholar.google.co.il/>
2. <http://www.englishvocabularyexercises.com/AWL/id17.htm>

Academic word list- vocabulary for all academic writing

**Parts of Speech**

Words are identified as belonging to a particular category (e.g., nouns, verbs).

The classification is based on their position and function in the sentence. Below is a list of the more important parts of speech and their major characteristics.

|  |  |
| --- | --- |
| **Nouns** | identify, name persons, things, animals, places, states or qualities; some can take the plural.  Examples: **book, heat, strength, happiness** |
| **Pronouns** | are used as substitutes for nouns or noun phrases. Sometimes they replace whole clauses.  Examples: **he, they, it, this** |
| **Verbs** | express an action or a state. They are distinguished by having tense, voice (active passive), and aspect (the action is complete or in progress).  Examples: **talk, have eaten, were painted** |
| **Adjectives** | modify nouns by describing them, delimiting or specifying a quality.  Examples: a **happy** child, a **useful** device, a **valuable** ring |
| **Adverbs** | modify verbs, adjectives or other adverbs. They express relations of time, place, manner.  Examples: He runs **quickly**, They are **always** late for class, They performed **extremely** well. |
| **Prepositions** | express relationships of space, place, time, etc., between a noun and another part of the sentence.  Examples: **on, at, in, about** |
| **Conjunctions** | function as connectors between words, phrases, clauses or sentences.  Examples: **however, because, yet** |

**Example English-English dictionaries:**

**From Dictionary.com**

ef·fect

[effect pronunciation](http://dictionary.reference.com/audio.html/lunaWAV/E00/E0052600) /ɪˈfɛkt/ [dictionary_questionbutton_default](http://dictionary.reference.com/help/luna/IPA_pron_key.html)Show Spelled[ih-fekt] [dictionary_questionbutton_default](http://dictionary.reference.com/help/luna/Spell_pron_key.html)Show IPA

–noun

1. something that is produced by an agency or cause; result; consequence: Exposure to [the](http://dictionary.reference.com/browse/the) [sun](http://dictionary.reference.com/browse/sun) had the effect of toughening his skin.

2. power to produce results; efficacy; force; validity; influence: His protest had no effect.

3. the state of being effective or operative; operation or execution; accomplishment or fulfillment: to bring a plan into effect.

4. a mental or emotional impression produced, as by a painting or a speech.

5. meaning or sense; purpose or intention: She disapproved of the proposal and wrote to that effect.

6. the making of a desired impression: We had the feeling that the big, expensive [car](http://dictionary.reference.com/browse/car) was only for effect.

7. an illusory phenomenon: a three-dimensional effect.

8. a real phenomenon (usually named for its discoverer): the [doppler](http://dictionary.reference.com/browse/doppler) effect.

9. [special effects.](http://dictionary.reference.com/browse/special+effects)

–verb (used with object)

10. to produce as an effect; bring about; accomplish; make happen: The new machines finally effected the transition to computerized accounting last spring.

—Idioms

11. *in effect*,

a. for practical purposes; virtually: His silence was in effect a confirmation of the rumor.

b. essentially; basically.

c. operating or functioning; in force: The plan is now in effect.

12. *take effect*,

a. to go into operation; begin to function.

b. to produce a result: The prescribed medicine failed to take effect.

[Use **effect** in a Sentence](http://ask.reference.com/web?q=Use+effect+in+a+Sentence&qsrc=2892&o=101993)

[See images of **effect**](http://ask.reference.com/pictures?q=effect&o=102285)

[Search **effect** on the Web](http://ask.reference.com/web?q=effect&o=102284)

***Origin:***   
1350–1400;  ME < L effectus  the carrying out (of a task, etc.), hence, that which is achieved, outcome, equiv. to effec-  (var. s. of efficere  to make, carry out; ef- [ef-](http://dictionary.reference.com/browse/ef-)  + -ficere,  comb. form of facere  to [do](http://dictionary.reference.com/browse/do)1 ) + -tus  suffix of v. action

—Related forms

ef·fect·i·ble, adjective

pre·ef·fect, noun, verb (used with object)

un·ef·fect·ed, adjective

un·ef·fect·i·ble, adjective

well-ef·fect·ed, adjective

—Can be confused:  [affect](http://dictionary.reference.com/browse/affect), effect (see usage note at [affect](http://dictionary.reference.com/browse/affect)1 ; see synonym note at this entry)

—Synonyms …..  
1.  outcome, issue. Effect, consequence ( s ), result refer to something produced by an action…

**Thesaurus.com**

**good** - 20 thesaurus results

|  |  |  |
| --- | --- | --- |
| **Main Entry:** | | good |
| **Part of Speech:** | | *adjective* |
| **Definition:** | | pleasant, fine |
|  | |  |
| **Synonyms:** | [acceptable](http://thesaurus.reference.com/browse/acceptable), ace\*, [admirable](http://thesaurus.reference.com/browse/admirable), [agreeable](http://thesaurus.reference.com/browse/agreeable), [bad](http://thesaurus.reference.com/browse/bad), boss\*, [bully](http://thesaurus.reference.com/browse/bully), [capital](http://thesaurus.reference.com/browse/capital), [choice](http://thesaurus.reference.com/browse/choice), [commendable](http://thesaurus.reference.com/browse/commendable), [congenial](http://thesaurus.reference.com/browse/congenial), crack\*, [deluxe](http://thesaurus.reference.com/browse/deluxe), [excellent](http://thesaurus.reference.com/browse/excellent), [exceptional](http://thesaurus.reference.com/browse/exceptional), [favorable](http://thesaurus.reference.com/browse/favorable), [first-class](http://thesaurus.reference.com/browse/first-class), [first-rate](http://thesaurus.reference.com/browse/first-rate), gnarly\*, [gratifying](http://thesaurus.reference.com/browse/gratifying), [great](http://thesaurus.reference.com/browse/great), [honorable](http://thesaurus.reference.com/browse/honorable), [marvelous](http://thesaurus.reference.com/browse/marvelous), neat\*, [nice](http://thesaurus.reference.com/browse/nice), [pleasing](http://thesaurus.reference.com/browse/pleasing), [positive](http://thesaurus.reference.com/browse/positive), [precious](http://thesaurus.reference.com/browse/precious), [prime](http://thesaurus.reference.com/browse/prime), rad, recherché\*, [reputable](http://thesaurus.reference.com/browse/reputable), [satisfactory](http://thesaurus.reference.com/browse/satisfactory), [satisfying](http://thesaurus.reference.com/browse/satisfying), [select](http://thesaurus.reference.com/browse/select), shipshape\*, [sound](http://thesaurus.reference.com/browse/sound), spanking\*, [splendid](http://thesaurus.reference.com/browse/splendid), [sterling](http://thesaurus.reference.com/browse/sterling), [stupendous](http://thesaurus.reference.com/browse/stupendous), [super](http://thesaurus.reference.com/browse/super), super-eminent, super-excellent, [superb](http://thesaurus.reference.com/browse/superb), [superior](http://thesaurus.reference.com/browse/superior), tip-top, up to snuff, [valuable](http://thesaurus.reference.com/browse/valuable), [welcome](http://thesaurus.reference.com/browse/welcome), [wonderful](http://thesaurus.reference.com/browse/wonderful), [worthy](http://thesaurus.reference.com/browse/worthy) | | |
| **Notes:** | using **good** as an adverb in place of **well** ("she dances real good," "he did good") is nonstandard usage - so, it would be best to say "she dances very well," "he did well" **well** is an adverb to describe an activity; **good** is an adjective to describe a condition or state | | |
| **Antonyms:** | [bad](http://thesaurus.reference.com/browse/bad), [detestable](http://thesaurus.reference.com/browse/detestable), [disagreeable](http://thesaurus.reference.com/browse/disagreeable), [unpleasant](http://thesaurus.reference.com/browse/unpleasant) | | |

* = informal/non-formal usage

|  |  |
| --- | --- |
| **Main Entry:** | good |
| **Part of Speech:** | *adjective* |
| **Definition:** | competent, skilled |
| **Synonyms:** | [able](http://thesaurus.reference.com/browse/able), [accomplished](http://thesaurus.reference.com/browse/accomplished), [adept](http://thesaurus.reference.com/browse/adept), [adroit](http://thesaurus.reference.com/browse/adroit), [au fait](http://thesaurus.reference.com/browse/au%20fait), [capable](http://thesaurus.reference.com/browse/capable), [clever](http://thesaurus.reference.com/browse/clever), [dexterous](http://thesaurus.reference.com/browse/dexterous), [efficient](http://thesaurus.reference.com/browse/efficient), [expert](http://thesaurus.reference.com/browse/expert), [first-rate](http://thesaurus.reference.com/browse/first-rate), [proficient](http://thesaurus.reference.com/browse/proficient), [proper](http://thesaurus.reference.com/browse/proper), [qualified](http://thesaurus.reference.com/browse/qualified), [reliable](http://thesaurus.reference.com/browse/reliable), [satisfactory](http://thesaurus.reference.com/browse/satisfactory), [serviceable](http://thesaurus.reference.com/browse/serviceable), [skillful](http://thesaurus.reference.com/browse/skillful), [suitable](http://thesaurus.reference.com/browse/suitable), [suited](http://thesaurus.reference.com/browse/suited), [talented](http://thesaurus.reference.com/browse/talented), [thorough](http://thesaurus.reference.com/browse/thorough), [trustworthy](http://thesaurus.reference.com/browse/trustworthy), [useful](http://thesaurus.reference.com/browse/useful) |
| **Antonyms:** | [incompetent](http://thesaurus.reference.com/browse/incompetent), [unskilled](http://thesaurus.reference.com/browse/unskilled), [unsuitable](http://thesaurus.reference.com/browse/unsuitable) |

**Using a thesaurus from *Friends:***[*https://www.youtube.com/watch?v=B1tOqZUNebs*](https://www.youtube.com/watch?v=B1tOqZUNebs)

|  |
| --- |
| Sentence Structure – shared file   Kinds of Sentences and Their Punctuation –  adapted from [**http://webapps.towson.edu/ows/sentences.aspx**](http://webapps.towson.edu/ows/sentences.aspx); Margaret L. Benner  [benner@towson.edu](mailto:benner@towson.edu)    A sentence may be one of four kinds, depending upon the number and type(s) of clauses  it contains.          An **independent clause** contains a subject, a verb, and a complete thought.  http://webapps.towson.edu/ows/independentclause.jpg          A **dependent clause** contains a subject and a verb, but **no** complete thought.  http://webapps.towson.edu/ows/dependentclause.jpg    1. A **SIMPLE SENTENCE** has one independent clause.  http://webapps.towson.edu/ows/simplesentence.jpg  Punctuation note:  NO commas separate **two** compound elements  (subject, verb, direct object, indirect object, subjective complement, etc.) in a simple sentence.      2. A **COMPOUND SENTENCE**has two independent clauses joined by          A.  a [coordinating conjunction](http://webapps.towson.edu/ows/conjunctions.aspx#COORDINATING CONJUNCTIONS) (*for, and, nor, but, or, yet, so*),          B.  a [conjunctive adverb](http://webapps.towson.edu/ows/conjunctions.aspx#CONJUNCTIVE ADVERBS) (e.g. *however, therefore*), or          C.  a [semicolon](http://webapps.towson.edu/ows/punct2.aspx#semicolon) alone.  http://webapps.towson.edu/ows/compoundsentence.jpg  **Punctuation patterns** (to match A, B, and C above):          A. Independent clause**,**coordinating conjunction independent clause.          B. Independent clause**;**conjunctive adverb**,**independent clause.          C. Independent clause**;** independent clause.    3. A **COMPLEX SENTENCE**has one [dependent clause](http://webapps.towson.edu/ows/sentences.aspx#dependent clause)  (headed by a subordinating conjunction or a relative pronoun) joined to an [independent clause](http://webapps.towson.edu/ows/sentences.aspx#independent clause).  http://webapps.towson.edu/ows/complexsentence.jpg  **Punctuation patterns** (to match A, B, C and D above):          A.  Dependent clause**,** independent clause          B.  Independent clause dependent clause          C.  Independent**,** nonessential dependent clause**,** clause.          D.  Independent, essential dependent clause  4. A **COMPOUND-COMPLEX SENTENCE** has two independent clauses  joined to one or more dependent clauses. A compound-complex sentence is merely a  combination of the punctuation of the two.  http://webapps.towson.edu/ows/compoundcomplexsent.jpg |

**Run-on sentences**

**When you discover a run-on sentence, you can correct it in one of five ways:**

*Run-on sentence: This cup is cracked, I don't want it.*

**Method 1.** Make two distinct sentences.

**This cup is cracked.** **I don't want it.**

**Method 2.** Compound the independent clauses.

**This cup is cracked, so I don't want it.**

**Method 3.** Embed one of clauses using a dependent word.

**If this cup is cracked, I don't want it.**

**Method 4.** Embed one of the clauses by reducing a verb to verbal.

**I don't want this cracked cup.**

**Method 5.** Use a semicolon. **This cup is cracked; I don't want it.**

**Run-on Sentences**

**Exercise #1 – choose the correct version of the sentence**

#### 

1) My academic advisor told me not to take 18 credit hours for the fall semester I regret I didn't listen to her.

**a.**) My academic advisor told me not to take 18 credit hours this semester, and now I regret not having listened to her.

**b.**) When my academic advisor told me not to take 18 credit hours this semester, and I now regret not having listened to her.

**c**.) My academic advisor told me not to take 18 credit hours this semester, now I regret that I did not listen to her.

**2**.) My cat was upset all day he didn't get canned food for breakfast.

**a**.) My cat was upset all day. Because he did not get canned food for breakfast.

**b.**) My cat was upset all day because he did not get canned food for breakfast.

**c**.) Because my cat was upset today and did not get canned food for breakfast.

**3**.) The student fell asleep in class everyone thought this was rude behavior.

**a**.) The student fell asleep in class, and everyone thought this was rude behavior.

**b**.) The student was falling asleep in class, and although everyone thought this was rude behavior.

**c**.) Even though the student fell asleep in class, and everyone thought this was rude behavior.

**4**.) Ron was chopping the vegetables Ginny was boiling the rice.

**a**.) Ron was chopping the vegetables, and Ginny was boiling the rice.

**b**.) When Ron was chopping the vegetables and Ginny was boiling the rice.

**c**.) Ron was chopping vegetables and while Ginny was boiling the rice.

**5**.) When we wanted to drive to the park we followed the direction from our neighbors we ended up in Canada instead.

**a**.) When we wanted to drive to the park, we followed the directions we received from our neighbors and ended up in Canada instead.

**b**.) We wanted to drive to the park as we followed the directions we received from our neighbors we ended up in Canada.

**c**.) Because we wanted to drive to the park and got wrong directions and ended up in Canada.

**6**.) Peggy is a writing instructor she knows how to write a brilliant essay.

**a**.) Because Peggy is a writing instructor and knows how to write a brilliant essay.

**b**.) Peggy who is a writing instructor and knows how to write and essay.

**c**.) Peggy is a writing instructor. She knows how to write a brilliant essay.

**7**.) I prefer walking riding the bike hurts my knees.

**a**.) I prefer walking. So riding the bike hurts my knees.

**b**.) I prefer walking, for riding the bike hurts my knees.

**c**.) Since riding the bike hurts my knees and I prefer walking.

**8**.) The anatomy test was very hard Joann got an A.

**a**.) Just as Joann got an A in the very hard anatomy test.

**b**.) Because the anatomy test was hard and Joann got an A.

**c**.) Although the anatomy test was very hard, Joann got an A.

**9**.) The ability to write a good essay is essential you need to take writing intensive English classes.

**a.**) Due to the fact that the ability to write good essays is essential and you need to take writing intensive English classes.

**b**.) You need to take writing-intensive English classes due to the fact that the ability to write a good essay is essential.

**c**.) Since you need to take writing intensive classes, and the ability to write a good essay is essential.

**10**.) My friend is in jail, but he is not a dangerous criminal he is an undercover agent.

**a**.) Because my friend is an undercover agent who is in jail right now and not a dangerous criminal.

**b**.) My friend who is in jail right now is not a dangerous criminal, but an undercover agent.

**c.**) My friend is in jail because he is an undercover agent he is not a dangerous criminal.

**Exercise #2:** Use semicolons and/or commas to revise each incorrect sentence into a correct compound sentence. If the sentence is already correct, write "correct" in the box beneath it.

[**http://webapps.towson.edu/ows/exercises/Comma%20Splices%20and%20fused%20sentences%20-%20exercise%2004.aspx**](http://webapps.towson.edu/ows/exercises/Comma%20Splices%20and%20fused%20sentences%20-%20exercise%2004.aspx)

1. The characters were well drawn however the plot was thin.

The characters were well drawn; however, the plot was thin

1. Her new computer has a very large monitor, therefore she has no trouble reading any print.

Her new computer has a very large monitor; therefore, she has no trouble reading any print.

1. The secretary returned from her trip, so everyone felt much better.

Correct.

1. His new car is a hybrid, it gets fantastic mileage.

His new car is a hybrid; it gets fantastic mileage.

1. People crowded into the small room, then the fire alarm rang.

The fire alarm rang just as people crowded into the small room.

1. Brenda offered to buy Bill some popcorn, nevertheless he refused to take her to the movie.

Brenda offered to buy Bill some popcorn; nevertheless, he refused to take her to the movie.

1. Since the dishwasher was full, the kitchen staff piled the remaining dirty dishes in the sink.

Correct.

1. The plant didn't get enough sunlight, as a result, it became infected with spider mites.

The plant didn't get enough sunlight, and as a result, it became infected with spider mites.

1. Cows eat grass selectively they can distinguish between many varieties.
2. I read the question too quickly, as a result, I gave the wrong answer.

I read the question too quickly. As a result, I gave the wrong answer.

1. Griffin set up a new website it combined creativity with ease of use.

Griffin set up a new website. It combined creativity with ease of use.

1. We rented a house at the beach, however, only four people agreed to contribute.
2. The new stereo sounds wonderful, but it is too big for this small space.
3. Meredith looked at the cartoon, then a wide smile broke out on her face.
4. When he came to the stop sign, Bill made a sharp left hand turn.
5. Grandpa slept in a chair by the fire, I hated to wake him.
6. The weather forecast is calling for heavy rain, therefore, we cancelled the trip.

# Homework for lesson #3: shared file on guidelines for authors

**Instructions to Authors:**

Choose two well respected peer reviewed journals in your field and fill in the following table in order to compare the guidelines:

|  |  |  |
| --- | --- | --- |
|  | Journal #1 | Journal #2 |
| Scope of journal/audience |  |  |
| Guidelines about language |  |  |
| Impact factor |  |  |
| Length of abstract |  |  |
| Length of article/sections |  |  |
| Sections required |  |  |
| Ethics policy? |  |  |
| Use of active/passive  (first, third person for active) |  |  |
| Use of acronyms |  |  |
| Use of special online video or visual features |  |  |
| Instructions for key words |  |  |
| Other |  |  |

Some Notes onScienceStyle:[***http://www.sciencemag.org/site/feature/contribinfo/prep/res/style.xhtml***](http://www.sciencemag.org/site/feature/contribinfo/prep/res/style.xhtml)

# Lesson #3 – Plagiarism and writing an effective summary; Presentations

**Plagiarism:**

When writing a piece in general, and in academics specifically, using people's ideas without giving credit is unacceptable and illegal. Taking other people's ideas in this fashion is considered 'plagiarism' and is often punishable by law.

Since other's people's ideas and research are an integral part of academic writing, care should be taken to use them properly. For example, in humanities and social sciences often large chunks of text from one author are used in other people's papers/articles; however, in this case the reference is clearly cited and marked to give credit to the author.

In engineering and sciences, this is not acceptable and so paraphrasing and summary are important skills. Paraphrasing does not mean substituting a few words with synonyms (see example next page) nor does it mean using all of the sentences just by changing the order. Paraphrasing is a writing skill.

**Writing an effective summary:**

When writing a summary, it is wise to have a plan:

* The best way to start is to read the passage and write a sentence down in your own words **without looking at the original**.
* After writing, recheck your sentence to make sure it is accurate and that you remembered the important points you need.
* Next, it is a good idea to read the passage a few times while underlining **important/main ideas**, words, or examples.
* At this point you can continue writing your summary, being concise and constructing your own sentences.
* Use the main ideas you have made to construct sentences conveying the ideas you need, without using the original structure, or even order when possible.
* Revise your summary to make sure the information is accurate. Check to see if you have forgotten anything important and make sure it is **shorter than the original.**
* Finally, edit for grammar, spelling and punctuation.

**Compare:**

Rephrase: to [phrase](http://dictionary.reference.com/browse/phrase) again or differently: *“He rephrased the statement to give it less formality.”*

Paraphrase: to restate text or passage giving the meaning in another form, as for clearness; rewording. *“to paraphrase a technical paper for lay readers.”*

Summarize: state or express in a concise form

How to Recognize Unacceptable and Acceptable Paraphrases: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original>

Here’s the ORIGINAL text, from page 1 of Lizzie Borden: A Case Book of Family and Crime in the 1890s by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here’s an UNACCEPTABLE paraphrase that is **plagiarism:**

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

#### What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

* the writer has only changed around a few words and phrases, or changed the order of the original’s sentences.
* the writer has failed to cite a source for any of the ideas or facts.

**If you do either or both of these things, you are plagiarizing.  
  
NOTE:** This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original’s emphasis on factories).

**Here’s an ACCEPTABLE paraphrase:**Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).  
  
**Why is this passage acceptable?**

It tells the exact same story but in different order and phrasing

# Homework #3 shared file: Plagiarism/ summary exercise

***Instructions***–Pick of 2 of the following excerpts are to be summarized in 1-3 sentences. Keep in mind all of the tips we talked about when paraphrasing other people's work/words, i.e. not quoting, using citations (as is acceptable in your field), including only key ideas, etc.

A. What's the Future of Higher Education?

Big Think Editors on April 21, 2011-<http://bigthink.com/ideas/37989>

The modern university has, to a great extent, remained unchanged for 1000 years, despite massive changes in the way information is gathered, stored, and communicated. Founded upon the basic principles of heredity, authority, and scarcity of knowledge, the university is almost this "religious, sacred totem" that we as a society have carried with us, says Big Think expert Anya Kamenetz, author of the books "Generation Debt" and "DIY U."

But this model may no longer be serving us anymore. With student debt reaching all-time highs and colleges failing in their mission to educate, many, including investor Peter Thiel, have forecasted a massive correction in the higher education bubble. New educational models must reflect the fact that information is now free (or at least cheap) for all. And as we mentioned in a previous post, hosts of education startups are already trying to recreate the experience of college virtually, for a fraction of the cost.

B. Why Brilliant Women Should Be More Arrogant

Megan Erickson on July 8, 2011 <http://bigthink.com/ideas/39176>

Women now constitute about 46% of the workforce and earn 57% of undergraduate degrees. "Unfortunately, we live in a culture where competence and likability have an inverse relationship for a woman,” says Mohr.

The gender gap shows up not just in a difference in wages, but in "the way our institutions are structured, the way the workplace is structured. We live in a patriarchal culture. Things are changing, but our workplaces still come from a model that was built for men. Sometimes a tentativeness arises out of the feeling that this whole place, this whole field, this whole university isn’t built in a way that feels consonant with my sensibility about human beings."

A recent report showed that female university students in the EU expect (accurately) to earn less than men once they graduate. The study also showed that men placed more importance on prestige and being a leader or manager, while women preferred to work for a company with high corporate social responsibility and ethical standards.

# Presentations:

**Adapted from:** <http://www.garrreynolds.com/Presentation/prep.html>

1. **Start with the end in mind**

**Before you even open up PowerPoint**, sit down and really think about the day of your presentation. What is the real purpose of your talk? Why is it that you were ask to speak? What does the audience expect? In your opinion, what are the most important parts of your topic for the audience to take away from your presentation?

1. **Know your audience as well as possible**

**Who is the audience?** What are their backgrounds? How much background information about your topic can you assume they bring to the presentation?  
http://www.garrreynolds.com/Branding/images/orbul.gif**What is the purpose of the event?** http://www.garrreynolds.com/Branding/images/orbul.gif**Why were you asked to speak?**

1. **Content, content, content**

Great content is a necessary condition, but not a sufficient one. But your presentation preparation starts with solid content (appropriate for your audience) which you then build into a winning story that you'll use to connect with your audience.

**A word of caution:** Though I am emphasizing how important content is, I also am begging you to spare your audience a "data dump"-- when a presenter crams too much information into the talk without making the effort to make the information or data applicable to the members of the audience. *A* data dump also occurs when data and information do not seem to build on the information that came earlier in the presentation.

1. **Keep it simple**

Simple can be hard for the presenter, but it will be appreciated by the audience.

Here's a simple exercise:

EXERCISE: If your audience could remember only three things about your presentation, what would you want it to be?  
  
(1)\_\_\_\_\_\_\_\_\_\_  
  
(2)\_\_\_\_\_\_\_\_\_\_  
  
(3)\_\_\_\_\_\_\_\_\_\_

1. **Outlining your content**

I suggest you start your planning in "analog mode." That is, rather than diving right into PowerPoint (or Keynote), the best presenters often scratch out their ideas and objectives with a pen and paper.

1. **Have a sound, clear structure**

Presentation structure is paramount. Without it, your wonderful style, delivery and great supporting visuals will fall flat. If you took the time in the first step to outline your ideas and set them up in a logical fashion, then your thinking should be very clear. If you do not actually have a solid road of logic and structure, then an outline slide will be of no use.

1. **So what?**

Surely you have been in an audience and wondered how what the presenter was talking about was relevant or supported his point. "So what?" you probably said to yourself. "So what?" — always be asking yourself this very important, simple question. If you can't really answer that question, then cut that bit of content out of your talk.

1. **The art of story telling**

Good presentations include stories. The best presenters illustrate their points with the use of stories, most often personal ones. The easiest way to explain complicated ideas is through examples or by sharing a story that underscores the point. Stories are easy to remember for your audience. You should try to come up with good, short, interesting stories or examples to support your major points.

1. **Confidence — How to get it**

If you have then actually rehearsed with an actual computer and projector (assuming you are using slideware) several times, your nervousness will all but melt away. When you remove the unknown and reduce anxiety and nervousness, then confidence is something that will naturally take the place of your anxiety.

For other good tips see:

<http://www.adelaide.edu.au/english-for-uni/oral-presentation/>

<http://www.cs.berkeley.edu/~jrs/speaking.html>

<http://www.cs.utexas.edu/~dahlin/professional/goodTalk.pdf>

## **Task: a 3-minute presentation**

**“Communication is the essence of science” -** Your audience is a general scientific audience.

See examples on the following links: <https://www.ed.ac.uk/institute-academic-development/postgraduate/doctoral/3mt/about-3mt> ; <https://www.library.cmu.edu/3MT>

* Students who are not presenting are expected to provide feedback to presenters. Instructions will be given in class.

The 3minute thesis - 3MT – Here is what you need to know:

Adapted from:

<https://threeminutethesis.uq.edu.au/> ; Originated in University of Queensland, Australia:

3MT trains candidates:

* in presentation skills
* in communicating with stakeholders inside the university and outside of it, people who provide funds and influence.
* In organized, relaxed, confident delivery before audiences who are more than your peers – maybe in a public speaking event, a radio interview, and the like.
* What 3MT is not: It is not about dumbing down your research.
* What 3MT *IS ABOUT*: It is about key messages and effective communication that is mostly jargon free.

**How to prepare**:

* Watch additional videos from Queensland website or from youtube.
* Practice – know your talk by heart and do not read off of cards. That will hurt your flow.
* Dress like you would to a job interview – professional
* Vary your tone but connect the change to what you are saying – you are like an actor delivering a monologue. Changes in tone at the right places will increase interest in what you are saying
* Do NOT rush through what you are saying. Speaking quickly does not guarantee that what you are saying is smart.
* Body language: hold yourself straight, head up, don't look down.
* Be as relaxed and confident as you can.

**Criteria: pay attention to:** **Comprehension and content**

* Did the presentation provide an understanding of the background and significance to the research question being addressed, while explaining terminology and avoiding jargon?
* Did the presentation clearly describe the impact and/or results of the research, including conclusions and outcomes?
* Did the presentation follow a clear and logical sequence?
* Was the thesis topic, research significance, results/impact and outcomes communicated in language appropriate to a non-specialist audience?
* Did the presenter spend adequate time on each element of their presentation - or did they elaborate for too long on one aspect or was the presentation rushed?

**Engagement and communication**

* Did the oration make the audience want to know more?
* Did the presenter convey enthusiasm for their research?
* Did the presenter capture and maintain their audience's attention?
* Did the speaker have sufficient stage presence, eye contact and vocal range; maintain a steady pace, and have a confident stance?
* Did the PowerPoint slide/s enhance the presentation - was it clear, legible, and concise?

# Lesson 4 Wordiness

**Wordiness** --SUU Writing Center-http://www.suu.edu/hss/english/writingcenter/pdf/updated/tipsheet\_wordiness.pdf

|  |  |
| --- | --- |
| **CONCISE: *Because of continuing discrimination in medicine, women have not yet achieved equality with men.*** | **WORDY: *As far as I’m concerned, because of the fact that a situation of discrimination continues to exist in the field of medicine, women have not yet achieved equality with men.*** |

When writing, you should be extremely careful with the words, phrases, and clauses that you use. Even the smallest changes in wording or style can make a big difference in the strength of your prose. This tip sheet shows some common mistakes that could weaken your writing.

**Wordiness**

Using too many words is probably the most common mistake writers make as they begin to develop their academic voices. To avoid this problem, do not use “filler phrases” or “fluff” to try to stretch your papers to the desired length. Shorten or cut empty words and phrases. **If you are in the difficult situation of having to lengthen a paper, either add another point to your thesis (one that you can fully develop) or expound on the points that you already have by adding detail and examples.**

Refer to the chart below to see the differences between **wordy** and concise statements.

|  |  |
| --- | --- |
|  |  |
| **Some corrections might be:**  ***Always***  ***Now/Currently***  ***Presently***  ***For***  ***To***  ***Because***  ***By***  ***Actually***  ***Truly***  ***Concerning***  (Try not to use ***there is/there are***)  (*exception: in mathematics*) | **Some “flabby” phrases are:**  ***At all times***  ***At the present time***  ***At this point in time***  ***For the purpose of***  ***In order to***  ***Due to the fact that***  ***By means of***  ***It is true that***  ***It is a fact that***  ***In regards to***  ***There is/There are*** |

**Examples:**

1.

Wordy: There are many places in Utah that can be considered desert areas.

Better: Deserts dominate much of the Utah landscape.

**Student examples:**

2.

Wordy: "facebook is the major one of them…"

Better: "facebook dominates…."

3.

Wordy: "…the people who are poor and needy…"

Better: "poor and needy people"

4.

Wordy: "…information has an influence on young brains…"

Better: "information influences young brains…"

5.

Wordy: "It is clear that parents are justified…"

Better: "Parents are clearly justified…"

6.

Wordy: "not good for your health…"

Better: "unhealthy"

7.

Wordy: "…has a bad impact…"

Better: "adversely impacts…"

8. [**http://ceds.vu.edu.au/studentlearning/**](http://ceds.vu.edu.au/studentlearning/)

The group throws away some ideas which people in the brainstorm come up with because they decide not to use them. This process may upset people.” (26 words)

The discarding of unused brainstorm ideas may frustrate participants”. (9 words)

9.Link: eliminating wordiness: <http://ww2.usj.edu/PDF/cae/eliminatingwordiness.pdf>

# Lesson 4 Classwork/homework - in shared file

<http://library.bcu.ac.uk/learner/writingguides/1.20.htm>

**Wordiness: Exercise 1**  
Replace the phrasal verbs in the sentences with a more appropriate verb from the list below. Don't forget to keep the same tense.

Fluctuate investigate eliminate raise reduce propose intervene establish

1 Researchers have been looking into the problem for 15 years. \_\_\_\_\_\_ Researchers have investigated the problem for 15 years. \_\_\_\_\_

2 This issue was brought up during the seminar. \_\_\_\_\_\_\_\_\_\_ This issue was raised during the seminar \_\_\_\_\_\_\_\_\_\_\_\_

3 It is assumed that the management knows what is happening and will therefore step in if there is a problem. \_\_\_\_\_ It is assumed that the management knows what is happening and will therefore intervene if there is a problem \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 Schools cannot altogether get rid of the problem of truancy. \_\_\_\_\_\_ Schools cannot altogether eliminate the problem of truancy \_\_\_\_\_\_\_

5 The number of staff has been cut down recently. \_\_\_\_\_\_\_ The number of staff has been reduced recently \_\_\_\_\_\_\_\_\_\_\_\_\_\_

6 It was very difficult to find out exactly what happened. \_\_\_\_\_\_\_\_ investigate \_\_\_\_\_\_\_\_\_

7 House prices have a tendency to go up and down. \_\_\_\_\_\_\_\_\_\_\_\_\_ House prices have a tendency to \_\_ fluctuate \_\_\_\_\_

8 A potential solution was put forward two years ago. \_\_\_\_\_\_\_\_\_ A potential solution was proposed two years ago \_\_\_\_\_\_\_\_\_\_

**Exercise 2**  
Replace the following phrasal verbs with a more formal single word.

1 The locals could not put up with the visitors from the city. \_\_\_\_\_\_\_tolerate\_\_\_\_\_\_\_\_

2 The decline was brought about by cheap imports. \_\_\_\_\_\_\_\_\_\_\_\_caused\_\_\_\_\_\_\_\_

3 The university is thinking about installing CCTV. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_considering\_\_\_\_

4 Sales are likely to drop off in the third quarter. \_\_\_\_\_slump\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 He went on speaking for over an hour. \_\_\_\_\_\_\_\_\_\_kept\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6 The meeting was put off until December. \_\_\_\_\_\_\_\_\_postponed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7 The cinema was pulled down ten years ago. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_demolished\_\_\_\_\_\_\_\_\_\_

8 People have cut down on their consumption of beef. \_\_\_\_\_\_reduced\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 3**

Which of the two alternatives in bold do you think is more appropriate in academic writing?

1 The government has made **considerable/great** progress in solving the problem.

2 We **got/obtained** excellent results in the experiment.

3 The results of lots of/numerous tests have been **pretty** **good/encouraging**.

4 A loss of jobs is one of the **consequences/things** that will happen if the process is   
automated.

5 The relationship between the management and workers is **extremely/really** important.

6 Some suggestions **springing up from/arising from** the study will be presented.

**Exercise 4**

Use a more formal word or phrase to replace those in bold.

1 The reaction of the officials was **sort of** negative. \_\_\_\_\_\_\_quite\_\_\_\_\_\_\_\_\_\_\_\_\_

2 The economic outlook is **nice**.\_\_\_fair\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 Car manufacturers are planning **a get together** to discuss their strategy.

\_\_\_\_\_\_\_\_\_\_\_\_meeting\_\_\_\_\_\_\_\_\_\_\_\_

4 The resulting competition between countries is **good**.\_\_\_\_\_\_\_beneficial\_\_\_\_\_\_\_\_\_

5 The economy is affected by **things** that happen outside the country.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by international affairs\_\_\_\_\_\_\_\_\_\_\_

6 She **was given the sack** because of her poor record. \_\_\_\_\_was discharged\_\_\_\_\_\_\_\_\_\_

7 The examination results were **super**. \_\_\_\_\_\_\_\_\_excellent\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 6**

Suggest improvements to the following sentences to avoid use of “you” and “we”.

1. You can apply the same theory of learning to small children.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. You can only do this after the initial preparation has been conducted.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. The figures are accurate to within 1%, but you should note that local   
variations may apply.

\_\_\_\_\_\_ The figures are accurate to within 1%, though local variations may apply \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. In the second section of the report, we will consider the environmental   
consequences.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 7**

Suggest alternatives to the following to avoid use of personal language.

1 In this essay I will discuss the main differences between the English and   
Scottish legal systems.

\_\_\_ main differences between the English and   
Scottish legal systems will be discussed in this essay or the essay discusses …\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 I have divided my report into five sections.

\_\_The report consists of five sections\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 I will conclude by proposing that all drugs should be legalized.

\_\_\_A possible proposal is to have all drugs legalized \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 The opinion of the present author in this essay is that the importance of   
the monarchy should be reduced.

\_\_\_\_the essay suggests that the importance of   
the monarchy should be reduced \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 In the third part of the essay, we will look at the reasons for public   
hysteria over the SARS virus.

\_\_ the third part of the essay review the reasons…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise 9**

Rewrite the following in a more formal style.

1. The positive feedback made up for the problems we came across during  
the trials.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. You can clearly see the differences between these two learning   
processes.  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Positive feedback compensated for issues encountered during trials \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_ the differences between these two learning   
processes are substantial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. The subjects didn't have much difficulty with the task.  
  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_The subjects handled the task quite easily \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lesson 5 - Structure of the academic article; writing an Introduction**

Use your example article or several articles which are typical of your field to answer the following questions:

Is the article divided into sections? \_\_\_\_\_\_\_\_\_

List the sections and their approximate percentage of the article:

|  |  |  |
| --- | --- | --- |
| Section heading | Percentage of the article | Purpose |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

**Introductions**

A Model for Research Article  
Introductions from John Swales

This section of the research article appears in every genre and discipline, whether experimental or theoretical (SK).

**The 3 Moves of an Introduction in a Research Article described by Swales**

* John M. Swales analyzed hundreds of **introductions** in numerous different fields and found a similar structure.
* He labeled the 3 structures **“moves”.** The word **“moves”** demonstrates that the **introduction** is composed of three sections that flow into one another.
* Each Move is contingent on the one that came before and all are compulsory
* Each move contains various **steps**.
* The **steps** are **not** compulsory. Depending on the research, the **moves** can contain one or more steps.

**Move 1- Establishing a territory**

**Step 1** – **Claiming Centrality**

* + Sets **boundaries** of present research.
  + Asks members of the community to accept that the research about to be reported is **significant** or within a **well-established research area**.

**Examples**:

*“Knowledge of xxx has great importance for…”*

*“Recently there has been wide interest in xxx.”*

*"The effect of X has been studied extensively…."*

*"X has received considerable attention…"*

**Step 2** – **Making a topic generalization**

Generally falls into one of two categories:

**a**. **statements about** **knowledge or practice**

*“There is now much evidence”*

*“A standard procedure for assessing has been…”*

*" The general features of …are well-known…"*

*"It is generally accepted that…"*

**b**. **statements about** **phenomenon**

“*There are many situations which…”*

*“… is a common finding in patients with…”*

**Move 1 Establishing a territory  
 Step 3 – Reviewing items of previous research**

* what has been found or who has found it
* to provide a specification of previous findings, an attribution to the research workers who published those results, and a stance towards the finding themselves
* different techniques of writing **citations**
* Some introductions begin with step 3.
* choice of literature cited should be directly related to the research question
* author synthesizes information, gives insight into areas of controversy, and leads up to the move which will point to an area that needs additional research
* **This should not simply be a list of previous studies in sentence form, but include connections and insight/conclusions about the previous work in the field.**

**Ways of organizing previous research for a cohesive text:**

**1. General to specific**

**2. By theory, by approach, by results**

**3.**

**4.**

**5.**

**\*\*See: “Useful phrases for writing an introduction/research article” on moodle**

# Lesson 5 classwork/homework file for moves in the introduction

**Move Two – Establishing a Niche**

*In most cases only one step of move 2 appears in introductions.*

**Move Two – Step 1 A - Establishing a Niche– Counter-claiming**

Author claims something that is in **contrast** with what others have found.

* Commonly opens with an adversative **sentence-connector**. –However, nevertheless, yet, unfortunately and but.
* Verbs like: Challenged, failed

***Example*** *–Others have found X; however, our research demonstrates….*

**Move 2 – Step 1B- Establishing the Niche- Indicating a gap**

When establishing a **gap** – Examples of language - “Previous work suffers from some limitations.”

Gaps are often signaled by verbs – **suffer or limited to** or adjectival phrases like **time consuming, expensive, not** **sufficiently accurate**.

**Move 2 - Step 1C – Question raising**

This step is common in life sciences and social sciences.

***Example****: It is important to ascertain what the behavior of this substance is when subjected to heat. The question remains…*

**Move 2 -Step 1D – Continuing a tradition**

Author’s work extends existing finding.

***Example:*** *Our research expands on previous studies that deal with…*

*Hence, additional studies are needed…*

***Note: following Move 2 should be a statement of the need/benefit of the research; e.g. Why fill this gap? Why ask/answer that question?***

***Move 2 can be cyclic***

*Niche establishment does not only occur at the end of a literature review, but may follow reviews of individual items, so that cycles of Move1/step3 and Move 2 recur.*

**Move 3 – Occupying the Niche**

*This is the move where the authors present their research.*

*Whenever Move 2 occurs, the ensuing Move 3 variously offers* ***to substantiate the******particular counter-claim*** *that has been made,* ***fill the******created gap****,* ***answer the specific questions*** *or follow the* ***established tradition****.*

***Step One is obligatory.***

**Step 1a- *Outlining the purposes or***

*In this step: The authors indicate their main purpose or purposes.*

*E.g. The main purpose of the present paper is to give…*

*The aim of the present study was…*

*The objective of the research was..*

***Step 1b- Announcing present research***

*The authors describe what they consider to be the main features of their research.*

*E.g. This paper reports on the result obtained…*

*This paper evaluates…*

*This study focuses on…*

*We attempt to…*

In both steps the opening step is a **promissory** statement, and is typically marked by the **absence of references** to previous research and **the use of demonstrative** **references to the present text**.

**Move 3 –**

**Step 2 - Announcing principal findings**

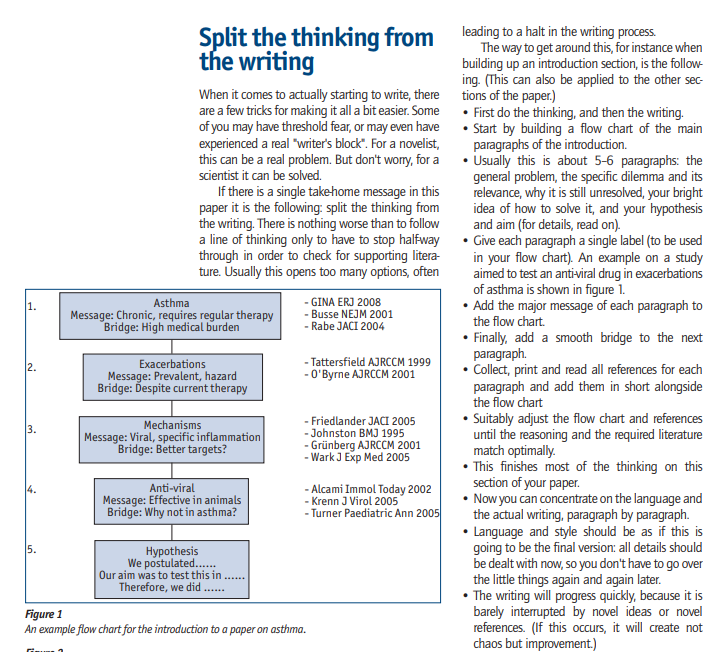
*Step 2 follows step 1 with a summary announcement of principal findings.*

**Step 3 - Indicating research article structure.**

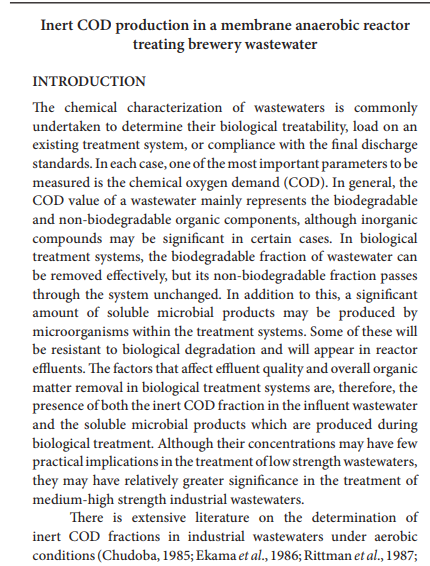
*Step 3 indicates in varying degrees of detail the structure, and occasionally, the content of the remainder of the RA. If step 3 occurs it is at the end of the introduction. Typical of computer science articles.*

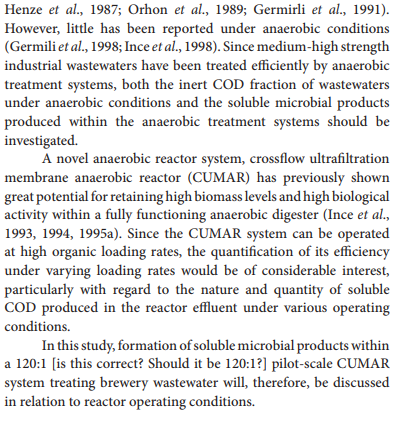
(Steps 2 and 3 – existence of these steps is discipline related)

**Suggestions for planning flow in the introduction:** Sterk, P. J., & Rabe, K. F. (2008). The joy of writing a paper. *Breathe*, *4*(3), 224-232.



**Example introduction from** Glasman-Deal, H. (2010). *Science research writing for non-native speakers of English*. World Scientific.





**Example Introduction –and exercise - Swales Moves -** *fill in the moves*

Attitudinal Congruence and Similarity as Related to Interpersonal Evaluations in Manager-Subordinate Dyads

**Move \_\_\_\_1 step 1\_\_**  
In recent years applied researchers have become increasingly interested in the interpersonal relationships with manger-subordinate dyads.

**Move \_\_\_1\_\_ step \_3\_\_\_\_\_**  
The majority of studies have focused on actual similarity between managers and their subordinates as related to managers’ appraisals of subordinates’ performance (Miles, 1964; Nieva, 1976; Ruda, 1970; Senger, 1971), subordinates’ job satisfaction (Huber, 1970), and subordinates’ evaluations of their managers (Weiss, 1977). A few studies have examined the extent to which subordinates congruently perceive their managers (referred to here as “subordinate’s perceptual congruence”). These studies suggest that subordinates who are more perceptually aware of their superiors’ work-related attitudes receive higher performance evaluations (Golmieh, 1974; Green, 1972; Kabivutzm 1972) and are more satisfied with their superiors (Howard, 1968).

**Move \_\_2 gap\_\_**

Each of these previous studies has researched only a part of this complex dyadic interpersonal relationship. First, none of the studies has examined the effects of a manager’s congruent perception of a subordinate’s work-related attitudes (i.e., “manager’s perceptual congruence”). Second, no studies can be found that directly compare the relative importance of actual similarity with that of perceptual congruence. Third, none of the previous studies has looked at interpersonal perception by the manager and by the subordinate simultaneously within the same dyad.

**Move \_\_\_3\_\_\_step 1\_**

The purpose of the present field investigation was to study both actual similarity and perceptual congruence and to examine them from the perspective of both the manager and the subordinate. The study investigated the relationships of these perceptual processes in two important organizational outcomes: subordinates’ satisfaction with work and supervision, and managers’ evaluations of subordinates’ job performance. Specifically, the study examined: (a) the relative magnitude of perceptual congruence and actual similarity with these two organizational outcomes; (b) whether the more congruently a subordinate perceives the manager (subordinate’s perceptual congruence), the more satisfied the subordinate will be; and (c) whether the more congruently a manager perceives the subordinate (manager’s perceptual congruence), the higher the subordinate’s performance will be evaluated.

# Hand-in task: Writing an introduction

You are going to write an introduction to an article that you would like to write in the future.

* You may NOT pick the topic of something you have already written, e.g. past/current proposal or published research.
* You MAY pick a future project that you would like to do
* Please use at least 5-6 references in your introduction (properly cited).
* Your introduction must be written according to all 3 moves by Swales and marked accordingly in your paper (see p. 30 for example)
* Length= 300-500 words
* Submit a WORD file named FIRST NAME, LAST NAME, INTRO to moodle

# Lesson 6 Flow and paragraph writing

# Lesson 6 Classwork/homework shared file on flow

**PARAGRAPH EXERCISE #1 INCOHERENT & COHERENT DISCOURSE STRUCTURING**

**Sample 1 (Incoherent)**

Hydrology is based on the water cycle, more commonly called the hydrologic cycle. By beginning with the evaporation of water from the oceans and continental lands, one can visualize this cycle. Precipitated water coming from clouds results from this vapor.

There are several ways that the precipitation which falls upon the land is dispersed.

**Sample 2 (Coherent)**

Hydrology is based on the water cycle, commonly called the hydrologic cycle. This cycle can be visualized as beginning with the evaporation of water from the oceans and continental lands. The resulting vapor condenses to form clouds, which in turn results in precipitated water. The precipitation which then falls upon the land is dispersed in several ways.

**Paragraph Structure:**

* Inverted Pyramid
* **Topic Sentence**
* General to more specific thesis statement.
* Paragraph should be built in the same way an essay is built.

Main idea -------------- supporting ideas -------------- concluding remark

An extremely general rule – expository paragraphs are approximately 120-150 words. If most of your paragraphs are around 50-60 words, it might mean they need more development.

* Paragraphs are usually 3-10 sentences [about 300 words, if they are longer, they are probably too long]
* Sentences are typically 20-30 words
* looking at article columns: a paragraph is best ¼-⅓ of a column on average (½ is getting a bit long)
* lines - sentences - the third line is the red light in a single column
* lines - paragraphs in a single column - double spaced - up to ½ page, slightly more
* vary your sentence structure and length = gives better flow

**Tips:**

**Establish a master plan** at the beginning of the paragraph and to **introduce each new idea by a word or a phrase that marks its place in the plan**:

|  |
| --- |
|  |
|  |
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|  |

* 1. **Link sentences successively** as the paragraph develops. Making sure that each statement connects with the one or ones preceding it:

|  |
| --- |
| 1. *There are* ***three kinds*** *of book owners. The first…. The second ……* |
| 1. *The American dream has changed on the* ***private, domestic and international levels.*** *Privately……….. Domestically………* |

* 1. **Connectors** – presently, meanwhile, afterwards, therefore, however, as a result
  2. **Repeating the same basic pattern = comparison/contrast**

*In Iowa eggs sell for 10 cents a dozen. In Chicago the breadlines stretch endlessly…….*

1. **Repeating old information/ Repetition**

*One of the greatest disappointments of childhood is a broken promise. An adult who breaks his word never fully regains a child's confidence.*

**Old-new information**

|  |  |
| --- | --- |
| **Excerpts taken from:** [**Kevin Ngozi Nwogu**](http://eca.state.gov/forum/vols/vol33/no4/p22.htm#author_184)**: Structuring Scientific Discourse Using the "Given-New" Perspective; Vol 33 No 4, Oct.-Dec. 1995 p. 2.** |  |

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***Identical wording*** involves the occurrence in an utterance of elements (lexical items, or phrases) from preceding context in exactly identical form(s).

***Synonymous expressions*** are those elements (lexical and phrases) in an utterance which communicate information which is similar in meaning, but not identical in wording with an expression in preceding context.

***Semantic inference*** means the relation of information in previous utterances with those that convey given information at a particular point in text by means of direct or indirect association or contrast.

***Paraphrase***involves the presentation of all or part of the information contained in previous or preceding context either by the use of a single lexical item or group of items while still retaining the intended meaning content. [Based on Danes (1974)]

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The most popular type of progression of given information observed in the experimental research papers studied is the one which illustrates a topically linked paragraph or segment of text in the research report. This progression can be represented as:   Figure 1 |  |
|  |  |

This progression pattern occurred with greater degree of regularity in the **methods (85%) and results (70%) sections**, especially in paragraphs that involve the description of a state, process, or procedure. The following excerpt from the methods section of one of the texts studied illustrates this progression pattern. The italicized words indicate given information.

|  |  |
| --- | --- |
|  |  |

|  |  |  |
| --- | --- | --- |
|  | 1. *Selected characteristics of children, listed according to history of myocardial infarction in their parents are* shown in Table 1. (See journal for table *not shown*.) 2. *Children whose fathers reported a myocardial infarction* were most likely to be white, to smoke cigarettes, to be older, and to be obese, than were children whose fathers did not report a myocardial infarction. 3. *In contrast, although children whose mothers reported a myocardial infarction tended to be older*, no statistically significant differences relating to the disease in the mothers was observed.   *[The New England Journal of Medicine* , Sept. 1986].  In the text above, the elements identified as conveying given information in all three utterances make reference to either children or myocardial infarction in their parents (father or mother). The principle under which given information is determined is that of identical wording. |  |
| The next most popular progression type observed in the study is the one of linear chaining of given and new information. This progression pattern can be represented as follows:   http://eca.state.gov/forum/vols/vol33/no4/334_p22_3.gif | |  |

|  |  |  |
| --- | --- | --- |
|  | Information expressed towards the end of one utterance is picked up and expressed again, now as given information, in the next utterance. This progression pattern occurred more **regularly (80%) in both the introduction and discussion sections**. They tended to be associated with paragraphs involving explanations or exposition of ideas or results. Below is an example of a text organized according to this progression pattern. |  |

|  |  |  |
| --- | --- | --- |
|  | 1. *A growing body of data* shows that blood transfusions have immunological effects on patients and experimental animals beyond those of allo-immunisation to blood cell antigens. 2. *The best characterised clinical consequence* is that of improved renal allograft survival in transfused patients compared with that in those not receiving homologous blood. 3. *These findings* have led to studies on whether transfusion at the time of cancer surgery might be associated with immunological modulation of the patients and infavourable rates of tumor recurrence.   [ *British Medical Journal* , 30 August, 1986.] |  |

In the text above, the given information in utterance ( *1* ) is recoverable from the extralinguistic context-the writer's reference to previous studies made in research papers. Given information in utterance ( *2* )-"the best characterized clinical consequence"-is picked up from the new information in utterance ( *1* ) by semantic inference. And the given information in utterance ( *3* ) is picked up from the new information in utterance ( *2* ) by paraphrase.

|  |  |
| --- | --- |
| The third progression pattern can be represented thus:   Figure 3 |  |

Examples of this progression pattern were very few. The few instances were found in the discussion section of two of the texts examined. Below is an instance of this pattern identified in the corpus:

|  |  |
| --- | --- |
|  |  |

*Several features of the outbreak are of importance:*

|  |
| --- |
|  |

*First, there is no evidence, after four years, that the outbreak is waning.*

|  |  |  |
| --- | --- | --- |
|  | *Secondly, the age distribution of cases is unusual by comparison with recent national data (See figure in Lancet, not shown.)* |  |

*Thirdly, throat swabbing revealed a very low carriage rate of B:15 meningoccoci in symptomless contacts.*  [*The Lancet* , 6 September, 1986]

|  |
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**Paragraph flow exercise –** taken from <https://sites.psu.edu/writingandrhetoric/files/2016/09/Coherence-in-Academic-Writin-Fall-2010-27a6h32.pdf>

**Mark the words/phrases that create flow, or where flow is lacking.**

Example 1: Medical science has thus succeeded in identifying the hundreds of viruses that can cause the common cold. It has also discovered the most effective means of prevention. One person transmits the cold viruses to another most often by hand. For instance, an infected person covers his mouth to cough. He then picks up the telephone. Half an hour later, his daughter picks up the same telephone. Immediately afterward, she rubs her eyes. Within a few days, she, too, has a cold. And thus it spreads. To avoid colds, therefore, people should wash their hands often and keep their hands away from their faces.

Example 2 – Original text: Soils represent major sinks for metals like cadmium that are released into the environment. Soil does not have an infinite capacity to absorb metal contaminants, and when this capacity is exhausted, environmental consequences are incurred. Contamination of soils by cadmium and other heavy metals has become a global concern in recent years because of the increasing demands of society for food production, waste disposal, and a healthier environment. The main causes of cadmium contamination in soils are amendment materials (e.g., municipal waste sludge) and fallout from nonferrous metal production and power plants.

# Lesson 7: moves – Methods, Results, Discussion

**Methods**

adapted from Glasman-Deal’s book – Science Research writing for non-native speakers of English (Technion library)

Trends of the methods section

* The methods section is clear cut, and provides information by which a study’s validity is judged (Kallet, 2004)
* Often inferential bridging – methods rely on the reader’s background knowledge or experience (much more so than any other section)
* Methods paragraph sentences are like islands in a string: islands which only those with specialist knowledge and experience can easily jump across from one sentence to the next (Swales, 1990)

**Language and moves:**

1. **Language** 
   * **Technical language – noun compounds (future lesson)**
   * **Verbs:** present vs past
     + uses the Present Simple tense to describe what is normally done or to describe a standard piece of equipment
     + uses the Past Simple tense to describe what you did yourself.
   * **Verbs**: active vs passive
     + conventional in this section to use the passive

Example:

*Two dye jets* ***are*** *placed in the laser cavity. A gain jet* ***is*** *then excited*

*by an argon ion laser and the pulses* ***are*** *spatially filtered in order to*

*obtain a Gaussian beam. Polarisation* ***is*** *confirmed using a polarising*

*cube. Th e pulses* ***were*** *split into reference pulses and probe pulses and*

*the reference pulses* ***were*** *carefully aligned into the detector to minimise*

*noise levels.*

But is this clear?

One way to make sure that your own contribution is clear and easy to identify is by marking it with words — perhaps by adding phrases like ***In this study***, *the samples were collected using a suction tube* or ***In*** ***our experiments*** *the samples were collected using a suction tube*, and by identifying the procedure used by other researchers with careful references at the appropriate place in the sentence (*In Brown (1999) the samples* ***were*** ***collected*** *using a suction tube*).

**Activity 1 –**

* choose 1-3 paragraphs in your methods/experimental section
* Mark all of the verbs
* Which tenses did you find?
* Did you find mostly passive? Mostly active? About half and half?

In the methods section: You now need to be able to communicate information about a new procedure, a new method, or a new approach so that everyone reading it can not only carry it out and obtain similar results, but also understand and accept your procedure (peer review).

The most common ways to begin the methods section:

1. ex. “*The current investigation involved sampling and analysing six sites to measure changes in groundwater chemistry.*”

* Offer a general overview by outlining the parameters of the work, for

example the number of tests, the equipment /material/software used

and perhaps also the purpose of the investigation. This helps the reader

to get a general idea of this section.

* Provide background information about the materials or about the

source of the materials/equipment.

* If you start with a general overview or even a general paragraph about what was done and used, it can then be broken down to produce the details.

1. **Ex. ‘***The sites were selected from the London Basin area, which is located in the south-east of England and has been frequently used to interpret groundwater evolution.*”

* the writer provides background information and justifies the choice of location by referring to previous research.

1. *How much detail should I give?*

* it is unlikely that you created the entire method you used all by yourself. In many cases part of it will be taken from a method used or discovered by someone else and their method may be very well known.
* Giving the research reference, therefore, provides you with a shortcut. In this case, the writer provides basic details of the method because some readers may not be familiar with it and it is not always appropriate to send readers to the library or Internet to look up a reference.

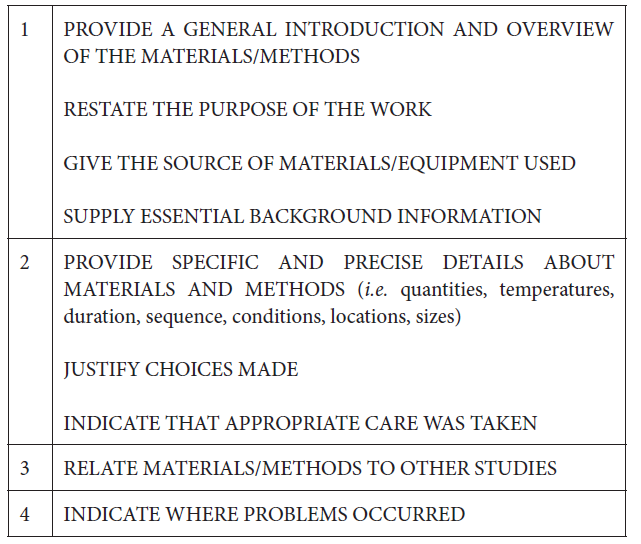
1. Limitations of the methodology

* Ex. “*All tubing used was stainless steel, and although two samples were at risk of CFC contamination as a result of brief contact with plastic, variation among samples was negligible*.”The writer mentions a possible difficulty in the methodology.

**See the 2 models below – choose which one suits your field – and adapt it to fit your specific discipline.**

* **Activity 2 – see link**
  + Which model did you choose?
  + Which moves did you find?
  + What adaptations would you make?

**Model 1: Glasman-Deal**



**Model 2 - Methods- moves (Nwogu,** **1997)/ Maswana, S., Kanamaru, T., & Tajino, A. (2015).**

|  |
| --- |
| Move 4: Describing data-collection procedure: |
| 1. Indicating source of data 2. Indicating data size 3. Indicating criteria for data collection 4. Indicating data collection procedure 5. Providing background details of data |
| Move 5: Describing experimental procedures |
| 1. Identification of main research apparatus 2. Recounting experimental process 3. Indicating criteria for success |
| Move 6: Describing data-analysis procedure |
| 1. Defining terminologies 2. Indicating process of data classification 3. Identifying analytical instrument/procedure 4. Indicating modification to instrument/procedure |

**Results sections**

|  |
| --- |
| Activity 1 – look at your results section   * Do you have results/discussion together, or as separate sections? * Is the results section divided into subsections? If yes, what logical order is used? |

**Tenses:**

The **past tense** is usually used for the results section because this is not established knowledge. You may use passive or active voice, but if you are confident of the results use the active voice.

* **Avoid** – As shown in Fig.2, antisense treatment blocked all expression of the target gene.
* **Better** - Antisense treatment blocked all expressions of the target gene (Figure 2).
* **Avoid** – Treatment of cells with inhibitor was observed to block cell cycle progressions.
* **Better** – Treatment of cells with inhibitor blocked cell cycle progression.

|  |
| --- |
| Activity 2 – choose 1- 3 paragraphs of your results section and mark all of the verbs:   * Is the present simple used? Give an example/s * Is the past tense used? Give an example/s * What is the difference between the 2 tenses – i.e. what kind of information is described in the present? In the past? |

**Quick tips:**

**Do:**

* Emphasize or summarize the important results
* Refer to the graphics explicitly.
* Describe patterns or trends to notice in the visuals and where they come from.
* Use tables, graphs, and other visual aids are used.
* Include generalizations necessary to interpret the data in the text.
* Create a Table or Figure that can be understood without reading the text.
* Tables and figures should be sequentially numbered.
* Usually capitalize Table/Figure. Ex. Table 2/Figure 6

**Don’t**

* Repeat results given in a table or in a figure
* Completely describe every bit of data
* Show data that is not necessary to illustrate the experimental point

**What is the main difference between results and discussion?**

**Reporting** **vs. interpretation**

* Results: *The duration of exposure to running water had a pronounced effect on cumulative seed germination percentages (Fig. 2). Seeds exposed to the 2-day treatment had the highest cumulative germination (84%), 1.25 times that of the 12-h or 5-day groups and four times that of controls.*
* Results and discussion: *The results of the germination experiment (Fig. 2)* ***suggest*** *that the* ***optimal time*** *for running-water treatment is 2 days. This group showed the highest cumulative germination (84%), with longer (5 d) or shorter (12 h) exposures producing smaller gains in germination when compared to the control group.*

*Based on:* [*http://abacus.bates.edu/~ganderso/biology/resources/writing/HTWsections.html#results*](http://abacus.bates.edu/~ganderso/biology/resources/writing/HTWsections.html#results)

**5 models for Results Moves**

|  |
| --- |
| Activity 3 –   * see 5 models below – pick which model suits your field most by comparing with your example article * once you have chosen a model, mark the moves in your results section * if you have results and discussion together, concentrate on the results sentences to make a decision and mark the move |

1. **Moves: Organization – Decide on Logical Order for presentation:**
2. Most important results first
3. Simple results to more complex results
4. Chronological order, according to order methods applied
5. General to specific

*Based on:* [*http://abacus.bates.edu/~ganderso/biology/resources/writing/HTWsections.html#results*](http://abacus.bates.edu/~ganderso/biology/resources/writing/HTWsections.html#results)

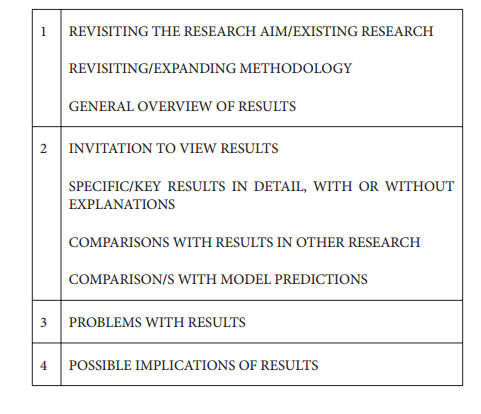
1. **Moves:** Nwogu, Kevin Ngozi. 1997, "The medical research paper: Structure and functions," [English for Specific Purposes](http://www.sciencedirect.com/science/journal/08894906), [Volume 16, Issue 2](http://www.sciencedirect.com/science?_ob=PublicationURL&_hubEid=1-s2.0-S0889490600X00099&_cid=271831&_pubType=JL&view=c&_auth=y&_acct=C000004038&_version=1&_urlVersion=0&_userid=32321&md5=d3195c75f384e81c9294f22e92ea51fa), , Pages 119-138.

Move 7: Indicating consistent observations

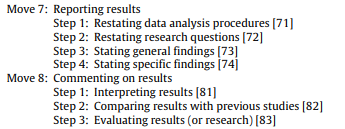
1. Highlighting overall observations
2. Indicating specific observations
3. Accounting for observations made

Move 8: Indicating non-consistent observations

1. **Moves:** Glasman, H. (2010). *Science research writing for non-native speakers of English*. Imperial College Press, London; see chapter 3 on moodle for her example text to fit the moves



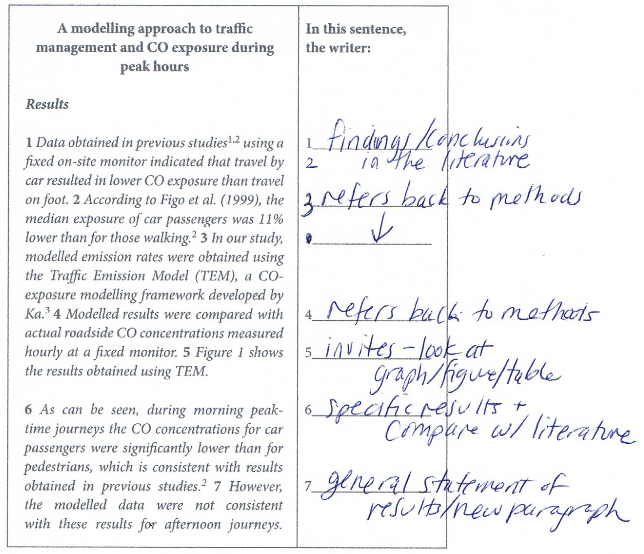
1. **Moves:** Maswana, S., Kanamaru, T., & Tajino, A. (2015). Move analysis of research articles across five engineering fields: What they share and what they do not. *Ampersand*, *2*, 1-11.

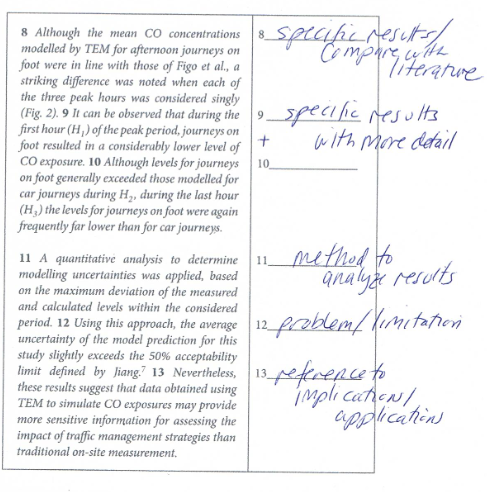


1. **Results moves:** Posteguillo, **Santiago.** "The Schematic Structure of Computer Science Research Articles," [English for Specific Purposes](http://www.sciencedirect.com/science/journal/08894906). [Volume 18, Issue 2](http://www.sciencedirect.com/science?_ob=PublicationURL&_hubEid=1-s2.0-S0889490600X00154&_cid=271831&_pubType=JL&view=c&_auth=y&_acct=C000004038&_version=1&_urlVersion=0&_userid=32321&md5=8f2aa0874aec526f30f51b7070812ef8), June 1999, Pages 139-160.

| **Move** | **Frequency of use** | **%** |
| --- | --- | --- |
| 1. Metatextual categories |  |  |
| 1.1. Pointer (pointing to data) | 17 | 77.27% |
| 1.2. Structure of section | 8 | 36.36% |
| 2. Presentation categories |  |  |
| 2.1. Procedural | 16 | 72.73% |
| 2.2. Hypothesis restated | 7 | 31.82% |
| 2.3. Statement of data | 17 | 77.27% |
| 3. Comment categories |  |  |
| 3.1. Comparison of finding with Literature | 11 | 50.00% |
| 3.2. Evaluation | 14 | 63.63% |
| 3.3. Further research suggested | 1 | 4.54% |
| 3.4. Implications | 3 | 13.64% |
| 3.5. Summarizing | 2 | 9.09% |

**Example results moves:**





# Homework: Results/discussion task (to be submitted on moodle)

In this assignment, you will use the data in the table to write part of a Results/Discussion. The assignment should be 2 paragraphs (300-500 words) and should use the example moves discussed in class. **Mark the moves in your paper.**

**Choose 1 of the 2 options below**

**Option 1-** Table 4. Frequency of first person pronouns (cases per paper)

| **Discipline** | **Total** | **I** | **Me** | **My** | **We** | **Us** | **Our** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Physics | 17.7 | 0.0 | 0.0 | 0.0 | 12.7 | 0.2 | 4.7 |
| Biology | 15.5 | 0.0 | 0.0 | 0.0 | 11.5 | 0.5 | 3.4 |
| Electronic eng | 11.6 | 0.0 | 0.0 | 0.0 | 8.4 | 0.1 | 3.1 |
| Mechanical eng | 2.6 | 0.0 | 0.0 | 0.0 | 2.1 | 0.0 | 0.5 |
| Average hard fields | 11.9 | 0.0 | 0.0 | 0.0 | 8.7 | 0.9 | 2.9 |
|  |  |  |  |  |  |  |  |
| Marketing | 38.2 | 1.1 | 0.0 | 0.5 | 22.2 | 0.8 | 13.5 |
| Philosophy | 34.5 | 26.1 | 1.6 | 5.3 | 0.9 | 0.2 | 0.4 |
| App ling | 32.3 | 12.7 | 1.1 | 3.4 | 8.9 | 1.0 | 5.1 |
| Sociology | 29.4 | 9.5 | 0.7 | 1.5 | 11.5 | 0.5 | 5.7 |
| Average soft fields | 33.6 | 12.4 | 0.8 | 2.7 | 10.9 | 0.6 | 6.2 |
|  |  |  |  |  |  |  |  |
| Overall | 22.7 | 6.2 | 0.4 | 1.3 | 9.8 | 0.4 | 4.6 |

**"Humble servants of the discipline? Self-mention in research articles"**[**Ken Hyland**](http://www.sciencedirect.com/science?_ob=RedirectURL&_method=outwardLink&_partnerName=27983&_origin=article&_zone=art_page&_linkType=scopusAuthorDocuments&_targetURL=http%3A%2F%2Fwww.scopus.com%2Fscopus%2Finward%2Fauthor.url%3FpartnerID%3D10%26rel%3D3.0.0%26sortField%3Dcited%26sortOrder%3Dasc%26author%3DHyland,%2520Ken%26authorID%3D7006426987%26md5%3D404c229114868a65a0faa2277032650f&_acct=C000004038&_version=1&_userid=32321&md5=4b2701ddba806bf56c7750727a629796) ,[**English for Specific Purposes**](http://www.sciencedirect.com/science/journal/08894906); [Volume 20, Issue 3](http://www.sciencedirect.com/science?_ob=PublicationURL&_hubEid=1-s2.0-S0889490600X00270&_cid=271831&_pubType=JL&view=c&_auth=y&_acct=C000004038&_version=1&_urlVersion=0&_userid=32321&md5=d5a3b525d17213414fd12660040cb5af), 2001, Pages 207-226

**Option 2** – You may write about one set of results/discussion from your work that has **NOT** been written for your proposal, has **NOT** been published, and has **NOT** been already written and revised by your supervisor in general. **Mark the moves in your paper.**

**Discussion section**

**What shape could you draw to describe the typical academic article?**

**What does the discussion section do in general?** (Berkenkotter and Huckin 1995, pp. 40–41)

1. statement of principal findings

2. show how results respond to the larger issue stated in the introduction

3. implications of the study (and sometimes plans for future work).

Moves: **(Swales revised by Dudley-Evans):**

1. information move (background about theory/research aims/methodology)

2. statement of result (either a numerical value or reference to a graph or table)

3\*\*. finding (same as statement of result, but without a reference to a graph or table)

4. (un)expected outcome (a comment on whether the result is expected or not)

5\*\*. reference to previous research

6. explanation (reasons for unexpected results)

7\*\*. claim (a generalization arising from the results: contribution to research)

8. limitations

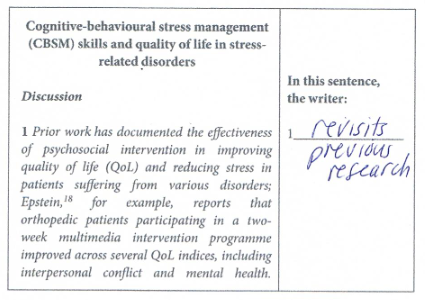
9. recommendation (suggestions for future research).

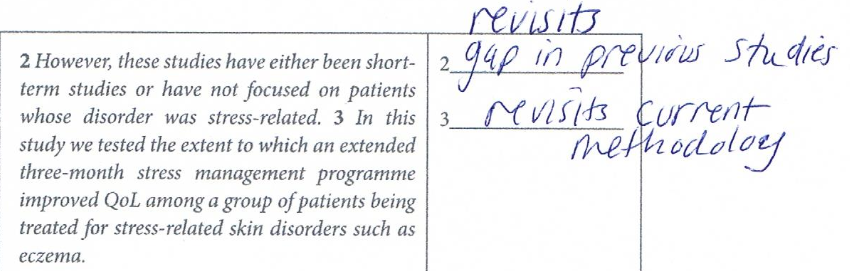
**\*\* most frequently used moves**

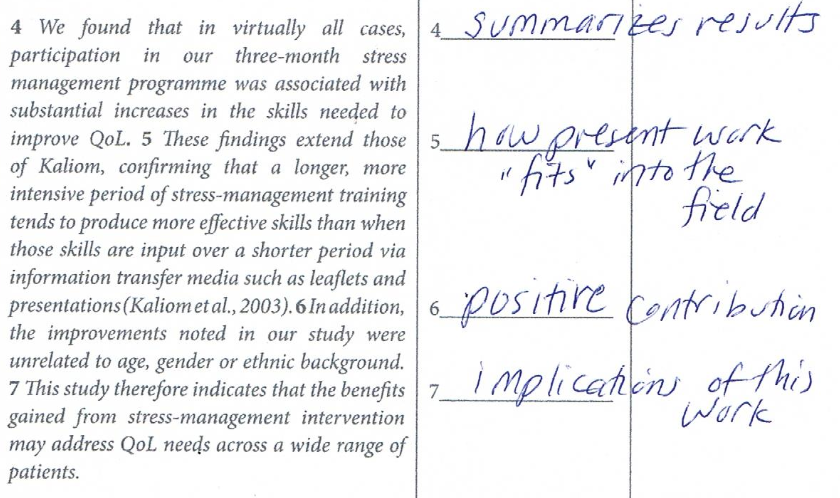
**Activity 1-**

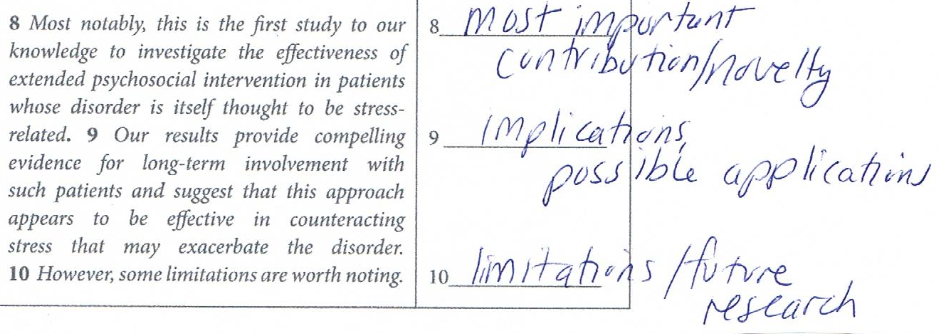
* **Read/skim through your discussion section- mark the moves you find so you see which ones are used and in which order. Are they cyclic?**

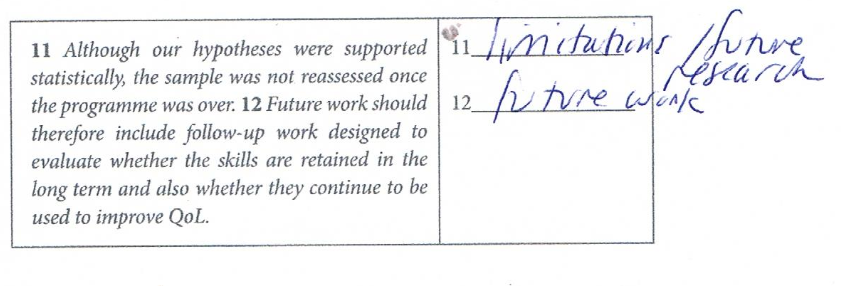
**Example:**











## Hedging

**-** an important feature of academic writing is the concept of cautious language, often called

"hedging" or "vague language". <http://www.uefap.com/writing/feature/hedge.htm>

Language used in hedging:

|  |  |  |
| --- | --- | --- |
| 1. | Introductory verbs: | e.g. seem, tend, look like, appear to be, think, believe, doubt, be sure, indicate,  suggest |
| 2. | Certain lexical verbs | e.g. believe, assume, suggest |
| 3. | Certain modal verbs: | e.g. will, must, would, may, might, could |
| 4. | Adverbs of frequency | e.g. often, sometimes, usually |
| 5. | Modal adverbs | e.g. certainly, definitely, clearly, probably, possibly, perhaps, conceivably, |
| 6. | Modal adjectives | e.g. certain, definite, clear, probable, possible |
| 7. | Modal nouns | e.g. assumption, possibility, probability |
| 8. | That clauses | e.g. It could be the case that .  e.g. It might be suggested that .  e.g. There is every hope that . |
| 9. | To-clause + adjective | e.g. It may be possible to obtain .  e.g. It is important to develop .  e.g. It is useful to study . |

**Activity 2**

* **Compare the following: Which sentence in each pair is more ‘uncertain’?**

1. It may be said that the commitment to some of the social and economic concepts was less strong than it is now.

The commitment to some of the social and economic concepts was less strong than it is now.

1. Weismann suggested that animals become old because, if they did not, there could be

no successive replacement of individuals and hence no evolution.  
Weismann proved that animals become old because, if they did not, there could be no successive replacement of individuals and hence no evolution.

1. Recent work on the religious demography of Northern Ireland indicates a separating out of protestant and catholic, with the catholic population drifting westwards and vice versa.

Recent work on the religious demography of Northern Ireland shows a separating out of protestant and catholic, with the catholic population drifting westwards and vice versa.

.

1. By analogy, it may be possible to walk from one point in hilly country to another by a path which is always level or uphill, and yet a straight line between the points would cross a valley.

By analogy, one can walk from one point in hilly country to another by a path which is always level or uphill, and yet a straight line between the points would cross a valley.

1. There are certainly cases where this would seem to have been the only possible method of transmission.

There are cases where this would have been the only possible method of transmission.

**Identify the hedging expressions in the following sentences.**

1. There is no difficulty in explaining how a structure such as an eye or a feather contributes to survival and reproduction; the difficulty is in thinking of a series of steps by which it could have arisen.

1. For example, it is possible to see that in January this person weighed 60.8 kg for eight days…
2. For example, it may be necessary for the spider to leave the branch on which it is standing, climb up the stem and walk out along another branch.

1. Escherichia coli, when found in conjunction with urethritis, often indicate infection higher in the urogenital tract.
2. There is experimental work to show that a week or ten days may not be long enough and a fortnight to three weeks is probably the best theoretical period.
3. Conceivably, different forms, changing at different rates and showing contrasting combinations of characteristics, were present in different areas.

# Lesson 8 – Tenses

The Three Common Tenses Used in Academic Writing

*He explains the author’s intention and purpose in the article.*

*\*He is explaining the author’s intention and purpose in the article.*

Both of the sentences above are grammatically correct. However, the tense used in first sentence (present simple) is more common for academic writing than the tense in the second sentence (present progressive).

The information in this handout is adapted from Caplan, N. (2015). *Grammar choices for graduate and professional writers*. Ann Arbor: University of Michigan Press, and from <https://writingcenter.gmu.edu/guides/the-three-common-tenses-used-in-academic-writing>

**Background**

There are three tenses that make up 98% of the tensed verbs used in academic writing. The most common tense is present simple, followed by past simple and present perfect. These tenses can be used both in passive and active voice. Below are the main functions that these three tenses have in academic writing.

**The Present Simple Tense**

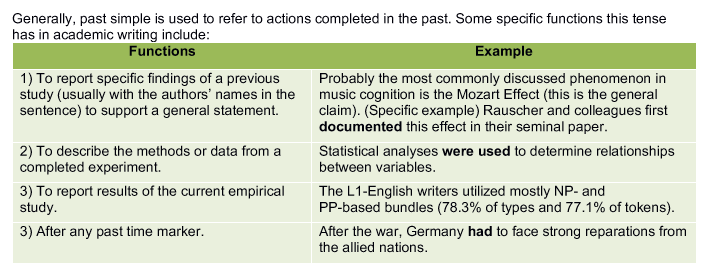
Present simple is the most common tense in academic writing, and it is usually considered as the “default” unless there is a certain reason to choose another tense (e.g. a sentence contains a past time marker). Some specific functions of present simple include:

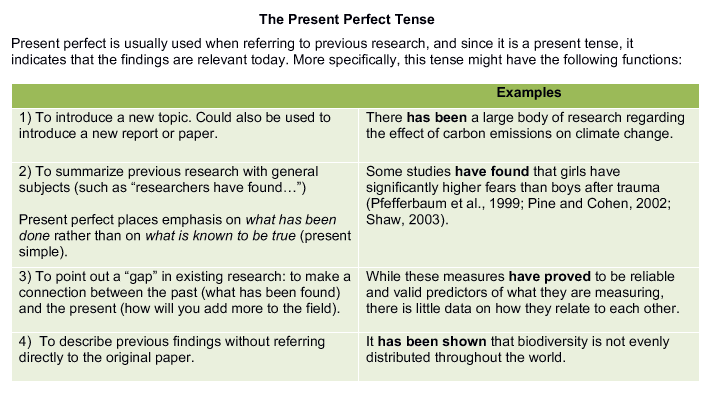
**Functions**

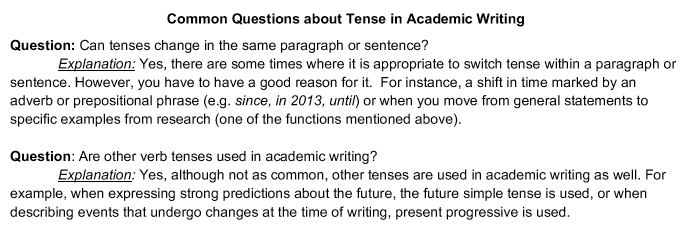
|  |  |
| --- | --- |
| 1) To frame a paper. It is used in  introductions to state what is already known about the topic, and in conclusions to say what is now known. | Scholars **share** a common argument that engineering **is** the most male dominated of all professions.  Timing of college enrollment **is associated** with a number of variables. |

|  |  |  |
| --- | --- | --- |
|  |  | This paper **analyses** the impact of high temperatures on certain species. |
|  | 1. To make general statements, conclusions, and interpretations about findings of current or previous research. It focuses on what is known now. 2. To refer to findings from previous studies without mentioning the author’s name. | Graduate school **is regarded** as crucial for starting an engineering career because failure at this stage **closes** the door to professional engineering careers, and later career trajectory change **is** more difficult the longer it **is** delayed.  Children **ingest** roughly 50-200 mg soil/day [2,3]. |
| 1. To refer to tables or figures. 2. To describe the events or plot of a literary work. This usage has the name “Narrative present”. | | Table 1 **presents** the structural units.  In Mansuji Ibuse’s Black Rain, a child **reaches** for a pomegranate in his mother’s garden, and a moment later he **is** dead, killed by the blast of an atomic bomb. |

**The Past Simple Tense** © The George Mason University Writing Center 2017







**Classwork/homework for lesson on tenses, lesson 8**

**Activity 1: Examples from your article**

* **Present simple (active and passive):**
  + **1.**
  + **2.**
* **Past simple (active and passive):**
  + **1.**
  + **2.**
* **Present perfect (active and passive):**
  + **1.**
  + **2.**

**Example: Examine the tenses of the verbs in the two paragraphs below and explain why each verbs are in the specific tense. (from Swales)**

(1) Recent studies have shown that the eradication of H.pylori infection is associated with healing of gastritis and a marked reduction in the rate of recurrence of duodenal ulcers. The protocols of these studies have varied, but the results have been the same; the eradication of H. pylori infection changes the natural history of duodenal ulcer disease, and factors that contribute to rapid ulcer recurrence, such as smoking, seem to no longer pose a risk. Our study confirms previous findings in patients with duodenal ulcers and extends the findings to patients with gastric ulcers. Patients in whom H.pylori infection was eradicated remained asymptomatic.

(2) Smoking, alcohol use, and male gender have all been described as risk factors for ulcer recurrence. In our study, smoking and alcohol use were more frequent in the group that received triple therapy plus ranitidine, a factor that could have biased our results. However, our study confirms the observation that smoking is not a risk factor for ulcer recurrence after the eradication of H.pylori infection. In our patients, the only factors associated with ulcer recurrence were H.pylori infection and the continued use of non-steroidal anti-inflammatory drugs.

**Activity 2: Practice**

Read the excerpt and notice the tenses used for each verb. Identify the function of each tense as illustrated in the first sentence.

Approximately 10% of the population \_\_\_\_\_\_\_\_\_ [**diagnose**] with dyslexia (Habib, 2000). Specialized testing most often \_\_\_\_\_\_\_\_\_\_\_\_ [**reveal]**this disability in third grade or later, when there \_\_\_\_\_\_\_\_\_ [**develop]** an observable differential between reading achievement and IQ (Wenar & Kerig, 2000). This late identification \_\_\_\_\_\_\_\_\_ [**pose]**severe problems for effective remediation. At the time of diagnosis, poor readers \_\_\_\_\_\_\_\_\_ **[be]** on a trajectory of failure that \_\_\_\_\_\_\_\_\_ [**become]** increasingly difficult to reverse. Attempts at intervention must both focus on remediation of the impaired components of reading as well as extensive rehabilitation to reverse the growing experience differential.

Educators and researchers \_\_\_\_\_\_\_\_\_ **[be]** aware of the need for early diagnosis. In response, research investigating early correlates of later reading ability/disability \_\_\_\_\_\_\_\_\_**[burgeon]** (e.g. Wagner et al., 1997). However, these early reading studies primarily \_\_\_\_\_\_ [**focus]**on school age children (e.g. Share et al., 1984). To date, only a few studies \_\_\_\_\_\_\_\_\_ **[focus]** on the reading trajectories of children younger than preschool, and there \_\_\_\_\_\_\_\_\_ **[be]**  little consistency within the existing studies (e.g. Scarborough, 1990, 1991).

In the current study, we\_\_\_\_\_\_\_\_\_ **[trace]** the development of the two aspects of the phonological processing deficit in a longitudinal follow-up study of two-year-olds. Shatz et al. (1996, 1999, 2001)\_\_\_\_\_\_\_\_\_[**investigate]**the underlying lexical structure in two-year-old children. Although their experiments \_\_\_\_\_\_\_\_\_ **[tailor]**to examine early word learning behavior, their study design \_\_\_\_\_\_\_\_\_ uniquely \_\_\_\_\_\_\_\_\_ [**suit]** to looking at the phonological processing skills of two-year old children as well. In this study, we \_\_\_\_\_\_\_\_\_ [**measure]**the early reading skills of these same two-year-olds at five to seven years of age in order to determine the predictivity of the early two-year old behaviors for later reading ability.

<https://writingcenter.gmu.edu/guides/the-three-common-tenses-used-in-academic-writing> Adapted from Michigan Corpus of Upper-level Student Papers. (2009). Ann Arbor, MI: The Regents of the University of Michigan

# Professional writing - Writing emails, letters and CVs

Shared file

Example letter for an academic job – see other examples at: <https://career.vt.edu/job-search/presenting_yourself/cover-letters.html>

November 14, 2011

Dear :

Paragraph 1- single spaced paragraph but 2 hits on the enter button between paragraphs.\_\_\_\_ explain why you are writing (no RE:) in order to avoid keeping the reader in suspense. For example, you may start with sentences like, " in response to," " at the suggestion of my supervisor," or, "I am interested in finding a post doc position… " The following sentence is NOT "my name is…" but rather, "I am \_\_\_\_\_.

Paragraph 2- single spaced paragraph but 2 hits on the enter button between paragraphs.\_\_\_\_\_\_ explain your research (PhD or most current) succinctly, focusing on the most important aspects. For example, describe how close the new work is to your department and what is so unique (procedure, apparatus, etc.). If your supervisor is well known use his/her name **with permission only.**

Paragraph 3- single spaced paragraph but 2 hits on the enter button between paragraphs.\_\_\_ present how youcan contribute - include other qualifications that are relevant to the position- such as teaching or managerial experience. Since honors/ awards are included in your CV, put them in the cover letter only if they are very special. Stipends and other scholarship are also left for the CV. Same for publications: they are presented in the CV and only those in a very prestigious journal when then the name suffices may be added.

Paragraph 4- single spaced paragraph but 2 hits on the enter button between paragraphs closing where you thank the reader and offer to be contacted. Language like, "I am attaching my CV and can be contacted at…" or "I would be willing/happy …" Note here personal approach of 'you' and 'I' are acceptable.

Sincerely,

[**email**]

**Tips for writing polite and professional emails:**

1. Create a useful **subject line** that will inform your reader of the reason why you are writing. This is to avoid emails being ignored for fear of viruses or other unimportant mail.

2. Like in formal letters, **address the person as appropriately** as, "Dear Mr.\_\_\_\_," "Dear Mrs. \_\_\_\_," "Dear Dr.\_\_\_\_\_\_" etc. using correct spelling, punctuation and capitalization (do not use all caps- it looks like YOU ARE SCREAMING).

3. Write **short** emails that are to the point. Most professional people do not have the time to read lengthy emails.

4. Be **polite and use standard language conventions** (e.g. "I would like," "Could you…"). Sometimes expressions and other jokes do not translate well.

**Answering emails:**

5. When answering emails, make sure you answer in **a timely fashion** (depending on the situation and the expectations of the other party).

6. If an email has a series of questions **answers can be embedded**. Note this in your return email.

7. **Do not send private information** (e.g. passwords, gossip, etc).

8. **Send attachments** when including CV's or other document s for a job request (name them properly).

9. **Sign the email** with your full name (e.g. Sincerely, John Smith).

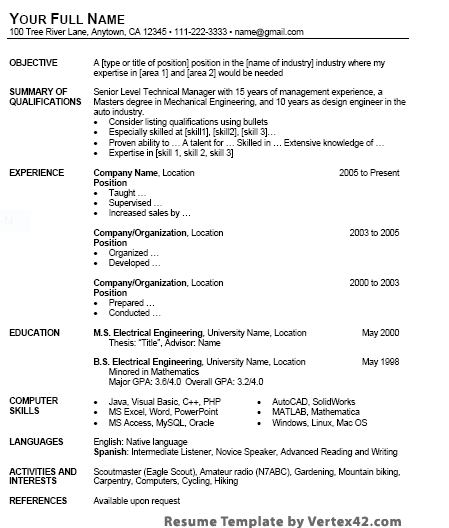
**Useful phrases:**

* I am writing to enquire about…
* I would like to know whether**…..**
* With regards to accommodation, do you only provide ….
* I would be grateful for any information you can give me and I look forward to hearing from you soon.
* With reference to your advertisement in yesterday's edition of The Times of Malta, I am interested in applying for …….
* I would be grateful if you would consider my application. I am available for interview any weekday afternoon and you can email me or telephone me on the number below.
* I am writing in connection with your advertisement for a….
* I am pleased to be able to inform you that we have...
* I am sorry to have to inform you that we ….
* I would be grateful if you could...
* I am sorry to hear about the problems you have been experiencing with the order you placed with us on the 23rd January. I cannot as yet say who is at fault but I assure you there will be a full investigation. Moyra Brown, who is our production assistant, will contact you shortly to arrange suitable compensation for the inconvenience that has been caused. I would like to apologise once more. Yours sincerely,
* <http://www.examplesof.com/education/writing_business_email_in_british_style.html>

**Writing a CV – example**

11 reasons this is a terrible résumé for a recent college grad:

<http://www.businessinsider.com/terrible-resume-for-a-recent-college-grad-2015-4>



**Example verb list for CVs**

|  |  |  |
| --- | --- | --- |
| **Research Skills**  clarified  collected  critiqued  diagnosed  evaluated  examined  extracted  identified  inspected  interpreted  interviewed  investigated  organized  reviewed  summarized  surveyed  systematized | **Teaching Skills**  adapted  advised  clarified  coached  communicated  coordinated  developed  enabled  encouraged  evaluated  explained  facilitated  guided  informed | **Technical Skills**  assembled  built  calculated  computed  designed  devised  engineered  fabricated  maintained  operated  overhauled  programmed  remodeled  repaired  solved  upgraded |

**Source: “Sample cover letter for submission of a paper to an SPIE journal”**

[Your Name]  
[Your Affiliation]  
[Your Address]

[Date]

Dear Dr. [Editor name],

I/We wish to submit a new manuscript entitled “[title of article]” for consideration by the [journal name].

I/We confirm that this work is original and has not been published elsewhere nor is it currently under consideration for publication elsewhere.

In this paper, I/we report on \_\_\_\_\_\_\_. This is significant because \_\_\_\_\_\_\_\_\_\_. The paper should be of interest to readers in the areas of \_\_\_\_\_\_\_\_\_\_.

[Please explain in your own words the significance and novelty of the work, the problem that is being addressed, and why the manuscript belongs in this journal. Do not simply insert your abstract into your cover letter! Briefly describe the research you are reporting in your paper, why it is important, and why you think the readership of the journal would be interested in it.]

Please address all correspondence concerning this manuscript to me at [email address].

Thank you for your consideration of this manuscript.

Sincerely,

[Your name]

Peer review guidelines and reference sites:

<http://www.phd2published.com/2012/05/09/how-to-write-a-peer-review-for-an-academic-journal-six-steps-from-start-to-finish-by-tanya-golash-boza/#sthash.l1aecW26.dpuf>

**Step One:  Accept the invitation to peer review**. The first step in reviewing a journal article is to accept the invitation. When deciding whether or not to accept, take into consideration three things: 1) Do you have time to do the review by the deadline? 2) Is the article within your area of expertise? 3) Are you sure you will complete the review by the deadline? Once you accept the invitation, set aside some time in your schedule to read the article and write the review.

**Step Two: Read the article**. I usually read the article with a pen in hand so that I can write my thoughts in the margins as I read. As I read, I underline parts of the article that seem important, write down any questions I have, and correct any mistakes I notice.

**Step Three: Write a brief summary of the article and its contribution**. When I am doing a peer review, I sometimes do it all in one sitting – which will take me about two hours – or I read it one day and write it the next. Often, I prefer to do the latter to give myself some time to think about the article and to process my thoughts. When writing a draft of the review, the first thing I do is summarize the article as best I can in three to four sentences. If I think favorably of the article and believe it should be published, I often will write a longer summary, and highlight the strengths of the article. Remember that even if you don’t have any (or very many) criticisms, you still need to write a review. Your critique and accolades may help convince the editor of the importance of the article. As you write up this summary, take into consideration the suitability of the article for the journal. If you are reviewing for the top journal in your field, for example, an article simply being factually correct and having a sound analysis is not enough for it to be published in that journal. Instead, it would need to change the way we think about some aspect of your field.

**Step Four: Write out your major criticisms of the article**. When doing a peer review, I usually begin with the larger issues and end with minutiae. Here are some major areas of criticism to consider:

-          Is the article well-organized?

-          Does the article contain all of the components you would expect (Introduction, Methods, Theory, Analysis, etc.)?

-          Are the sections well-developed?

-          Does the author do a good job of synthesizing the literature?

-          Does the author answer the questions he/she sets out to answer?

-          Is the methodology clearly explained?

-          Does the theory connect to the data?

-          Is the article well-written and easy to understand?

-          Are you convinced by the author’s results? Why or why not?

**Step Five: Write out any minor criticisms of the article**.  Once you have laid out the pros and cons of the article, it is perfectly acceptable (and often welcome) for you to point out that the table on page 3 is mislabeled, that the author wrote “compliment” instead of “complement” on page 7, or other minutiae. Correcting those minor errors will make the author’s paper look more professional if it goes out for another peer review, and certainly will have to be corrected before being accepted for publication.

**Step Six: Review**. Go over your review and make sure that it makes sense and that you are communicating your critiques and suggestions in as helpful a way as possible.

Finally, I will say that, when writing a review, be mindful that you are critiquing the article in question – not the author. Thus, make sure your critiques are constructive. For example, it is not appropriate to write: “The author clearly has not read any Foucault.” Instead, say: “The analysis of Foucault is not as developed as I would expect to see in an academic journal article.” Also, be careful not to write: “The author is a poor writer.” Instead, you can say: “This article would benefit from a close editing. I found it difficult to follow the author’s argument due to the many stylistic and grammatical errors.” Although you are an anonymous reviewer, the Editor knows who you are, and it never looks good when you make personal attacks on others. So, in addition to being nice, it is in your best interest.

Note by: Joseph Alpert, Editor in Chief of [The American Journal of Medicine](http://www.journals.elsevier.com/the-american-journal-of-medicine/#description) Read the abstract first to see if what the authors are stating makes logical sense, and if it is written in a way that is comprehensible. Some manuscripts involve excellent work and interesting observations, but they are so poorly written that it is difficult to understand what the author is saying. This is a relatively common problem with authors whose native language is not English. If the work reported in the manuscript looks interesting and/or valuable, the manuscript should be sent back for editing by a native English speaker or professional translator.

**Class task: a formal letter and/or CV**

**See template in unit**

Write a letter to a potential job position OR academic position that you may apply to in the future (e.g. a doctoral program, post-doctoral program, position as engineer, etc.).

Please use the internet to find a REAL company with a REAL name/contact who you are addressing. Write the letter according to the format we discussed.

# Lesson 9 - NOUNS

# Classwork/homework link for lesson 9

**Count versus non-count nouns**

|  |  |  |
| --- | --- | --- |
| ***Count nouns- must fit one of these three cases*** | | |
| **Singular:**  **must have a/an/the…..** | **Plural** | **Specific – the** |
| A computer | Computers are used worldwide… | The study of computer- mediated discourse |
| A mechanism | Mechanisms | The **mechanism** of stochastic resonance The molecular **mechanism**behind prototropic mobility |
| An enzyme | Enzymes | At the optimal level of addition, the **enzyme**improved the dough properties…. |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| ***Non-count nouns***   * ***Plural in meaning*** * ***Singular in grammar*** * ***No a/an*** * ***May also be count – change in meaning*** | | |
| **Non count** | Can be countable -***change in meaning – specific cases - dictionary*** | Can be specific – the |
| **Advice** | ------ | The advice you gave me |
| **Progress** | ----- | The progress he has made in that project….. |
| **Knowledge** | ----- | The knowledge that she gained from the course… |
| **Research** | ----- | The specific research on… |
| **Work** | For art | The work done on… |
| **Evidence** | ---- | The evidence showed…. |
| **Water, power, wine** | For bodies of water |  |

**Activity 1- Top nouns you use – examples – share in the link:**

**Count:**

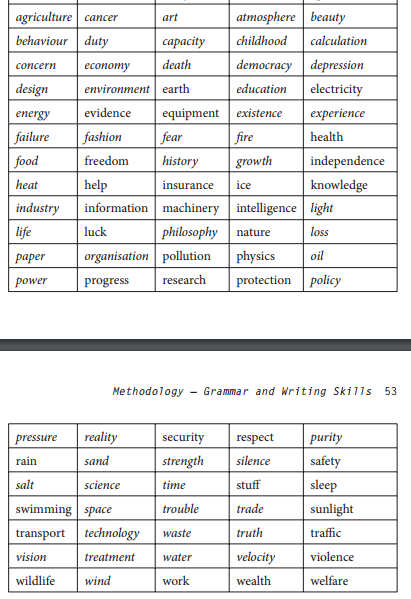
1. **–**
2. **–**
3. **–**
4. **–**

**Non-count:**

1. **-**
2. **-**
3. **-**
4. **-**
5. **-**

From Glasman-Deal p. 52-53: italics can be both count/non-count

<http://ezlibrary.technion.ac.il/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cat03307a&AN=tech.002363481&lang=he&site=eds-live&scope=site>



**Activity 2: PhD practice: *A*, *an*, *the* or – (*nothing*)?**

1. \_\_\_\_\_ diplomat is \_\_\_\_\_ person who can tell you to go to hell in such a way that you actually look forward to \_\_\_\_\_ trip. *Caskie Stinnett*

2. \_\_\_\_\_ dog is \_\_\_\_\_ only thing on earth that loves you more than you love yourself. *Josh Billings*

3. \_\_\_\_\_ Americans like \_\_\_\_\_ fat books and \_\_\_\_\_ thin women. *Russell Baker*

4. \_\_\_\_\_ accountant is \_\_\_\_\_ man who is hired to explain that you didn't make \_\_\_\_\_ money you did. *Anonymous*

5. \_\_\_\_\_ actor's \_\_\_\_\_ guy who, if you ain't talking about him, ain't listening. *Attributed to Marlon Brando*

6. \_\_\_\_\_ optimist is someone who thinks \_\_\_\_\_ future is uncertain. *Anonymous*

7. \_\_\_\_\_ death is \_\_\_\_\_ nature's way of telling you to slow down. *Anonymous*

8. \_\_\_\_\_ diplomacy is the art of saying 'nice doggie!' until you can find \_\_\_\_\_ stone. *Wynn Catlin*

9. \_\_\_\_\_ equality is \_\_\_\_\_ lie –\_\_\_\_\_ women are better. *Anonymous*

10. \_\_\_\_\_ birds do it; \_\_\_\_\_ bees do it; even \_\_\_\_\_ educated fleas do it. Let's do it. Let's fall in \_\_\_\_\_ love. *Cole Porter*

11. I always pass on \_\_\_\_\_ good advice. It is \_\_\_\_\_ only thing to do with it. It is never any use to oneself. *Oscar Wilde*

12. I love acting. It is so much more real than \_\_\_\_\_ life. *Oscar Wilde*

13. Never put anything on \_\_\_\_\_ paper, my boy, and never trust \_\_\_\_\_ man with \_\_\_\_\_ small black moustache. *P G Wodehouse*

14. Nothing's illegal if \_\_\_\_\_ hundred businessmen decide to do it, and that's true anywhere in \_\_\_\_\_ world. *Andrew Young*

15. Remember that as \_\_\_\_\_ teenager you are at \_\_\_\_\_ last stage in your life when you will be happy to hear that \_\_\_\_\_ phone is for you. *Fran Lebowitz*

16. Save \_\_\_\_\_ water, shower with \_\_\_\_\_ friend. *Anonymous*

17. \_\_\_\_\_ happiest time of anyone's life is just after \_\_\_\_\_ first divorce. *John Kenneth Galbraith*

18. Treat \_\_\_\_\_ work of art like \_\_\_\_\_ prince: let it speak to you first.

*Attributed to Arthur Schopenhauer*

19. When I was \_\_\_\_\_ boy of fourteen, my father was so ignorant I could hardly stand to have \_\_\_\_\_ old man around. But when I got to be twenty-one, I was astonished at how much he had learned in seven years. *Mark Twain*

20. When I was born, I was so surprised that I couldn't talk for \_\_\_\_\_ year and \_\_\_\_\_ half. *Gracie Allen*

21. A banker is \_\_\_\_\_ man who lends you \_\_\_\_\_ umbrella when \_\_\_\_\_ weather is fair, and takes it away from you when it rains. *Anonymous*

22. California is \_\_\_\_\_ great place – if you happen to be \_\_\_\_\_ orange. *F. Allen*

23. Writing about \_\_\_\_\_ art is like dancing about \_\_\_\_\_ architecture. *Anonymous*

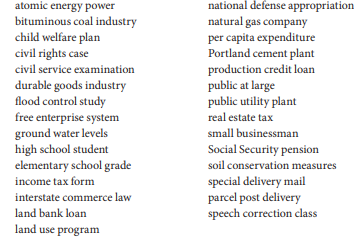
**Compare:**

* Less/fewer
* Many/much
* Amount/number

**Noun compounds:**

**Compound words are 2 or more words joined to make a new word/term:**

* Fused
  + Keyboard, roommate, goldfish
* Hyphenated
  + Ex-president, well-bring, state-of-the-art, self-imposed
* Open - two or more separate words but as one unit
  + Post office, orange juice
* Examples of open noun compounds:



|  |  |
| --- | --- |
| safety regulations | cell components |
| air flow | blood pressure |
| elevator shaft | data processing |
| corrosion prevention | software development |
| fluid dynamics | cell transcription |
| cube complex | retention time |
| lattice points | air traffic |
| eye disorders | air speed |
| heart surgery | speech therapy |

Activity: Scan your article to find 5-10 noun compounds – with and without hyphens:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rules:**

1. **Omit extra "s":**

**Ex**. Orange juice (juice made from orange**s**)

**Ex**. Artificial human organ**s** (artificial organs for human**s**)

**Ex**. red farm houses (red houses on farm**s**)

**Ex.** Protein layers (layers of proteins)

1. **Omit "the" and "of"**

* When forming noun compounds, form a noun phrase and then reverse the order of the nouns so that the first is last and the last is first.

**Ex**. Production *of* cars = car production

Programs *in* undergraduate schools = undergraduate school program(s)

**Ex.** Use *of* computers = computer use

* Add an “s” to the last noun if you desire a plural form. Remove all the prepositions. Adjectives must be in front of all the nouns.

1. **Plurals**

* Normally, *only* the last word is made plural.

**Ex**. picture frames, travel agents, water heaters

* But where men and women are prefixed both parts are made plural;

**Ex**. men drivers (a man driver), women members

* Initials can be made plural:

**Ex**. MPs, VIPs, UFOs

1. **Hyphens**

* For clarity:

**Ex.**: Blue lined paper: blue-lined paper *or* blue lined-paper

**Ex**. two year old boys: two-year old boys *or* two year-old boys

* For grammar: to keep adjective and nouns in the correct order:

|  |  |
| --- | --- |
| problem-based learning | [knowledge-based theory](http://pinje.cbs.dk/en/content/download/115558/1563508/file/Grant,%20R.%20M.%201996.%20Toward%20a%20Knowledge-Based%20Theory%20of%20the%20Firm,%20Strategic%20Management%20Journal,%2017%20(Winter%20Special%20Issue)%20109-122..pdf), |
| [evidence-based medicine](http://www.sciencedirect.com/science/article/pii/S0146000597800134), | [receptor-mediated pathway](http://www.nobelprize.org/nobel_prizes/medicine/laureates/1985/brown-goldstein-lecture.pdf) |
| [resource‐based view](http://onlinelibrary.wiley.com/doi/10.1002/smj.4250050207/abstract) | [computer-mediated environments](http://www.jstor.org/stable/10.2307/1251841) |

**Activity 1: Fix the following noun compounds:**

1. My three years old niece-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Fertilizations treatment -\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Different families structure -\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Wages gap-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Increasing students debts-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Evasion of taxes- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity 2: Noun compounds – student example errors**

Correct the following sentence:

1. This massive man-made extinction rate causes ecosystems degradation.
2. The 245 groups from all over the world will compete in the same conventions center.
3. The artificial bubbles array we suggest is  actually a three dimensional  array of air balloons
4. The one reduction and oxidation potential was tested and used for the design of new batteries capacitors.
5. The quantified contrast to noise ratio (CNR) was directly proportional to the particles concentration
6. The crosstalk between them involves the Lox family, collagen and the vessel’s walls.
7. However, the impact of PEG’s structure and properties on the nanoparticles’ behavior in biological systems is not well understood so far.
8. The body of mice which should be able to block the protein's functions and thereby control the growth of tumors.
9. CMOS-SIO technology is one of the most commonly used technologies for chips and analog circuits production.
10. AI world is a testbed for extensive games solution due to its characteristics of incomplete information and stochastic distribution of data (cards).
11. Activation of the immune cells depends on the introduction of an antigen that is unique to cancer cells.
12. In this model we triggered the development of blood vessels in the choroid of rat eyes by using Argon laser.

**Activity 3: Noun compounds – student example errors**

Correct the following sentence:

1. Lin et al [4] use HTML table structures to partition the page into segments, while [3] separates pages blocks of DOM tree based on the entropy of their contents.
2. For example, the innovation rate in the semiconductors industry is best characterized by the famous "Moore's law".
3. The parents’ role in shaping children development has been studied extensively for decades.
4. Additional examples can be found also in animals observations studies.
5. The majority of these studies, however, has only focused on short-term behavioral outcomes of parenting, neglecting physiological aspects which related to long-term athletic skills development of the child.
6. Variability in environmental sensitivity has been attributed to genetic background and temperaments of the children.

# Static components are the result of imperfections in the eye’s lens, cornea and vitreous fluid, and are estimated at 0.03-0.5D (diopters)

1. The human eye’s aberrations display both static and dynamic components
2. In addition, this strategy can decrease threshold voltages when the chosen NWs are good holes’ injectors
3. Research has traced children's social difficulties at adolescence to the parents behavior towards the children as toddlers.
4. Understanding the motivations of students’ and graduates’ career choices is vital for scientific research policy makers.
5. AVs operations are totally different than human driven cars. AVs reaction time is quicker…
6. This paper suggests that the potential capacity improvements of AVs are not enough to compensate for the potential growth in travel demand and cities expansion.
7. In Section 1, we describe the operation of agents’ behavioral primitives in networked systems.
8. It is a member of the small neutral amino acids transporters (SNATs), which regulates amino acid-dependent mTORC1 activity.
9. However, the finding that a relevant stimulus can interrupt consolidation has raised the issue of this process’ length.
10. Here we would like to concentrate on the high rate loading experiments using Split Hopkinson Pressure Bar (SHPB) to investigate the fracture behavior at stress waves loading conditions, and in particular, cracks velocity changes with fracture toughness.
11. The latter strategy has gained great interest since chemical and physical tuneability is enabled by controlling NC size, crystal structure and identity of ligands attached to the NC surface [4].
12. Originally it appeared in the work of L. Friedland dedicated to the dynamics of excited mathematical pendulum, which in turn is used as a basic model of particles acceleration.
13. This process sheds light on the thermal related processes as grain growth, grain boundaries mobility, morphology changes and defects annihilation.

# Lesson 10 - Capitalization, Punctuation, Reduced relatives, Parallel sentences, Dangling modifiers

## CAPITALIZATION

**Based on:** [**https://owl.purdue.edu/owl/general\_writing/mechanics/help\_with\_capitals.html**](https://owl.purdue.edu/owl/general_writing/mechanics/help_with_capitals.html)**;** [**https://web.mit.edu/course/21/21.guide/capitals.htm**](https://web.mit.edu/course/21/21.guide/capitals.htm)

**1. Proper nouns · the names of specific people, places, organizations, etc.**

Worrill Fabrication Company

Golden Gate Bridge

Supreme Court

Livingston, Missouri

Atlantic Ocean

**2. Government Departments - Capitalize when referring to *departments, boards, bureaus, offices, agencies, commissions, committees* and *services of the government* when the name is given.**

Examples: the Securities and Exchange Commission

the Federal Bureau of Investigation

the Environmental Protection Agency

**3. Members of national, political, racial, social, civic, religious and athletic groups**

African-Americans

Democrats

Chinese

**4. The names of countries, nationalities, and specific languages**

Costa Rica

Spanish

French

**5. Capitalize words derived from proper nouns**

Examples: I must take English and math.

English is capitalized because it comes from the proper

noun England, but math does not come from Mathland.

**6. Capitalize the names of specific course titles.**

Example: I must take history and Algebra 2.

**7. Titles preceding names, but not titles that follow names**

She worked as the assistant to Professor Hanolovi.

I was able to interview Miriam Moss, a professor in our faculty.

**8. Directions that are names (North, South, East, and West when used as sections of the country, but not as compass directions)**

The Patels have moved to the Southwest.

Jim's house is two miles north of Otterbein.

**9. The days of the week, the months of the year, and holidays (but not the seasons used generally)**

Halloween

October

Friday

winter

Fall

**10. Exception: Seasons are capitalized when used in a title.**

The Fall 1999 Semester

**11. Quotations**

**a. The first word in a sentence that is a direct quote**

Example:

Emerson once said, "A foolish consistency is the hobgoblin of little minds."

b. DO NOT capitalize that part of a quotation resumed within the same sentence.

Example: "Do you want your coffee," the waitress asked, "with cream and sugar?"

**12. Periods and events (but not century numbers)**

Victorian Era

Great Depression

Constitutional Convention

sixteenth century

**13. Trademarks**

Pepsi

Honda

IBM

Microsoft Word

**14. Words and abbreviations of specific names (but not names of things that came from specific things but are now general types)**

NBC

pasteurize

UN

french fries

italics

**15. Capitalize the first word of a salutation and the first word of a complimentary close.**

Examples: Dear Ms. Miller:

My dear Mr. Sanchez:

Very, truly yours,

**16. After a sentence ending with a colon, do not capitalize the first word if it begins a list.**

Example: These are my favorite foods: chocolate cake, spaghetti, and

artichokes.

**17. Do not capitalize when only one sentence follows a sentence ending with a colon.**

Example: I love Jane Smiley's writing: her book, A Thousand Acres, was beautiful.

**18. Degrees – Academic**

**Capitalize academic degrees and professional designations. When writing more than one degree/designation, arrange them in accordance to their importance.**

Examples: Laura Bates, Ph.D.

James Pallister, M.D.

Peter Wong, M.D., BChir

Examples of Degrees

* Associate's degrees (U.S.): AA, ABS, AS
* Foundation degrees (U.K.): Fda, FdEd, FdEng, FdMus, FdSc, FdTech
* Bachelor's degrees: BA, BBA, BChir, BComm, BE, BS, BSc, BCL, BFA, LLB, MB
* Master's degrees: BCL, LLM, MA, MApol, MBA, MChem, MDiv, MESci, MEng, MFA, MGeol, MLitt, MMath, MPA, MPAff, MPhil, MPhys, MPM, MPP, MRE, Mres, MS, MSc, Msci, MTh, MTCM, MTS
* Specialist degrees: EdS, BAcc

**19. Point Form – There are no hard rules to capitalization when using a "point form" to list your points. Choose whichever looks best esthetically within your document.**

* As a general guideline to using "point form," use a numbered list when order is important and use a bulleted list when the order of the points is not important**.**

**20. Street names**

**Street names get capitalized in their entirety.**

Examples: 21 First Street

323 Sunshine Boulevard

42 Oak Avenue

55 Flower Street

**21. Capitalize references to specific figures, tables, chapters, sections, equations:**

Chapter Two

Equation 36

Figure 10-3

Appendix C

**22 Capitalize and put in** [**italics**](https://web.mit.edu/course/21/21.guide/italics.htm) **the phylum, class, order, family, and genus of plants and animals. Do not capitalize the species.**

*Homo sapiens*

*Esox lucius*

**23 Capitalize astronomical terms such as the names of galaxies, constellations, stars, planets and their satellites, and asteroids. However, the terms *earth*, *sun*, and *moon* are often not capitalized unless they appear in a sentence that refers to other astronomical bodies.**

The sun is an ordinary star.

Venus and Earth differ significantly in the composition of their atmospheres.

**24 Do not capitalize medical terms except for any part of a term consisting of a proper noun:**

infectious mononucleosis

brachial plexus

Parkinson's disease

25 **Chemical elements**

Chemical elements are not proper nouns, so do not capitalize them. Only the first letter of the symbol is a capital letter: nitrogen (N), carbon (C), calcium (Ca).

**26 Do not capitalize physical laws, theorems, principles, or constants except for attached proper names:**

special theory of relativity

Boyle's law

the third law of thermodynamics

Avogadro's number

**27 Small caps** Upper case (capital letters) in lowercase size; used to prevent the capitals from being too large in text; also allows for emphasis especially when italics and bold are inappropriate.

**Quick 5-minute exercise: Find 5 examples of capitalization in your article or corrections in capitalization in your work**

1. **-**
2. **-**
3. **-**
4. **-**

## Punctuation

**Examine the following examples of the way in which changes in punctuation significantly alter the meaning of a sentence. (From *Eats, Shoots and Leaves*, by Lynne Truss)**

**Why do we need punctuation? analogy – road signs**

**1. Can you tell the difference in meaning among the following road signs? Note the type of punctuation, or lack of it, in each example.**

CHILDREN DRIVE SLOWLY

CHILDREN, DRIVE SLOWLY

CHILDREN! DRIVE SLOWLY

**2. Try this one!**

A woman, without her man, is nothing.

A woman: without her, man is nothing.

**==============================================================**

**The major rules of punctuation**

**1. The period (.)**

a. at the end of a (regular) sentence:

Without punctuation, any text would be incomprehensible.

**b. after abbreviations:**

P.M. Dr. Prof. M.Sc.

Mr. ltd. etc. Jan.

**2. The Question Mark (?)**

**after direct questions, but not after embedded questions:**

1. Are you ready?

But **– an embedded question**: He asked if I was ready.

2. Did students learn from the lesson?

But **– an embedded question**: We wondered if students learned from the lesson.

3. When will you be able to join us?

But: He wondered when I would be able to join them.

**3. The Comma (,)**

**to either link or separate items.**

* 1. **before the conjunctions and, but, or, nor, for, so, yet when they**

**SV, and/but SV**

**connect independent clauses:**

1. Computers have become ubiquitous, yet millions of people remain computer illiterate.

2. You may not believe in talking to your plants, but nobody can deny that they communicate with each other.

3. Chemical pesticides turned out to be less effective than was expected, for pests developed resistance to many of them.

* 1. **to separate three or more items in a series:**
     1. He speaks English, Spanish, and French fluently.
     2. He speaks English, Spanish and French fluently.

\*Oxford comma - see<http://www.onlineschools.com/in-focus/oxford-comma>

* 1. **after an introductory expression, after a gerund (e.g. exercising) or infinitive (to improve), or begins with a connector such as because, when, if, etc. - Introductory, SV**
     1. Using biological principles, our town is trying to build a non-polluting, zero emission industrial park/
     2. When asked about his next project, the architect showed an album with sketches of a new community center.
     3. In 2020, we had an online semester.

**d. to separate connectors and transition words at the beginning of an independent clause or in the middle of the sentence when they interrupt the clause:**

1. After more than three decades of observation, gamma-ray bursts remain a mystery. There are theories, of course, the most popular being that they are a result of disturbances on neutron stars.

2. When studies of gamma-ray bursts began, some researchers thought the blasts might be expected in the heart of the galaxy. The 153 bursts studied, though, showed no preference for this region.

3. It is a very comfortable house. On the other hand, it is relatively inexpensive.

4. However, we need to practice more.

**e. to separate insertions, i.e. non-essential material which can be left out:**

**1**. The death of languages has occurred many times in history. Today every region, including Europe, is prone to language disappearance.

2. A new literacy pattern is the growing education of women in Western countries, particularly in the U.S., where since 1980 they have increasingly outnumbered men on college campuses.

3. Bill Dates, a senior researcher at Macrosoft, admits there are plenty of bugs in the new software.

**f. relative and reduced relative clauses (which, that, etc.)**

- that does not get a comma

- Which gets a comma

**g. no commas before prepositions (in, on, at, for, of...) or before ‘that’**

**--------------------------------------------------------------------------------------------**

**4. The semicolon (;)**

**a. to separate two SVs [SV; SV] which are grammatically independent, equal in structure, and closely connected in meaning:**

1. The Dean should have a record of distinguished scholarship; significant academic leadership experience is required.

2. Using water jets to guide light is not new; the Swiss physicist Daniel Coledon first demonstrated it in 1841.

3. Studying for major tests requires a lot of time; therefore, one should start early and not procrastinate.

**b. to separate items in a complex list, particularly when they are long or have internal punctuation.**

The company is seeking a market research executive. Duties will include managing and training a staff of 10; recruitment and retention of customers; development and implementation of marketing plans; and liaison with the sales department.

**5. The colon (:)**

**a. before explanations, definitions, or lists:**

1. We had to change our vacation plans: all the hotels in our favorite

resort were booked.

2. **SV:SV.** Various measures suggest that an electromagnetic field does not damage the health of the trees: they produce the same number of leaves as elsewhere, and the leaves are as well supplied with nutrients.

**b. in order to separate a sub-title from the main title:**

The Politics of Technology**:** Bringing Social Theory into Technological Design.

**6.**  **the dash ( -- ) to indicate an abrupt change or an emphatic break in a sentence:**

1. According to some estimates, about 3,000 languages – half of all

those that are not spoken – are threatened with extinction.

2. On the face of it, computers would not seem to be of much use when it comes to disaster relief – certainly not when compared with helicopters, emergency supplies, or medical equipment.

1. **Quotation Marks ("….")**

a. to mark an exact quote from speech or writing:

"The most important thing is that composite material is naturally

durable and damage-resistant," the head of the laboratory remarked.

*Or*

"The most important thing is that composite material is naturally

durable and damage-resistant", the head of the laboratory remarked.

**b. to indicate an unusual use of a word or phase:**

"Wired" is an odd term to describe the plugged-in gurus of the information revolution; "fibered" would be closer to the mark.

**3.** **Apostrophe (‘)**

* **add 's to the singular form of the word (even if it ends in -s):**

the owner's car

James's hat (James' hat is also acceptable. For plural, proper nouns that are possessive, use an apostrophe after the 's': "The Eggles' presentation was good." The Eggles are a husband and wife consultant team.)

* **add 's to the plural forms that do not end in -s:**

the children's game

the geese's honking

* **add ' to the end of plural nouns that end in -s:**

three friends' letters

the countries' laws

**9. Parentheses ( )**

Parentheses are mainly used to separate off information that isn’t essential to the meaning of the rest of the sentence. If you removed the material within the parentheses, the sentence would still make perfectly good sense. For example: *Mount Everest (in the Himalayas) is the highest mountain in the world.*

## PUNCTUATION & CAPITALIZATION EXERCISE

**A.**

**Punctuate and capitalize the following sentences as needed. Make sure you are able to justify the capitals and the punctuation that you use.**

**Add corrections in red below the original please**

1. its certain that joell be late for work again if he is he will be fired

2. peter started out selling apples on a street corner but now he is chicagos largest and best caterer of course he works very hard getting up at 5 am every morning and beginning to work at 6 at that time he goes to his office opens his mail checks his appointment book and only afterwards has his breakfast

3. were meeting at johns laboratory to witness his experiment

4. the woman sitting at the reception desk will give you a form to fill out it will ask for the following information your name your age your education and family status

5. george orwell 1903 – 1950 wrote nineteen eighty four a novel in which the world of the future is painted in grim tones indeed

6. plato the famous greek philosopher wrote most of his books as dialogues in which the speakers ask questions give answers and develop still more questions

7. during the 1960s experiments with leaderless groups were designed to test the hypothesis that a group can perform tasks effectively without a leader these studies determined that unless leadership emerges and is followed groups accomplish little

**B. Exercise:** [**http://writing.engr.psu.edu/exercises/grammar1.html**](http://writing.engr.psu.edu/exercises/grammar1.html)

**Practicing run-ons, punctuation and connectors: correct the following sentences. Not all sentences have mistakes. Add corrections (if needed) in red below the original please**

**1.** Although the shock sphere is still strong at the end of the fireball's life, the sphere is no longer strong enough to heat the air to incandescence.

2. At that point the shock sphere is no longer strong enough to heat the air to incandescence, however, the sphere is still very strong.

3. At the end of the fireball's life, the shock sphere no longer being strong enough to heat the air to incandescence.

4. Both sites produce the same three sources of energy: coal, oil, and natural gas. Both sites, however, do not produce these sources in the same proportions.

5. The plant shutdown was more than just another company having to close its doors, Bolens was a way of life for hundreds of families in the small town where the company was located.

6. Both designs produce the same three pollutants (nitrogen oxides, sulfur dioxides, and hydrocarbons) in roughly the same proportions, therefore, both designs have similar effects on the environment.

7. Because both designs produce the same three pollutants (nitrogen oxides, sulfur dioxides, and hydrocarbons) in roughly the same proportions, both designs have similar effects on the environment.

8. An oval shape is necessary in the die cavity, otherwise, the flow of metal from the hammering would be restricted.

9. Not only fresh ventilation reduce moisture levels in animal pens, but it also improves the health and longevity of livestock.

10. Primary bodies are those that are outside the zone of protection, thus, they are susceptible to the effects of a direct lightning stroke.

## PARALLEL STRUCTURE

**based on: http://owl.english.purdue.edu/owl/resource/623/1/**

**Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. The usual way to join parallel structures is with the use of coordinating** [**conjunctions**](http://owl.english.purdue.edu/owl/resource/598/01/) **such as "and" or "or."**

**Are these correct sentences?**

1. Mary likes hiking, swimming, and to ride a bicycle.

2. The production manager was asked to write his report quickly, accurately, and in a detailed manner.

#### 

#### **A. Words and Phrases**

1. Parallel - gerund: Mary likes hiking, swimming, and bicycling.

2. Parallel - infinitive:

Mary likes to hike, to swim, and to ride a bicycle.

Mary likes to hike, swim, and ride a bicycle.

(Note: You can use "to" before all the verbs in a sentence or only before the first one.)

**3. Parallel - adverbs:** The production manager was asked to write his report quickly, accurately, and thoroughly.

4. Not Parallel: The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and his motivation was low.

Parallel: The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and lacked motivation.

#### **B. Clauses**

**A parallel structure that begins with clauses must keep on with clauses. Changing to another pattern or changing the voice of the verb (from active to passive or vice versa) will break the parallelism.**

1. Not Parallel: The coach told the players that they should get a lot of sleep, that they should not eat too much, and to do some warm-up exercises before the game.

Parallel: The coach told the players that they should get a lot of sleep, that they should not eat too much, and that they should do some warm-up exercises before the game.

**— or —**

Parallel: The coach told the players that they should get a lot of sleep, not eat too much, and do some warm-up exercises before the game.

2. Not Parallel: The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that questions would be asked by prospective buyers.

Parallel: The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that prospective buyers would ask him questions.

#### 

#### **C. Lists after a colon**

**Be sure to keep all the elements in a list in the same form**

1. Not Parallel: The dictionary can be used for these purposes: to find word meanings, pronunciations, correct spellings, and looking up irregular verbs.

Parallel: The dictionary can be used for these purposes: to find word meanings, pronunciations, correct spellings, and irregular verbs.

#### 

#### **Proofreading Strategies to Try:**

* **Skim your paper, pausing at the words "and" and "or." Check on each side of these words to see whether the items joined are parallel. If not, make them parallel.**
* **If you have several items in a list, put them in a column to see if they are parallel.**
* **Listen to the sound of the items in a list or the items being compared. Do you hear the same kinds of sounds? For example, is there a series of "-ing" words beginning each item? Or do your hear a rhythm being repeated? If something is breaking that rhythm or repetition of sound, check to see if it needs to be made parallel.**

**PARALLELISM IN LISTS AND OUTLINES**

**The elements of a list or an outline should be parallel in structure.**

1. Example of An Unbalanced Outline

Changes in Renaissance England

1. An extension of trade routes

2. Merchant class became more powerful

3. The death of feudalism

4. Upsurging of the arts

5. The sciences were encouraged

6. Religious quarrels began

2. Possible Alternative – Corrected Form

1. Extension of trade routes

2. Increasing power of the merchant class

3. Death of feudalism

4. Upsurging of the arts

5. Encouragement of the sciences

6. Rise of religious quarrels

**Exercise 1 - Parallelism**

**Correct faulty parallel structure in the following sentences.**

**Add corrections in red below the original please.**

1. We need accountants, lawyers, and to hire some engineers.

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2. The company tried to increase its profit margin, and maintaining its image was also important.

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3. This new product seals the joints and corrosion will be prevented.

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4. She worked hard, often, and did well.

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5. You may enter the command, either by pressing the RETURN key or simply touch the SORT button.

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6. Being close to headquarters and with ample space are the major advantages of the new giant warehouse.

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7. Our research people found instructive your ideas about color fidelity, print-processing, and in the area of negatives.

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8. First the motor must be started; then remove the supercoating.

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9. The reduction of overhead, elimination of shipping surcharges, and a whole new model being produced are our main goals for the coming year.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## Dangling Modifiers

**Based on: http://owl.english.purdue.edu/owl/resource/597/01/**

**A dangling modifier is a word or phrase that modifies a word not clearly stated in the sentence. A modifier describes, clarifies, or gives more detail about a concept. It can include the gerund (ing form), the infinite (to (verb) form), or –ed form.**

**Consider this sentence:**

**Having finished the assignment, the TV was turned on.**

*Having finished* is a participle expressing action, but the doer is not the TV set (the subject of the main clause): TV sets don't finish assignments. Since the doer of the action expressed in the participle has not been clearly stated, the participial phrase is said to be a dangling modifier.

**Now consider the sentence:**

**Having finished the assignment, Jill turned on the TV.**

"Having finished" states an action but does not name the doer of that action. In English sentences, the doer must be the subject of the main clause that follows. In this sentence, it is Jill. She seems logically to be the one doing the action ("having finished"), and this sentence therefore does not have a dangling modifier.

#### **Strategies for revising dangling modifiers:**

**1. Name the appropriate or logical doer of the action as the subject of the main clause:**

**Having arrived late for practice, a written excuse was needed.**

Who arrived late? This sentence says that the written excuse arrived late. To revise, decide who actually arrived late. The possible revision might look like this:

**Having arrived late for practice, the team captain needed a written excuse.**

The main clause now names the person (the captain) who did the action in the modifying phrase (arrived late).

**2. Change the phrase that dangles into a complete introductory clause by naming the doer of the action in that clause:**

**Without knowing his name, it was difficult to introduce him.**

Who didn't know his name? This sentence says that "it" didn't know his name. To revise, decide who was trying to introduce him. The revision might look something like this:

**Because Maria did not know his name, it was difficult to introduce him.**

The phrase is now a complete introductory clause; it does not modify any other part of the sentence, so is not considered "dangling."

**3. Combine the phrase and main clause into one:**

**To improve our results, the experiment was done again.**

Who wanted to improve results? This sentence says that the experiment was trying to improve its own results. To revise, combine the phrase and the main clause into one sentence. The revision might look something like this:

**He improved his results by doing the experiment again.**

#### **More examples of dangling modifiers and their revisions:**

Incorrect: After reading the original study, the article remains unconvincing.

Revised: After reading the original study, I find the article unconvincing.

Incorrect: Relieved of your responsibilities at your job, your home should be a place to relax.

Revised: Relieved of your responsibilities at your job, you should be able to relax at home.

Incorrect: The experiment was a failure, not having studied the lab manual carefully.

Revised: They failed the experiment, not having studied the lab manual carefully.

**Be especially careful of:**

**· Focusing on**

**· Considering**

**· Using**

**· Assuming**

**Example of “using"**

**Dangling modifiers: Example of "Using"**

**Incorrect:**

1) By using hardware and software partitioning, obsolescence is minimized, along with the system design update costs.

Correct version: By using hardware and software partitioning, we can minimize

obsolescence, along with the system design update costs.

Another correct version (without "we"): Using hardware and software

partitioning can minimize obsolescence, along with the system design update costs.

**Dangling modifiers exercise - AMBIGUOUS SENTENCES**

**Some of the sentences below are correct and some are not. Rewrite the ambiguous sentences.**

a. Without knowing which one was best, the chocolate one appealed to me most.

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b. Having arrived at the airport fifteen minutes ahead of schedule, my friends were nowhere to be seen.

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c. Selecting Ann for the job, the executive feels confident of his choice.

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d. Having been elected to the board, John was surprised.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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e. Blowing the garbage in all directions, the street was a mess.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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f. Jack is the technician making the mistakes.

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g. The young girl can be seen every morning, eating cake and drinking milk.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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h. Passing the building, the vandalism became obvious.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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i. Trying to understand the causes, vandalism has been extensively studied.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Abstracts and titles

**The Abstract**

* When do you write the abstract?
* what strategies do you use when you write your abstract?
* What key language do you take care to include?

How to write an abstract?  
 (*Taken from: The Writing Center Rensselaer Polytechnic. Institute )*

* Highlight the objective and the conclusions that are in the paper’s introduction and the discussion.
* Bracket information in the methods section of the paper that contains keyword information.
* Highlight the results from the discussion or results sections.
* Compile the above highlighted and bracketed information into a single paragraph.
* Condense the bracketed information into the key words and phrases that identify but do not explain the methods use

**Moves for abstracts:**

**Move 11: Stating purpose**

Step 1: What was done

Step 2: Overall aim

Step 3: Variables

**Move 12: Reporting what is known – referenced or not**

**Move 13: Stating a gap in knowledge**

**Move 14: Mentioning the method**

**Move 15: Reporting results**

Step 1: Interpreting results

**Move 16: Offering implications – theoretical or direct application**

B. Lewin and J. Fine. “The Writing of Research Texts: Genre Analysis and its Applications.” *Effective Teaching and Learning of Writing: Current Trends in Research*. Eds. Gert Rijlaarsdam, Huub van den Bergh and Michel Couzijn. Amsterdam: Amsterdam UP, 1996: 37-50.

Examples of a good and bad abstract - <http://writing2.richmond.edu/training/project/biology/abslit.html#ineffective>

<https://moodle.technion.ac.il/pluginfile.php/1147830/mod_resource/content/1/Examples-of-abstracts2.pdf>

Writing a title - Moodle

## Writing checklist:

1. Use a spell checker, but they do not catch all mistakes. Some suggest looking at your paper backwards.
2. Watch wordiness:

* Shorten all "which, that, who," prepositional phrases, and any redundant info (it, there):
* Use short words and concise terms:

Have 🡪 possess

Enough 🡪 sufficient

Use 🡪 utilize

Due to the fact that 🡪 because

The vast majority of 🡪 most

During the time that 🡪 when

* Use verbs instead of nouns.

Take into consideration 🡪 consider

* Use strong content verbs instead of have, be, go, get, make, do, etc. whenever possible.

1. Flow:

* Sentences should not be longer than 40 words. Use two sentences for more than 40 words. In general, sentences should have 1-3 ideas in 1-3.
* Watch flow. Each sentence/idea should be connected to that before/after. The same is true for paragraphs. Each paragraph should connect to the one before/after.
* Make sure your have divided your work into paragraphs and that they are properly indented (TAB).

1. Watch confusables: varying, various; effect, affect; continuous, continual, etc.
2. Verbs:

* Use active voice. It's clearer and more concise than passive.
* Use first person when possible (it saves the use of passive)- ex. We.
* Double check tenses- remember which tenses are typical of each section of the article.

1. Watch sentence structure:

* Avoid dangling participles.
* "After incubating at 30 degrees C, we examined the petri plates."
* Watch parallelism in lists and complex sentences with and, but, etc.

1. Check your punctuation:

* Especially commas
* Watch proper capitalization

1. Nouns:

* Watch the "s" in the noun compounds- they should be dropped.

Hard fields articles 🡪 hard field articles

* Check your articles- a,an (=for singular countable nouns only) and the.
* Check non-count/count nouns you are unsure of.

Remember these are non-counts:

Work//Research//Knowledge//equipment//evidence

1. Moves

* Use the moves when you begin writing a section of your article

# Extra material

## Relative Clauses

Adapted from:<http://writingcenter.unc.edu/handouts/relative-clauses/>

**A relative clause is one kind of dependent clause. It has a subject and verb, but can’t stand alone as a sentence. A relative clause always begins with a “relative pronoun,” which substitutes for a noun, a noun phrase, or a pronoun when sentences are combined. The relative pronouns are:**

|  |  |  |
| --- | --- | --- |
| **who** | **for people** | **can substitute for subject nouns/pronouns (he, she, we, they)** |
| **whom** | **for people** | **can substitute for object nouns/pronouns (him, her, us, them)** |
| **whose** | **for people** | **can substitute for possessive nouns/pronouns (his, hers, our, their)** |
| **that** | **for people or things** | **can be either subject or object**  **can only be used in restrictive relative clauses (see below)** |
| **which** | **for things** | **can be either subject or object**  **can be used in non-restrictive relative clauses**  **can also be used in restrictive relative clauses, though some people don’t like this use** |

**REDUCED RELATIVE CLAUSES – examples**

**Reduction of Relative Clauses – Active Voice**

**(Subject form)**

People who travel by plane often experience jet lag.

People traveling by plane often experience jet lag.

The river that supplies water to the valley is polluted.

The river supplying water to the valley is polluted.

**(Object form)**

Oxygen is an element, which has the symbol O.

Oxygen is an element, having the symbol O.

The Technion has a large staff, which includes over 100 professors.

The Technion has a large staff, including over 100 professors.

[Note: When reducing a relative clause in the *active voice*, the result is an

–ING form.]

**Reduction of Relative Clauses – Passive Voice**

**(Subject Form)**

The plutonium which was stolen from the lab was never found.

The plutonium stolen from the lab was never found.

The curve which is shown presents the final results.

The curve shown presents the final results.

The hot water rises through the pipes which are insulated against heat loss.

The hot water rises through the pipes insulated against heat loss.

**There are 2 kinds of relative clauses:**

**· Defining/restrictive – no comma**

**· Non-defining/non-restrictive – must have a comma**

**Example of defining**

People who were born on February 29th usually celebrate their birthday

on February 28th.

Note: No commas

If you take out the relative clause, the sentence is "lost;" the clause is

required to identify.

**Example of non-defining**

My Uncle Fred, who was born on February 29th, celebrates his birthday on February 28th.

Note: Use of commas. The relative clause gives additional information; the subject is already identified by a proper name.

|  |  |
| --- | --- |
| **NONRESTRICTIVE** | **RESTRICTIVE OR ESSENTIAL** |
| *Clauses* | |
| My mother, who listened to his excuses, smiles knowingly. | Any mother who listened to such excuses would smile knowingly. |
| We will explore Mammoth Cave, which has twelve miles of underground passageways. | We will explore a cave that has twelve miles of underground passageways. |
| *Phrases* | |
| In July these mountains, covered with snow, seem unreal. | In July mountains covered with snow seem unreal. |
| The old Renault, glistening in the rain, looked brand new. | An old car glistening in the rain looked brand new. |
| Such noise, too loud for human ears, can cause deafness. | A noise too loud for human ears can cause deafness. |

**EXERCISE**

**PART A**

**Underline the relative clause in each of the following sentences. Then change the sentence so that the underlined clause becomes a REDUCED RELATIVE clause**

1. The secretary who sits at the desk on the right can give you the information.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. The paintings which are marked with a red dot have already been sold.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. The earth which is the fifth largest planet in the solar system is the third planet from the sun.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. My accountant who understands the complexities of the tax system is doing my taxes this year. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. The consultant who was hired to advise us never really understood our situation.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What are place prepositions?**

Place prepositions are prepositions that are used to describe the place or position of all [types of nouns](http://www.english-the-easy-way.com/Nouns/Nouns.htm). It is common for the preposition to be placed before the [noun](http://www.english-the-easy-way.com/Nouns/Nouns.htm). When we refer to place prepositions we usually refer to "in", "at" and "on".

In - Is usually used to state that someone or something is in a (the boundaries can be physical or virtual place.

On - Is usually used to state someone or something is on top of a surface.

At - Is usually used to state something or someone is at a specific place.

A list of most [prepositions of place](http://www.english-the-easy-way.com/Prepositions/Place_Prepositions.htm).

|  |  |  |
| --- | --- | --- |
| **At** | **On** | **In** |
| a specific place | a place that is physically on top of a place | a place that is enclosed or within boundaries |
| at the mall | on the table | in the city |
| at the table | on the floor | in the box |
| at work | on the wall | in the park |

IMPORTANT: In English we say:

* + On the computer
  + On the internet
  + on the island
  + in the city/country side
  + in the mountains - except when you mean that something or someone is physically on the mountain.
  + at the office

**Time prepositions**

Time prepositions are used to clarity what time an event happened or will happen. Time prepositions are used nouns and pronouns. Prepositions usually come before nouns or pronouns. Prepositions never come before a verb.

[List of Time Prepositions](http://www.english-the-easy-way.com/Prepositions/Time_Prepositions.htm)

|  |  |  |
| --- | --- | --- |
| **At** | **On** | **In** |
| a specific time | days and dates | period of time - years, months, seasons |
| at 2:00 | on my birthday | in a few days |
| at lunchtime | on the first day of the school year | in a couple of months |
| at 4:00 AM | on 11/10/90 | in the summer |

IMPORTANT: In English we say:

* + in the morning - because it is considered a period of time
  + in the afternoon
  + in the evening
  + at night

Note: We say in the morning, in the afternoon, or in the evening BUT we say 'at night'

**PREPOSITIONS**

**Exercise 1**  (from University of Victoria Language Center)

1. Are you familiar enough \_\_\_\_\_\_\_\_\_\_\_\_

1. with this city to recommend a good restaurant?
2. to this city to recommend a good restaurant?
3. this city to recommend a good restaurant?

2. So far, police investigating the accident have found no evidence \_\_\_\_\_\_\_\_\_\_\_\_

1. to driver negligence.
2. of driver negligence.
3. driver negligence.

3. Large volcanic eruptions, such as Mt. St. Helens in 1980, can have a serious \_\_\_\_\_\_\_\_\_\_\_\_

1. effect climate patterns around the world.
2. effect on climate patterns around the world.
3. effect to climate patterns around the world.

4. Not knowing local customs can often lead \_\_\_\_\_\_\_\_\_\_\_\_

1. for misunderstandings when people go abroad.
2. to misunderstandings when people go abroad.
3. misunderstandings when people go abroad.

5. The probability \_\_\_\_\_\_\_\_\_\_\_\_

1. winning a lottery is actually higher than being struck by lightning.
2. to winning a lottery is actually higher than being struck by lightning.
3. of winning a lottery is actually higher than being struck by lightning.

6. This restaurant is famous \_\_\_\_\_\_\_\_\_\_\_\_

1. with its seafood.
2. for its seafood.
3. about its seafood.

7. English is an example \_\_\_\_\_\_\_\_\_\_\_\_

1. of a language that stresses content words within sentences.
2. a language that stresses content words within sentences.
3. about a language that stresses content words within sentences.

8. I wasn't sure whether you'd be satisfied \_\_\_\_\_\_\_\_\_\_\_\_

1. to the report I handed in last week.
2. the report I handed in last week.
3. with the report I handed in last week.

9. Workers often go on strike when their salaries don't keep pace with increases in the cost \_\_\_\_\_\_\_\_\_\_\_\_

1. of living.
2. with living.
3. to living.

10. The ancient Roman Empire, which included most of Europe and Asia Minor at its height, was primarily \_\_\_\_\_\_\_\_\_\_\_\_

1. based agriculture.
2. based at agriculture.
3. based on agriculture.

**Exercise 2**

1. Can you help me? I'm having difficulty \_\_\_\_\_\_\_\_\_\_\_\_

1. from this new computer program.
2. with this new computer program.
3. to this new computer program.

2. The cause \_\_\_\_\_\_\_\_\_\_\_\_

1. of the recent city-wide power failure is still unknown.
2. the recent city-wide power failure is still unknown.
3. for the recent city-wide power failure is still unknown.

3. Everyone thinks he'll go far in this company because he has all the qualities

necessary \_\_\_\_\_\_\_\_\_\_\_\_

1. by success
2. with success.
3. for success.

4. There are many factors which contribute \_\_\_\_\_\_\_\_\_\_\_\_

1. to a healthy economy.
2. a healthy economy.
3. for a healthy economy.

5. A tidal wave struck Bangladesh in 1990 and resulted \_\_\_\_\_\_\_\_\_\_\_\_

1. with approximately 200,000 deaths.
2. were approximately 200,000 deaths.
3. in approximately 200,000 deaths.

6. As a family counselor, she often has to deal \_\_\_\_\_\_\_\_\_\_\_\_

1. with cases involving family violence.
2. cases involving family violence.
3. to cases involving family violence.

7. I haven't lived in this city very long, so I'm still not accustomed \_\_\_\_\_\_\_\_\_\_\_\_.

1. to the climate.
2. for the climate.
3. with the climate.

8. While growing up in the orphanage, he often wished he belonged \_\_\_\_\_\_\_\_\_\_\_\_

1. with a family.
2. at a family.
3. to a family.

9. Human rights activists fight \_\_\_\_\_\_\_\_\_\_\_\_

1. to injustice wherever they find it.
2. against injustice wherever they find it.
3. for injustice wherever they find it.

10. Some of the president's economic advisors believe \_\_\_\_\_\_\_\_\_\_\_\_

1. spending more tax dollars to boost the ailing economy.
2. in spending more tax dollars to boost the ailing economy.
3. to spending more tax dollars to boost the ailing economy.

**Using the right word**

**Affect** – verb – The compound was affected by the temperature.

**Effect** – noun – The effect of the temperature was not calculated into the equation.

**Compare with/ compare to**

* Things of the same class are **compared** **with** each other; things of a different class are **compared to** each other.
* German shepherds **compared with** cocker spaniels are much larger dogs.
* Men cannot be **compared to** horses.

**Continual/ continuous**

* Continual refers to something that happens again and again. **Continuous** refers to something that doesn’t stop happening.
* Sunlight hits Tel Aviv, on a continual basis; sunlight hits the earth continuously.

**Farther, further**

* **Farther** refers to a physical distance; **further** refers to additional time, quantity, or degree.
* You must walk farther in order to arrive there.
* In order to obtain further knowledge, you will have to do some practical work in the lab on the subject.

**Imminent, immanent, eminent**

* likely to occur at any moment; impending: Her death is imminent.
* remaining within; indwelling; inherent: Love is a force immanent in the world.
* high in station, rank, or repute; prominent; distinguished: eminent statesmen.

**Writing Numbers**

**Partially adapted from-** <http://www.grammarbook.com/numbers/numbers.asp>

Rule 1

Spell out single-digit whole numbers. Use numerals for numbers greater than nine.

**Examples:**  
I want five copies.  
I want 10 copies.

Note: Treat ordinal numbers as you would cardinal numbers: **third, fourth, 33rd, 54th**.

Rule 2

Be consistent within a category. For example, if you choose numerals because one of the numbers is greater than nine, use numerals for all numbers in that category. If you choose to spell out numbers because one of the numbers is a single digit, spell out all numbers in that category.

If you have numbers in different categories, use numerals for one category and spell out the other.

**Correct:**  
My 10 cats fought with their 2 cats.My ten cats fought with their two cats.  
Given the budget constraints, if all 30 history students attend the four plays, then the 7 math students will be able to attend only two plays. (Students are represented with figures; plays are represented with words.)

**Incorrect:**  
I asked for five pencils, not 50.

Rule 3

Always spell out simple fractions and use hyphens with them.

**Examples:**  
One-half of the pies have been eaten.  
A two-thirds majority is required for that bill to pass in Congress.

Rule 4

A mixed fraction can be expressed in figures unless it is the first word of a sentence.

**Examples:**  
We expect a 5 1/2 percent wage increase.Five and one-half percent was the maximum allowable interest.

Rule 5

The simplest way to express large numbers is best. Round numbers are usually spelled out. Be careful to be consistent within a sentence.

**Correct:**  
You can earn from one million to five million dollars.

**Incorrect:**  
You can earn from one million to $5,000,000.

**Correct:**  
You can earn from five hundred to five million dollars.  
You can earn from $5 hundred to $5 million.

**Incorrect:**  
You can earn from $500 to $5 million.  
You can earn from $500 to five million dollars.

Rule 6

Write decimals in figures. Put a zero in front of a decimal unless the decimal itself begins with a zero.

**Examples:**  
The plant grew 0.79 of a foot in one year.The plant grew only .07 of a foot this year because of the drought.

Rule 7

With numbers that have decimal points, use a comma only when the number has five or more digits before the decimal point. Place the comma in front of the third digit to the left of the decimal point. When writing out such numbers, use the comma where it would appear in the figure format. Use the word and where the decimal point appears in the figure format.

**Examples:**  
$15,768.13: Fifteen thousand, seven hundred sixty-eight dollars and thirteen cents  
$1054.21: One thousand fifty-four dollars and twenty-one cents

**Note:**  
If the number has no decimal point, authorities disagree on whether to begin using the comma with four-digit numbers or to begin using the comma with five-digit numbers. When writing out these numbers, I recommend using the comma where it appears in the numerical form.

**Examples:**  
1,054 schools **OR** 1054 schools: one thousand, fifty-four schools **OR** one thousand fifty-four schools  
12,154 schools: twelve thousand, one hundred fifty-four schools

Rule 8

The following examples apply when using dates:

**Examples:**  
The meeting is scheduled for June 30.The meeting is scheduled for the 30th of June.We have had tricks played on us on April 1.The 1st of April puts some people on edge.

Rule 9-11 decades

When expressing decades, you may spell them out and lowercase them.

**Example:**  
During the eighties and nineties, the U.S. economy grew.

If you wish to express decades using incomplete numerals, put an apostrophe before the incomplete numeral but not between the year and the s.

**Correct:**  
During the '80s and '90s, the U.S. economy grew.

**Incorrect:**  
During the '80's and '90's, the U.S. economy grew.

You may also express decades in complete numerals. Again, don't use an apostrophe between the year and the s.

**Example:**  
During the 1980s and 1990s, the U.S. economy grew.

Rule 12

Normally, spell out the time of day in text even with half and quarter hours. With o'clock, the number is always spelled out.

**Examples:**  
She gets up at four thirty before the baby wakes up. The baby wakes up at five o'clock in the morning.

Rule 13

Use numerals with the time of day when exact times are being emphasized or when using A.M. or P.M.

**Examples:**  
Monib's flight leaves at 6:22 A.M. Please arrive by 12:30 sharp.  
She had a 7:00 P.M. deadline.

Rule 14

Use noon and midnight rather than 12:00 P.M. and 12:00 A.M.

Rule 15

Hyphenate all compound numbers from twenty-one through ninety-nine.

**Examples:**  
Forty-three persons were injured in the train wreck. Twenty-three of them were hospitalized.

Rule 16

Write out a number if it begins a sentence.

**Examples:**  
Twenty-nine people won an award for helping their communities.That 29 people won an award for helping their communities was fantastic! **OR**  
That twenty-nine people won an award for helping their communities was fantastic!

Rule 17

**Numbers that modify an adjective should be written as a whole number and separated from the adjective with a hyphen:**

Ex. The weight of the male kestrels was monitored for a 5-year period.

NOTE

**Percent:** May be a noun, adjective, or adverb. When used with numbers, use the symbol. Correct: 98%. Incorrect: 98 percent.

**Percentage**: Noun, meaning part of the whole as expressed in hundredths, as in the percentage of animal cells.

Correct usage: percent error (adjective)

Incorrect usage: percentage error

NOTE

An integer is a number with no fractional or decimal part. Essentially, integers can be thought of as negative and positive whole numbers, including zero. The set of integers is denoted by {... -2, -1, 0, 1, 2 ...}, where the series of dots on either side signify that the integers continue decreasing toward negative infinity and increasing toward positive infinity.

**Usage Exercise *from Virginia Poly Tech***

1. According the Department of Energy, if we were to set up an area of solar cells equal to 0.25 the area currently covered by our roads, these cells could supply our entire ([***nations***](http://www.writing.eng.vt.edu/exercises/no.html) ***/ nation's /*** [***nations'***](http://www.writing.eng.vt.edu/exercises/no.html)) electrical needs.
2. With a rear-facing child seat, the top of the seat and the (***infants / infant's / infants'***) head will be in the deployment zone of the air bag.
3. When you receive my ([***boss***](http://www.writing.eng.vt.edu/exercises/no.html) ***/*** [***bosses***](http://www.writing.eng.vt.edu/exercises/no.html) ***/ boss's /*** [***boss'***](http://www.writing.eng.vt.edu/exercises/no.html) ***/*** [***bosses'***](http://www.writing.eng.vt.edu/exercises/no.html)) memo requesting your participation, please respond to her that your job description, as written, will not allow you to perform that type of work.
4. Since 1981, when the air traffic ([***controller's***](http://www.writing.eng.vt.edu/exercises/no.html) ***/ controllers'***) strike occurred, the number of controllers decreased from 16,200 to 14,300 [Krasner, 1997].
5. During the past decade, our division has made ([***continuous /***](http://www.writing.eng.vt.edu/exercises/no.html) ***continual***) improvements to the automobile's exhaust system.
6. Using geothermal energy does not pollute the environment (***as /*** [***like***](http://www.writing.eng.vt.edu/exercises/no.html)) the burning of fossil fuels does.
7. From the den, the male wolf ventured much (***farther /*** [***further***](http://www.writing.eng.vt.edu/exercises/no.html)) than the female.
8. The truss had spans of 210 feet and was (***more than /*** [***over***](http://www.writing.eng.vt.edu/exercises/no.html)) 20 feet deep.

* Use "greater than" or "more than" when referring to quantity. Otherwise, confusion could result because "over" is often used to indicate position

1. Compared ([***to***](http://www.writing.eng.vt.edu/exercises/no.html) ***/ with***) molten salt, liquid sodium is a much more dangerous heat transfer fluid.
2. The fourth design option was ([***rather unique***](http://www.writing.eng.vt.edu/exercises/no.html) ***/ unique /*** [***very unique***](http://www.writing.eng.vt.edu/exercises/no.html)).
3. The Titanic was nearly 900 feet long, stood (***25 /*** [***twenty-five***](http://www.writing.eng.vt.edu/exercises/no.html) ) stories high, and weighed an incredible 46 thousand tons.
4. The Charpy test is run by holding the coupon against a steel backing and striking the coupon with a 67-pound pendulum on a (***2-foot arm /*** [***two-foot arm***](http://www.writing.eng.vt.edu/exercises/no.html)**).**
5. [***1522 people perished when the Titanic sank.***](http://www.writing.eng.vt.edu/exercises/no.html) ***/ When the Titanic sank, 1522 people perished.***
6. The maximum amperage for each of the two devices is (***3 A /*** [***three A***](http://www.writing.eng.vt.edu/exercises/no.html)).
7. In its day, the Titanic cost more than ***($7.5 million /*** [***$7,500,000***](http://www.writing.eng.vt.edu/exercises/better.html) ***/*** [***seven and one-half million dollars***](http://www.writing.eng.vt.edu/exercises/no.html)) to construct.

* *With large numbers, it is acceptable to write out part of the number to avoid a string of zeroes. Note that "7.5" has to be a numeral on two counts--it contains a decimal, and it represents a monetary figure.*

1. During that time the water temperature dropped ([**.6 K**](http://www.writing.eng.vt.edu/exercises/no.html) **/ 0.6 K /** [**zero point six degrees Kelvin**](http://www.writing.eng.vt.edu/exercises/no.html)**. )**

**Review: From Swales**

The paragraph division is fine for the next passage, but there are numerous small mistakes in grammar. Can you identify and correct them?

The discovery of fossil fuels have had a big effect on development of cities. The use of the automobile has become most important element supporting the modern society. And, since a few decade ago, the finiteness of natural resources is a source of heated controversy. The cities and its development will certainly be affected.

Great focus on accessible public transportations is one change in current urban planning discussions. It widely believes that there will be an effort to redesign cities in order promote the use of public transportation…….

**Task 20**

The following short passage has been spell-checked. Although all the words are spelled correctly as far as the spell-check program is concerned, seven usage and spelling errors remain.

Their is considerable doubt weather this solution will be affective.

The initial reaction too the report has not been complementary.

In fact many observers belief that collapse of the system is eminent.

Now try correcting this poem.

I have a spelling checker,

It came with my PC.

It plainly marks four my revue

Mistakes I cannot sea.

I've run this poem threw it,

I am sure your please to no,

It's letter perfect in it's weigh,

My checker told me sew.

(source unknown)

**Active/passive exercise**

**Appendix IV Passive to active in Methods; from Norris, C. B. (2009). Academic writing in English.**

Improve this Methods section by changing its 15 passive-voice verbs → active. Cut its length in half! Remember the essential exclusion line. Do you also have the skill to avoid many—or any?—“we” pronouns?

A retrospective review of all breast cancer patients treated for local recurrence in our hospital was performed. Cases with other cancers present or unknown primary were excluded. The information was gathered from the patient database of the Department of XXX, Turku University Central Hospital (TUCH), consisting of 5859 breast cancer patients. All the patient records in the database were reviewed, and those patients with local recurrence of breast cancer were selected to be included in this study. A total of 506 patients were found. They had been treated between 2005 and 2009 for local recurrence in the excision scar or for in-transit metastasis. Factors predicting outcome after local recurrence were analyzed. Patient records were analyzed for patient, tumor, and treatment characteristics. Details on tumor characteristics were obtained from pathology reports, and all pathology reports were re-examined by a specialist in pathology to obtain all information on the primary tumor. Surgical and radiological reports were analyzed for follow-up data on patterns and timing of local recurrence. Furthermore, possible development of lymph node or distant metastases was recorded. The ABCD staging system from 2003 was used for grouping patients according to their stage of the primary disease.

(15 passive verbs in 195 words)

**Master List of MOVES & STEPS in the Research Article**

|  |  |  |
| --- | --- | --- |
| **I - INTRODUCTION (Swales, 1990)**  **Move 1**: Establishing a territory  Step 1: Claiming centrality  Step 2: Making a topic generalization  Step 2a: Statements about knowledge or practice  Step 2b: Statements about phenomenon  Step 3: Reviewing items of previous research  **Move 2:** Establishing a niche  Step 1a: Counter-claiming  Step 1b: Indicating a gap  Step 1c: Question raising  Step 1d: Continuing a tradition  **Move 3:** Occupying the niche  Step 1a: Outlining the purposes  Step 1b: Announcing present research  Step 2: Announcing principal findings  Step 3: Indicating research article structure | **II - METHODS (Nwogu, 1997)**  **Move 4:** Describing data-collection procedure  Step 1: Indicating source of data  Step 2: Indicating data size  Step 3: Indicating criteria for data collection  **Move 5:** Describing experimental procedures  Step 1: Identification of main research apparatus  Step 2: Recounting experimental process  Step 3: Indicating criteria for success  **Move 6**: Describing data-analysis procedure  Step 1: Defining terminologies  Step 2: Indicating process of data classification  Step 3: Identifying analytical instrument/procedure  Step 4: Indicating modification to instrument/procedure | **III – RESULTS (Glasman, 2010)**  **Move 7**: Revisiting the research aim/existing research  Step 1: Revisiting/expanding methodology  Step 2: General overview of results  **Move 8**: Invitation to view results  Step 1: Specific/key results in detail, with or without explanations  Step 2: Comparisons with results in other research  Step 3: Comparison/s with model predictions  **Move 9**: Problems with results  **Move 10:** Possible implications of results |
| **IV – DISCUSSION (Dudley-Evans,1994)**  **Move 11:** Information (background about theory/research aims/methodology)  **Move 12**: Statement of result (numerical value/reference to graph or table)  **Move 13**: Finding (same as Move 11 without reference to graph or table)  **Move 14**: (Un)expected outcome  **Move 15**: Reference to previous research  **Move 16**: Explanation (reasons for unexpected results)  **Move 17**: Claim (generalization from results: contribution to research)  **Move 18**: Limitation  **Move 19**: Recommendation (suggestions for future research) | **V – ABSTRACT (Lewin, 1996)**  **Move 20**: Stating purpose  Step 1: What was done  Step 2: Overall aim  Step 3: Variables  **Move 21**: Reporting what is know  **Move 22**: Stating a gap in knowledge  **Move 23**: Mentioning the method  **Move 24**: Reporting results  Step 1: Interpreting results  **Move 25**: Offering implications – theoretical or direct application |  |

**Adverb placement** *(adapted from the BBC site)*

An **adverbial** is an **adverb**, **adverbial phrase** or **adverbial clause** which gives us additional information about e.g. **the time, place, or manner** of the action which is described in the rest of the sentence.

Adverbials answer questions such as:

Where? When? How? Why?

How often? How long? How much?

A wide variety of different conjunctions are used to initiate adverbial clauses which function as the adverbial part of a main clause. Some of the most common are listed below:

Time - when, after, before, as soon as

Reason - because, since, as

Purpose - so that, in order to

Contrast - although, whereas

Comparison - as if, as though

Condition - if, provided (that), so long as, in case

**EXAMPLES:**

* We have been **living here in this house for over twenty years**.

|  |
| --- |
| Place - time |

* We were sleeping **peacefully in our beds when the earthquake struck**.

|  |
| --- |
| Manner - place -time |

From these examples, **you can see that the most common position for adverbials is at the end of the sentence**. Place adverbials (**here in this house**) come before time adverbials (**for over twenty years**). Manner adverbials (**peacefully**) come before place adverbials (**in our beds**).

They do not always follow this pattern. This applies particularly to adverbial clauses. In the above example we could begin with the adverbial clause, if it was important to highlight it at this stage in the discourse:

**When the earthquake struck,** we were sleeping **peacefully in our beds.**

Note that **adverbs of frequency** are often placed in **mid-position** in the sentence, as well as at the **end-position**.

Placing them **before the subject** is sometimes also possible:

I **sometimes** call on my younger sister **when I'm in London**.

I **never** see my older sister, but **occasionally** I call my younger sister.

Yes, I see her **from time to time**. We get together **once in a blue moon.**

***Note: Never separate the verb and direct object with an adverb.***

*WRONG – Can you repair* ***now my watch****?*

*CORRECT – Can you repair* ***my watch now****?*

*WRONG – Pollution is* ***affecting negatively*** *our air.*

*CORRECT – Pollution is* ***negatively affecting*** *our air. OR*

*Pollution is affecting our air* ***negatively****.*

**Adverb preferences:**

* manner often at end of sentence
* Time often at beginning or end of sentence
* Frequency often before main verb

**TIME**

1. We bought a new sofa **this morning**.

2. He is working **now**.

3. He will visit us **tomorrow**.

4. **Every weekend** they go to the lake.

*5*. We will be there **at ten o'clock**.

**AMBIGUITIES IN SYNTAX**

Consider how the placement of the word only can change the meaning of the sentence:

1. **Only** I tested the bell jar for leaks yesterday.

2. I **only** tested the bell jar for leaks yesterday.

3. I tested **only** the bell jar for leaks yesterday.

4. I tested the bell jar **only** for leaks yesterday.

5. I tested the bell jar for leaks **only** yesterday.

**Initial, Medial or Final Adverb Placement**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ADVERB** | **SUBJECT** | **AUX** | **ADVERB** | **VERB** | **OBJECT PHRASE** | **ADVERB** |
| INITIAL (emphasis)  **Most of the time,   Usually,   Normally   Often,   Half of the time,    Sometimes,   Frequently,   Occasionally,   Once in a while** | my family | — (no aux.)  **can will doesn't**  **is**  **has had** |  | recycles  recycle  recycling  **recycled** | household garbage. | **household** (adj.) – related to the operation of a house |
|  | My family | — (no aux.)  **can will doesn't**  **is**  **has had** | MEDIAL  **always usually often sometimes frequently**  **occasionally rarely seldom hardly ever never** | recycles  recycle  recycling  **recycled** | household garbage. |  |
|  | My family | — (no aux.)  **can will doesn't**  **is**  **has had** |  | recycles  recycle  recycling  **recycled** | household garbage | FINAL  **most of the time. usually. normally. often. half of the time. somtimes.  frequently. occasionally. once in a while.** |

Use **emphasis** word order when contradicting or stating that the opposite is true**:** "I don't think they usually recycle their garbage."   "No, they ***do*** usually recycle it."

http://www.grammar-quizzes.com/adv\_frequency.html#sentenceplacement

Position of adverbs of frequency

From: [**http://www.fortunecity.com/bally/durrus/153/gramex24.html**](http://www.fortunecity.com/bally/durrus/153/gramex24.html) and [**http://www.englisch-hilfen.de/en/exercises/adjectives\_adverbs/adverbs\_of\_frequency.htm**](http://www.englisch-hilfen.de/en/exercises/adjectives_adverbs/adverbs_of_frequency.htm)

1. He listens to the radio. (often)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Pete gets angry. (never)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Tom is very friendly.(usually) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Ramon and Frank are hungry. (often)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. My grandmother goes for a walk in the evening. (always)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Have you visited New York? (ever)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The children do not follow our instructions. (always)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The facts are not known. (generally)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. We proceeded. (cautiously, therefore)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. We will review our options. (tomorrow, carefully)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. We will attend the concert. (therefore, tonight)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. We found the hotel. (easily, nevertheless)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The tickets sold. (at the box office, quickly, this afternoon)

**Connectors**

Once you have mastered the basics of correct usage in written English, you will want to express yourself in increasingly complex ways. One of the best ways to improve your writing style is to use sentence connectors. Sentence connectors are used to express relationships between ideas and to combine sentences. The use of these connectors will add sophistication to your writing style.

**Connector Chart - adapted from -http://www.grammar-quizzes.com/9-10.html#maincontent**

**1 . COORDINATING CONJUNCTIONS**

|  |
| --- |
| These join two words, phrases or [independent clause](http://www.grammar-quizzes.com/sent-clauses.html#clause). They mostly occur mid-sentence with a comma placed before the conjunction.  They may also occur at the beginning of a sentence. |
| He talked and listened. *(same subject)*  He talked**, and** I listened *(different subjects)*  She was tired**, so** we left.  [and](http://www.grammar-quizzes.com/conj-and.html), [also](http://www.grammar-quizzes.com/conj-and.html), [and](http://www.grammar-quizzes.com/conj-and.html) [also](http://www.grammar-quizzes.com/conj-and.html), [so](http://www.grammar-quizzes.com/8-3punc.html), [for](http://www.grammar-quizzes.com/8-3punc.html), [or](http://www.grammar-quizzes.com/8-3punc.html), [nor](http://www.grammar-quizzes.com/8-3punc.html), [but](http://www.grammar-quizzes.com/8-3punc.html), [yet](http://www.grammar-quizzes.com/8-3punc.html), [but still](http://www.grammar-quizzes.com/19-6.html), |

**2 . CORRELATIVE CONJUNCTIONS**

|  |
| --- |
| These join equivalent sentence elements such as one noun phrase with another noun phrase. These occur as paired words. |
| **Both** his project **and** hers ended.  **Neither** he **nor** she knows how to ski.  You car uses **more** gas **than** this one.  This computer is **as** fast **as** that one.  [both...and](http://www.grammar-quizzes.com/19-6.html), [not only](http://www.grammar-quizzes.com/conj-paired.html) ...also, [not only](http://www.grammar-quizzes.com/conj-paired.html) ... [but also](http://www.grammar-quizzes.com/conj-paired.html), [and...too](http://www.grammar-quizzes.com/conj-too.html), [and so](http://www.grammar-quizzes.com/conj-too.html), [either...or](http://www.grammar-quizzes.com/19-6.html), [neither...nor](http://www.grammar-quizzes.com/19-6.html) ,rather than, [so...that](http://www.grammar-quizzes.com/8-8.html), [such...that](http://www.grammar-quizzes.com/8-8.html), [as . . .  a](http://www.grammar-quizzes.com/compare.html)s, [more...than](http://www.grammar-quizzes.com/compare.html), [less...than](http://www.grammar-quizzes.com/compare.html), whether.. or not, [neither... nor](http://www.grammar-quizzes.com/conj-paired.html). |

**3 . SUBORDINATING  CONJUNCTIONS**

|  |
| --- |
| These join a [dependent clause](http://www.grammar-quizzes.com/sent-clauses.html#clause) to an [independent clause](http://www.grammar-quizzes.com/sent-clauses.html#clause). They occur at the beginning of sentences with a comma separating the clause mid-sentence or they occur mid-sentence with no comma. |
| **Though** it rained, we went.  We went **though** it rained.  **Besides being** cold, we were hungry.  We were hungry **besides being** cold.  [because](http://www.grammar-quizzes.com/9-1.html), [since](http://www.grammar-quizzes.com/8-5.html), [now that](http://www.grammar-quizzes.com/8-5.html), [as](http://www.grammar-quizzes.com/9-1.html), [as long as](http://www.grammar-quizzes.com/9-1.html), [inasmuch](http://www.grammar-quizzes.com/9-1.html), though, [although](http://www.grammar-quizzes.com/9-1.html), [even though](http://www.grammar-quizzes.com/9-1.html), [while](http://www.grammar-quizzes.com/19-6.html), [whereas](http://www.grammar-quizzes.com/19-6.html), [if](http://www.grammar-quizzes.com/9-7.html), [only if](http://www.grammar-quizzes.com/9-7.html#onlyif), [unless](http://www.grammar-quizzes.com/9-7.html), [even if](http://www.grammar-quizzes.com/emphasis.html), [whether](http://www.grammar-quizzes.com/if-whether.html), [whether or not,](http://www.grammar-quizzes.com/9-7.html#whether)  [provided](http://www.grammar-quizzes.com/9-7.html) (that),   [in case](http://www.grammar-quizzes.com/9-6.html),  [in the event (that)](http://www.grammar-quizzes.com/9-6.html), [wherever](http://www.grammar-quizzes.com/clauses-12.html), [after](http://www.grammar-quizzes.com/8-5.html), [before](http://www.grammar-quizzes.com/8-5.html), [when](http://www.grammar-quizzes.com/adv_whenwhile.html), [while](http://www.grammar-quizzes.com/adv_whenwhile.html), [since](http://www.grammar-quizzes.com/8-5.html), [as](http://www.grammar-quizzes.com/8-5.html), [until](http://www.grammar-quizzes.com/8-5.html), [as soon as](http://www.grammar-quizzes.com/8-5.html), [by the time](http://www.grammar-quizzes.com/8-6.html), [once](http://www.grammar-quizzes.com/8-5.html) |

**Note:** For some writers, a coordinating conjunction (***and, but, so, etc.***) is only used between two [independent clauses](http://www.grammar-quizzes.com/sent-clauses.html#clause) (separated by a comma.) That is, a conjunction is not used at the beginning of a sentence. However, grammarians do not support this notion. [Conjunctions at the beginning of a sentence](http://www.grammar-quizzes.com/8-3punc.html#placement) (comments by Fowler, Merriam-Webster and other grammarians.)

**4. PREPOSITIONS AS CONJUNCTIONS**

|  |
| --- |
| These join a prepositional phrase as a [dependent clause](http://www.grammar-quizzes.com/sent-clauses.html#clause) with an [independent clause](http://www.grammar-quizzes.com/sent-clauses.html#clause). They mostly occur with a comma placed after the prepositional phrase. . |
| **Unlike** the undesirable stress of high level positions, the financial rewards make these positions very desirable indeed.  **Along with** being stressful, high level positions can also be harmful to your health.  **Due to** the stressful nature of high level positions, professionals can sometimes be extremely impatient.  **Unlike**, **in addition to, along with, as well as**, **because of, due to, as a result of;** [despite](http://www.grammar-quizzes.com/9-1.html#phrases),  [in spite of](http://www.grammar-quizzes.com/9-1.html#phrases), [regardless o](http://www.grammar-quizzes.com/9-1.html#phrases)f, |

**5. CONJUNCTIVE ADVERBS / TRANSITION WORDS**

|  |
| --- |
| We wanted to go. **However**, it rained. |
| We wanted to go; **however**, it rained. |
| We wanted to go; it rained, **however**. |
| **In addition,** it was windy and cold. |
|  |
| [in addition](http://www.grammar-quizzes.com/conj-and.html), [furthermore](http://www.grammar-quizzes.com/conj-and.html), [moreover](http://www.grammar-quizzes.com/conj-and.html), [additionally](http://www.grammar-quizzes.com/conj-and.html), [besides](http://www.grammar-quizzes.com/conj-and.html), instead, as an alternative, [otherwise](http://www.grammar-quizzes.com/9-7.html), [rather](http://www.grammar-quizzes.com/modal6.html), [therefore](http://www.grammar-quizzes.com/9-1.html), [consequently](http://www.grammar-quizzes.com/9-1.html), [as a consequence](http://www.grammar-quizzes.com/9-1.html), [as a result](http://www.grammar-quizzes.com/9-1.html), thus, hence, accordingly, [In the same way](http://www.grammar-quizzes.com/compare.html), [Similarly](http://www.grammar-quizzes.com/compare.html), [In contrast](http://www.grammar-quizzes.com/compare.html), [Unlike X, Y](http://www.grammar-quizzes.com/compare.html), [otherwise](http://www.grammar-quizzes.com/9-7.html), [in the event](http://www.grammar-quizzes.com/9-6.html) (that), [anyway](http://www.grammar-quizzes.com/19-6.html), anyhow, [nevertheless](http://www.grammar-quizzes.com/9-1.html), [nonetheless](http://www.grammar-quizzes.com/9-1.html), [however](http://www.grammar-quizzes.com/19-6.html), [on the one hand](http://www.grammar-quizzes.com/19-6.html), [on the other hand](http://www.grammar-quizzes.com/19-6.html), [in contrast to](http://www.grammar-quizzes.com/19-6.html#contrast), [in contrast](http://www.grammar-quizzes.com/compare.html#transitions), [on the contrary](http://www.grammar-quizzes.com/compare.html#transitions), [indeed](http://www.grammar-quizzes.com/emphasis.html), [in fact](http://www.grammar-quizzes.com/emphasis.html), of course, certainly, first, second, next, then, finally, previously, now, presently, next, still, meanwhile, subsequently, [afterward](http://www.grammar-quizzes.com/presten6.html) |

**Subject and Verb Agreement: http://owl.english.purdue.edu/owl/resource**

1. When the subject of a sentence is composed of two or more nouns and pronouns connected by *and*, use a plural verb.

**She and her friends are at the fair.**

2. When two or more singular nouns or pronouns are connected by *or* or *nor*, use a singular verb.

**The book *or* the pen is in the drawer.**

3. When a compound subject contains both a singular and a plural noun or pronoun joined by *or* or *nor*, the verb should agree with the part of the subject that is nearer the verb.

**The boy *or* his friends run every day.**

**His friends or the boy runs every day.**

4. Do not be misled by a phrase that comes between the subject and the verb. The verb agrees with the subject, not with a noun or a pronoun in the phrase.

**One of the boxes is open.**

**The people who listen to that music are few.**

**The team captain, as well as his players, is anxious.**

**The book, including all the chapters in the first section, is boring.**

**The woman with all the dogs walks down the street.**

6. The words *each, each one, either, neither, everyone, everybody, anybody, anyone, nobody, somebody, someone,* and *no one* are singular and require a singular verb.

**Each of these hot dogs is juicy.**

**Everybody knows Mr. Jones.**

**Either is correct.**

7. Nouns such as *civics, mathematics, dollars, measles,* and *news* require singular verbs.

**The news is on at six.**

Note: the word *dollars* is a special case. When talking about an amount of money, it requires a singular verb, but when referring to the dollars themselves, a plural verb is required.

**Five dollars is a lot of money.**

**Dollars are often used instead of rubles in Russia.**

8. Nouns such as *scissors, tweezers, trousers,* and *shears* require plural verbs.

(There are two parts to these things)

**The scissors are dull.**

**The trousers are made of wool.**

9. In sentences beginning with *there is* or *there are*, the subject follows the verb. Since *there* is not the subject, the verb agrees with what follows.

**There are many questions.**

**There is a question.**

10. Collective nouns are words that imply more than one person but that are considered singular and take a singular verb, such as: *group, committee, class,* and *family.*

In very few cases, the plural verb is used if the individuals in the group are thought of an specifically referred to.

**The team runs during practice.**

**The committee decides how to proceed.**

**The family has a long history.**

**My family have never been able to agree.**

11. Expressions such as *with, together with, including, accompanied by, in addition to,* or *as well* do not change the number of the subject. If the subject is singular, the verb is too.

**The President, accompanied by his wife, is traveling to India.**

**All of the books, including yours, are in that box.**

**NOTE: This page has been taken from the website of the Purdue University Online Writing Lab.**

**12.** The indefinite pronouns *all, any, half, most, none* and *some* may be either singular or plural when used as subjects. These pronouns are singular if the number of the noun in the prepositional phrase is singular; they are plural if the noun is plural.

*Half* of the *bottles* *were* missing.

*Half* of *the movie was* over by the time we arrived.

**VERB AGREEMENT Exercise:** Are the following sentences correct? If not, please correct.

1. None of the researchers know the answer.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Everyone says they had a good weekend.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Neither are right.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Anyone can try their luck at this game.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. The family was discussing their problems.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. If a man wants to succeed, you must work hard.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Managers from the company does all interviews.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Each of the girls participate in the contest.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Either of the twins like to go swimming in the lake

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Choose the correct connector from the word bank:**

However Nevertheless In addition

As well as Even though In spite of

Despite Although But

1. Lorena seems to be quite clever;\_\_\_\_\_\_\_\_\_\_\_\_\_, she often gets low marks.
2. The service at this restaurant is excellent;\_\_\_\_\_\_\_\_\_\_\_, the food is delicious.
3. I've never been to Argentina \_\_\_\_\_\_\_\_\_\_\_having relatives there.
4. Jordi is a careful driver. \_\_\_\_\_\_\_\_\_\_\_\_\_, he’s had several accidents.
5. Cristina loves playing sport, \_\_\_\_\_\_\_\_\_\_\_ she’s not very good at it.
6. Anna is talented at music\_\_\_\_\_\_\_\_\_\_\_art.
7. We're studying now \_\_\_\_\_\_\_\_\_\_\_\_\_there's an interesting film on TV.
8. I’d like to talk to you \_\_\_\_\_\_\_\_\_\_\_\_\_\_ I know you’re busy.
9. \_\_\_\_\_\_\_\_\_\_\_\_\_her efforts, she failed the exam.
10. \_\_\_\_\_\_\_\_\_\_\_\_\_we were having difficulties, we felt optimistic.
11. We didn’t win the game \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all our hard work.