

University of Liège

2024-2025

# Academic Writing



Y. Badir

Institut Supérieur des Langues Vivantes



## Contents

I.	Common grammatical issues in Academic English.....	5
1.	Countable and Uncountable Nouns .....	5
2.	Quantifiers .....	10
3.	Use of definite, indefinite and zero articles .....	15
4.	Noun Compounds.....	21
5.	Relative Clauses and Pronouns .....	27
6.	Referencing Back and Empty Pronouns .....	31
7.	Subject-Verb Agreement .....	34
8.	Tenses in Academic English .....	39
9.	Place of Adverbs .....	46
10.	Common Spelling Mistakes .....	49
11.	Punctuation .....	52
12.	Sentence-Level Issues.....	58
13.	Revision .....	61
II.	Register.....	63
1.	Lexical Shift.....	63
2.	Grammatical Shift.....	65
3.	Objective Shift .....	66
4.	Editing for conciseness.....	67
5.	Light vs. Heavy Principle.....	69
III.	Word grammar and collocations.....	73
1.	Morphological and Phonetic Information .....	73
2.	Lexical Information .....	73
3.	Syntactical Information .....	74
IV.	Cohesion.....	79
1.	Summary Words.....	79
2.	Linking Verb Phrases .....	80
3.	Sequencing Connectors.....	82

V. Hedging - Degrees of Certainty .....	93
1. Probability .....	93
2. Distance .....	96
3. Scope .....	96
4. Boosting language vs. cautious language.....	97
VI. Language Patterns.....	101
1. Commenting Visual Aids.....	101
2. Introductions: indicating a gap.....	109
3. Discussion & conclusions: Expressing reasons and explanations.....	112
4. Writing an Abstract .....	115
VII. Appendix.....	125
1. Academic Word List.....	125
2. False Friends .....	130

## I. Common grammatical issues in Academic English

The first chapter of this course will recap the main characteristics and pitfalls of English.<sup>1</sup>

First, it is important that you understand what the following grammatical categories stand for.

A **noun** refers to people, animals, things, places, events, qualities or states (e.g. **accident, cat, club, competition**). A **noun phrase** has a noun or pronoun as its head, and can act as the subject, object or complement of a clause. (e.g. **My sister's boyfriend** used to play **the piano**. You're **a good friend**.)

An **adjective** describes the qualities, features or states attributed to a noun or pronoun (e.g. *a **nice** room, a **happy** girl, she's **beautiful***).

An **adverb** indicates the time, place, manner, degree, frequency, duration, viewpoint, etc. of an event, action or process. (e.g. ***beautifully, fortunately, angrily, actually***).

A **determiner** indicates the kind of reference a noun phrase has. Determiners include words like **a / an** (indefinite article), **the** (definite article), **my, your, his, ...** (possessive adjectives), **this, that, these, those** (demonstrative adjectives), **each, some, every, ...** (quantifiers) and **two** (numerals).

A **pronoun** is a substitute for a noun phrase (Your photos have been delivered. **They** are on the desk.) There are personal (**he**), possessive (**his**), reflexive (**himself**), reciprocal (**each other**), relative (**who**), interrogative (**who**), demonstrative (**this**) and indefinite (**some**) pronouns.

A **verb** denotes an action, event, process or state. There are lexical verbs (**walk, love, cook**), auxiliary verbs (**do, be, have**) and modal (**can, must, will**) verbs.

A **clause** is a constituent of a sentence. Most typically, it consists of a subject, a verb, and any other required complement. A clause can be independent or embedded or subordinated (relative clause: "The points **that I'm talking about** are similar.", nominal clause: "**Building your own house** is cheaper.")

### 1. Countable and Uncountable Nouns

Countable nouns are tangible things that can be counted or that can be treated as separated units.

e.g.: 'a trend,' 'an issue,' 'a technique,' 'a chart,' 'a topic,' 'a hypothesis,' ...

Uncountable nouns are indivisible wholes that cannot be divided into separate elements or that have unclear boundaries or an undefined shape, such as:

- **substances, materials** and **masses** (e.g. wool, gravel, petrol, ...),
- **processes, actions** (e.g. evaporation, recycling, storage, ...) and **human activities** (e.g. travel, football, cooking, art, leisure ...),
- and **abstract ideas** (e.g. happiness, peace, humor, luck, chaos, ...), **abstract qualities** (e.g. behavior, courage, contempt, ...), **feelings** (e.g. anger, pride, conceit, ...), **natural phenomena** (e.g. weather, humidity, mist, darkness, ... ) and **areas of study** (e.g. economics, medicine, biology, ...).

---

<sup>1</sup> The main reference books for this chapter are Swan, M. (2005) *Practical English Usage*. Oxford University Press and Carter, R., & McCarthy, M. (2001) *Cambridge Grammar of English*. Cambridge University Press.

COUNTABLE NOUNS	UNCOUNTABLE NOUNS
<ul style="list-style-type: none"> <li>Countable nouns can be <u>singular or plural</u>. e.g.: 'The design has many new built-in safety <i>features</i>.'</li> <li>We can use the <u>indefinite article <i>a/an</i></u> with singular countable nouns. e.g.: 'The Ministry submitted <i>a proposal</i> for lower speed limits on motorways.'</li> </ul>	<ul style="list-style-type: none"> <li>Uncountable nouns are <u>not usually plural</u>. e.g.: '<i>This news</i> is very important.' '<i>Evolution</i> requires intermediate forms between species.'</li> <li>NB: it cannot therefore be used with a number or quantifier that requires the plural.</li> <li>We <u>cannot use <i>a/an</i></u> with uncountable nouns. e.g.: 'She's making steady <i>progress</i> with her thesis.'</li> </ul>

For most nouns, it is fairly easy to decide whether it is countable or uncountable. But there are other cases when the difference is not so clear, and it often remains necessary to check in a Learner's Dictionary. Note that the following categories of nouns are usually uncountable:

- **foods:** water, meat, spinach, ...  
BUT: vegetables, peas, lentils, oats, grapes
- **illnesses:** flu, cancer, dyslexia ...  
BUT a toothache, a headache, ... , a cold, a sore throat (and other small ailments)
- **meals:** breakfast, dinner, lunch, ...
- **languages:** English, German, ...
- **colors:** yellow, black, ...

Pay attention to the following **collective nouns** that are considered as masses, i.e. as indivisible wholes in English:

- knowledge, information, advice, news, evidence, progress, damage, permission, trouble, documentation
- furniture, rubbish/garbage, luggage/baggage, equipment/machinery, money, traffic, work, clothing, software, accommodation, jewelry, waste/litter, hair, scenery

Some nouns have a closely-related countable equivalent:

shade - a shadow  
fiction - a novel, a short story  
laughter - a laugh  
travel - a trip  
fruit - vegetables

A number of words have a different meaning whether they are used in a countable or uncountable way:

COUNTABLE		UNCOUNTABLE
This paper expresses the views of the authors alone. (= an essay)	<b>paper</b>	Paper can be produced with a wide variety of properties, depending on its intended use. (= material)
The chief engineer rushed to the engine room to help restore electrical power to the plant. (= a room in a building)	<b>room</b>	There is still plenty of room for improvement. (= space)
This experience of disinflation reflects a number of important policy choices. (= something that happened to someone)	<b>experience</b>	In the light of the experience gained in implementing the internal market, additional measures should be taken. (= knowledge and skill)
This was the first time that members of the project had spoken openly about their HIV status. (= an occasion)	<b>time</b>	It is time for the countries in the region to start working more closely together.
<i>Macbeth</i> is one of Shakespeare's greatest works. (= creation)	<b>work</b>	Their work highlights the value of a company that encourages research professionals to think outside the box. (= activity)

Compare also:

customs (= department that collects taxes on goods) - a custom (= a tradition)

ice (= material) - an ice (= dessert)

iron (= material) - an iron (= device to flatten clothes)

light (= energy) - a light (= a device emitting light)

wood (= material) - a wood (= small forest)

glass (= material) - a glass (= recipient)

A great number of nouns, however, can be used in a countable or in an uncountable way depending on whether in a general or abstract meaning or in a more concrete or specific context. Uncountable nouns can sometimes be turned into countable nouns when we mean: "a type of", "an amount of" or "a process of".

This study examines the impact of various technologies (= types of technology) on student learning.

A fast-moving object has a high speed (= a high amount of speed).

This study presents an analysis (= a process of analysis) of resource scheduling in LANs.

Compare these words when they are used in a countable or uncountable way:

COUNTABLE		UNCOUNTABLE
They can identify where the noise came from or what it was. (= a specific noise)	<b>noise</b>	Tracks are sometimes poorly set, and that causes noise.
Wildlife had made a comeback during the war.	<b>war</b>	Any propaganda for war shall be prohibited by law.
He's attending a drama school in Brussels.	<b>school</b>	The number of young people leaving school without a qualification is particularly problematic.
He works in a psychiatric hospital.	<b>hospital</b>	He had to go to hospital for treatment.
She holds strong opinions on education.	<b>opinion</b>	Public opinion is divided on the subject of capital punishment. (= the beliefs of a group of people)
They carried out an in-depth analysis of the results.	<b>analysis</b>	Most of the information we have so far is based on statistical analysis.
Politics is as much an art form as an exact science.	<b>science</b>	Research is critical to advancing medical science.

## **Exercises**

1. Underline all nouns used in an uncountable way in this paragraph. What about the countable words in this text? Can they also sometimes be used in an uncountable way? If so, does the word have the same meaning?

- a) Policy decisions at the organizational, corporate, and governmental levels should be more heavily influenced by issues related to well-being—people's evaluations and feelings about their lives.
- b) Domestic policy currently focuses heavily on economic outcomes, although economic indicators omit, and even mislead about, much of what society values.

2. Fill in the gaps by using the correct form of the noun in brackets.

ex: I had \_\_ good \_\_\_\_\_. (time) → a time, times or time? → I had a good time.

- a) Your plan needs more \_\_\_\_\_. (thought)
- b) I had some frightening \_\_\_\_\_ in the night. (thought)
- c) They had no \_\_\_\_\_ in making themselves understood. (difficulty)



- d) It's \_\_\_ interesting \_\_\_\_\_. (work)
- e) That's \_\_\_ good \_\_\_\_\_. (news)
- f) \_\_\_\_\_ broadens the mind. (travel)
- g) Another team of scientists have come up with conflicting \_\_\_\_\_ (evidence).
- h) American schools put \_\_\_ heavy \_\_\_\_\_ (emphasis) on sporting achievement.
- i) The company commercialized \_\_\_ tiny \_\_\_\_\_ (device) designed to trace telephone calls.
- j) The launch of the euro will enhance price transparency and lead to \_\_\_ increased \_\_\_\_\_ (competition).
- k) Scientists insert a special gene into a plant's DNA and get \_\_\_ new \_\_\_\_\_ (crop).
- l) \_\_\_\_\_ (research) shows that people are worried about GE food.
- m) Staff training is \_\_\_\_\_ (cost) that is often overlooked.
- n) \_\_\_ great \_\_\_\_\_ (effort) has been devoted to the exploration of new energy sources or renewable energy.
- o) Over the last 10 years, there has been \_\_\_\_\_ (effort) to harmonize U.S. and international standards on photovoltaic product certification, and to replace U.S. standards with international standards.

## 2. Quantifiers

Choosing the right quantifier often depends on the grammar of the noun that you want to quantify. Some are only used with uncountable (U) nouns, some with countable (C) nouns in the plural and some can be used with both types.

Quantifiers used with plural (C) nouns	Quantifiers used with uncountable (U) nouns	Quantifiers used with plural (C) nouns and with (U) nouns
<ul style="list-style-type: none"> <li>• few, a few, fewer</li> <li>• many, too many, so many</li> <li>• a (large / small / etc.) number of</li> <li>• a good / great many of</li> <li>• several (of)</li> </ul>	<ul style="list-style-type: none"> <li>• little, a little, less</li> <li>• much, too much, so much, not much</li> <li>• a (large / small / etc.) amount of</li> <li>• a good / great deal of</li> <li>• neither / either</li> </ul>	<ul style="list-style-type: none"> <li>• some</li> <li>• any</li> <li>• no / none of</li> <li>• most</li> <li>• all</li> <li>• plenty of</li> <li>• a lot of/lots of</li> <li>• enough</li> </ul>

Here are other problems encountered by learners when using quantifiers:

a. Most of the quantifiers listed in the table above can be used as a pronoun and can be followed by **of** if the noun it modifies is preceded by a determiner:

Stalin remains a controversial figure today, with **many** regarding him as a tyrant.

Stalin challenged **many of** the decisions Trotsky had taken and ordered the killings of many counter-revolutionaries.

Note that some of these quantifiers are more typical of spoken English (**a good / great deal of, a good / great many of, a lot of / lots, plenty of**) while others are more appropriate in a formal context. Consider the fact that both **amount** and **number**, which are widely used in academic English, can be preceded by many different adjectives such as **considerable, significant, enormous, total, surprising, excessive** or **reasonable**.

Considerable numbers of birds inhabit the lake during the winter.

b. **Neither** is used with a singular noun to mean "not one and not the other (of two)" while **no** and **none** are used to mean "not one of many people/things". **Neither of** can also be used before a plural noun or pronoun. Note also the phrase **neither ... nor ...**

Magistrates decided that **neither case** could go ahead after his solicitor failed to appear.

**Neither** Croatia **nor** Slovenia could afford to bribe Serbia into letting them go.

**Neither of my parents/them** speak(s) a foreign language.

c. **Every / each** + countable singular nouns

Unfortunately, not every ~~families~~ can afford this.

Unfortunately, not every **family** can afford this.

There was a chair in each ~~corners~~ of the room.

There was a chair in each **corner** of the room.

Compare their different uses:

EVERY	EACH
<p><b>Every</b> indicates <b>three or more</b> objects.</p> <p>Every/each child received a present.</p>	<p><b>Each</b> indicates <b>two or more</b> objects.</p> <p>She had bruises on each leg. (NOT <del>on every leg</del>)</p>
<p>Used for referring to all the people or things in a group, or all the parts of something.</p> <p>I can remember every detail of our conversation. The team has every reason to be proud.</p>	<p>Used for referring to all the people or things in a group when you consider every one separately (one at a time).</p> <p>Each country has its own laws. Each request will be given careful consideration.</p>
<p>Cannot be used on its own.</p> <p>I gave every one of them a \$10 tip when I checked out of the hotel.</p>	<p>Can be used as a pronoun.</p> <p>Three rooms with a different view each. They each do their share of the work.</p>
<p><u>Special uses</u></p> <p>Every two hours, every few miles ... Every other day Every now and again Every now and then Every so often Every once in a while</p> <p>Do not confuse <b>everyone</b> (in one word) and <b>every one of (them)</b> (= each one)</p> <p>Every one of their CDs has been a hit.</p>	<p><u>Special uses</u></p> <p><b>Each other</b> = one another Paul and Laura were sitting next to each other.</p>

d. Uses of **all** / **whole**

**All (+ determiner)** and **(determiner +) whole** mean "complete", "every part of".

**all the advice** they gave me, **all these** systems, **all my** books  
**the whole** performance, **my whole** family

**Whole (not all)** is used with "a".

Climate change creates **a whole** new level of challenge for scientists.

With plural nouns, **all** and **whole** have different meanings. **All** means "every" while **whole** means "entire".

**Whole** households had to be moved to safe areas.

Almost **all** farmers in the area lost their complete harvest that year.

With uncountable nouns, **all (of) (the)** is most commonly used, although **whole** is also correct with some uncountable nouns.

all (of) the equipment

all (of) my luggage

all (of) the advice

all (of) the orange juice

BUT

all the truth = the whole truth

With singular countable nouns, **whole** is most commonly used, although **all** can be used with some singular countable nouns especially when the noun refers to something that can be divided into parts.

**The whole** bottle, **the whole** story

BUT

**All** (of) the team = **the whole** team

**All** and **the whole** are used with 'time' words:

**All** day, all night, all summer = the whole day, the whole night, the whole summer.

e. **Few / a few** and **little / a little**

**Few** and **little** usually have rather negative meanings and suggest 'not as much/many as one would like'. **A few** and **a little** are more positive and their meaning is closer to **some**.

The average MP has **little** real power.

**Few** people can speak a foreign language perfectly.

Give the roses **a little** water every day.

His ideas are difficult, but **a few** people understand them.

f. After a number, the words **dozen, hundred, thousand, million** and **billion** have no final -s. This also applies with **a few** and **several**.

**five hundred** pound

**several thousand** times

**a few million** years ago

BUT

**hundreds of** pounds

**millions of** years

It costs **thousands**.

g. **First, next, past** and **last** go before numbers.

In the first two experiments (NOT ~~in the two first experiments~~), it will be seen that ...

h. **Most** in the meaning of "the majority of" is not preceded by a definite article. **The most** is used in comparisons. Note also that **most of** is used only with nouns preceded by a determiner.

**Most scientists** would have rejected this hypothesis.

**Most of the scientists** that I know would agree with him.

**Most of them** would agree with him.

She had **the most** money of them all.

Which city has **the most tourists**?

i. **Both** means "each of two". It is not used when the meaning is not "each".

**Both** banks (of the river) were flooded.

It is up to the manufacturer or importer to decide which of **the two** options best fits the characteristics of the material.

j. **Some** and **any** are used to emphasize that a certain amount of something or a certain number of things are present somewhere. However, **some** is not used when there is no idea of a limited quantity or number. **Some** is not used either to refer to large quantities since **some** means "a little / a few".

**Some national coins** are likely to have been kept for sentimental reasons.

You shouldn't give your children **sugar**, it's not good for them.

I bought **some apples**.

There's **water** everywhere in Ireland.

**Some** is used in positive sentences and **any** is used in questions and negative sentences. **Some** is used in questions if we are expecting a positive answer or if it is an invitation or a request. In contrast, **any** is used in open-ended questions.

There's **some** tea left if you want.

There isn't **any** petrol left in the tank.

Could you give us **some** more details?

Did you see **any** mistakes in that reasoning?

**Some** can also be used to contrast a group of people or things in relation to other people or things.

**Some** people are exposed to more stress in their daily lives.

## **Exercise**

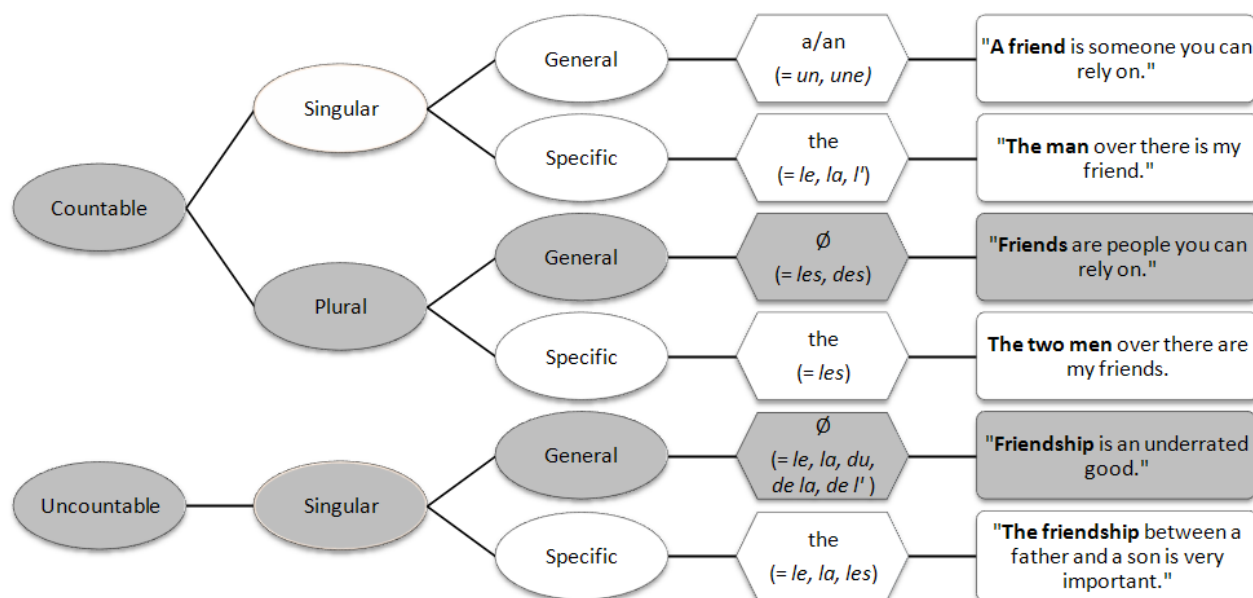
Choose the correct word to complete the following sentences.

- a) Almost twenty (thousands / thousand) people have lost their jobs.
- b) (Many / much) of the evidence was taken from the police safe last night.
- c) Very (few / fewer / little / a little) students study Latin now.
- d) There are no (few / fewer / less) than 100 species in this area.
- e) Each (person / people) has the right to live without the fear of crime.
- f) My parents have moved to the capital. (Each / Every) of them works in a bank.
- g) Mandarin dialects typically have relatively (a few / few / several / any) vowels.
- h) Although there are many brilliant students in this state—thousands, even—only (a few / few / several / any) will choose to remain in the state after graduation.
- i) We were able to destroy a lot of the parasites with our antigen, but (few / a few / little / any) of them survived to cause trouble.
- j) This section explains the differences between (the two / both / either) main categories of processors.
- k) Denmark and the UK voted in favor of the opt-out solution. As a consequence, (either / neither / the two / both) Member State will participate in the single currency process.
- l) We should not forget that for (the most / most) European consumers, taking out a mortgage is perhaps (the most / most) significant financial decision in their lives.
- m) - What country sent (the most / most / most of) terrorists to the United States?
  - Actually, (the most of / most / most of) the cases of terrorism that administration officials pointed to concerned individuals who were born and were radicalized in the United States, not abroad.
- n) I would like to share (some / any / -- ) thoughts on the matter with you.
- o) I find (all his / his whole) attitude inappropriate and annoying.

### 3. Use of definite, indefinite and zero articles

The use of indefinite and definite articles in English is in the majority of cases the same as in French. We will focus here on dissimilarities between English and French.

On the following table, you can see that only the two darker paths lead to a different use of definite and indefinite articles in English.



#### a. The Indefinite Article

(1) An indefinite article is used in English with a singular noun used for classifying—saying what job somebody has, what class, group or type somebody or something belongs to, what we use something for, etc.

She's **a** dentist.  
 I'm looking forward to being **a** grandmother.  
 I used my shoe **as a** hammer.

(2) You should not leave out the indefinite article in negative expressions, after prepositions or after fractions.

You mustn't go out **without a** coat  
 Lend me your pen - I **haven't got a** pen.  
**three quarters of a** pound

NB: We use **a** with a noun starting with consonant sound and we use **an** with a noun starting with a vowel sound.

a university  
 an MP  
 BUT a homogeneous medium

## b. Zero Article

Uncountable or countable plural nouns are used with the zero article to talk about things in general, in an unspecified way, in an abstract and generic way, to mean "all."

In French, the zero article is sometimes translated by the partitive articles **du, de l', de la, des**, but also sometimes by **le, la, les**.

(1) with an indefinite uncountable noun

That causes the moss to absorb **Ø water**.

The hydroelectric plant provides **Ø electricity** for half of the island's population.

Most of the houses are heated with **Ø solid fuel**.

**Ø Sound** travels at about 340 meters per second.

Computers will never be able to understand **Ø natural language**.

These fish will quickly die in **Ø salt water**.

(2) with an indefinite plural noun

**Ø Toxic gases** can escape through one of the pipes.

We want to make it possible for African companies to produce **Ø cheaper generic drugs**.

Hindu science made great **Ø advances** in astronomy and mathematics.

We want to change the way **Ø women** are depicted in the media.

**Ø Scientists** warned of even greater eruptions to come.

She's interested in nature, particularly **Ø animals** and **Ø birds**.

Note that a singular countable noun is NEVER used without a determiner.

## c. The Definite Article

A noun is definite if "you know which you mean." In other words, a noun is definite when it refers back to a specified actual person or thing.

Compare these sentences together:

Did you wash the clothes?

The school is in the centre of the village.

I need to buy clothes

School starts at nine o'clock.

A noun is definite:

(1) when that person or object has been mentioned before (whether explicitly or implicitly)

A growing plant must have water and minerals. **The** plant must also have sunlight. **The** minerals must include nitrates and **the** water must not be saline.

A very lightweight car was developed, but the vehicle performed poorly in crash tests.

(2) with nouns which refer to shared knowledge of the situation or context:

**The oxygen balance** in the atmosphere is maintained by photosynthesis.

He's in **the** laboratory. (the only one, or the one he always works in)



(3) with nouns referring to unique objects

**The sun** rises in the east and sets in **the west**.

The definite article is also used with general expressions referring to our physical environment which are familiar with.

the country, the mountains, the sea, the wind, the rain, the wind, the weather

(4) with superlative adjectives, ordinals and specifiers such as **same, sole, only, chief, principal, ...**

She is **the principal** researcher.

**The most-controlled** therapy yielded the best results.

**The first** studies were conducted in early 1993.

(5) when the noun is modified by any form of **postmodification**.

**The behavior of this species** varies. (noun + *of* - phrase)

**The responsibility for retaining raw data and submitting them for scrutiny upon request** lies with the author. (noun + prepositional phrase)

Alterations in DNA methylation affect the gene expression **that is critical for neuronal function**. (noun + relative clause)

But if the phrase or clause does not give enough information to show which one we mean, we use **a/an** or the zero article.

The sheathing boards do not protect **buildings with more than 10 floors**.

This is an attempt at carbon sequestration, which aims to corral carbon dioxide to mitigate the amount of **greenhouse gases released by fossil fuels**.

**People with dementia** are often abusive toward the family members who care for them.

**Furniture of that quality** is too good for a student flat. (= all and any furniture of that quality)

This means that pre-modification does not make a noun definite.

These artists derived much of their imagery from the art of **Ø so-called primitive peoples**.

#### d. Special Cases

(1) In **definitions**, the noun refers to a whole group or class to generalize about all possible members of a group.

a) with an uncountable noun, the zero article is used:

**Heart attack** and **chronic heart disease** are the leading causes of death for every age bands, from 55 to 84.

b) with a countable noun, there are two possible patterns:

**The laser** has a great many uses in medicine.

**Computers** are playing a growing role in all aspects of university life.

Note that "the + singular noun" is the most frequently used pattern in academic writing.

We also use "the" in a rather general sense with some institutions, means of transport and communication, with some jobs, some groups of people described in economic terms, with inventions and musical instruments.

I go to work on **the train**.

This decade has seen a revival in **the cinema**.

Your check is in **the post**.

Kate has to go to **the dentist** tomorrow.

What will the new tax mean for **the small business man**?

Nobody knows who invented **the wheel**.

Can you play **the piano**?

(2) **Acronyms** and **abbreviations** follow the same rules as nouns that are spelled out.

This device contains **a LED**.

This computer has **a CD-Rom**.

Taxes in **the EU** are relatively high.

**The GNP** of the United States has fluctuated greatly.

(3) Most **countries** and **regions** are used with the zero article (one notable exception is **The Gambia**). However, some compound names take **the**, especially when the place name contains an of-phrase, an adjective or is a plural and when the place name contains a common noun such as *republic, kingdom, state, union, ...*

the Isle of Wight, the Royal Opera, the West Indies, the Dominican Republic

(4) Most **lakes, single mountains, parks, bridges and public buildings** are used with the zero article although there are exceptions.

Lake Victoria, Mount Everest, Hyde Park, Brooklyn Bridge, Westminster Abbey

BUT: the Lake of Geneva, the Great Salt Lake, the Hague, the Golden Gate Bridge

Other geographical features are used with the definite article.

the Alps, the Bahamas, the North Sea, the Atlantic, the Amazon, the Gobi Desert

(5) Definite articles are usually dropped when **possessives** are used.

John's car (= **the** car that belongs to John)

(6) The zero article is used with forms of **transport and communication**.

to come **by bus**, to travel **by plane**, to communicate **by mail**

But the definite article is used when we refer to the system or service rather than the form of transport or communication.

to be on **the bus**, to take **the train**, to send something through **the mail**

(7) The zero article is used when we refer to the **function of places**.

to be in **bed**, to go to **church**, to go to **college**

But the definite article is used when we refer to the actual place rather than its function.

I went to **the school** to fetch the children.

(8) The zero article is used with days, months, times of the day and night, meals and holidays.

Monday, July, dawn, sunset, breakfast, Christmas, Easter

BUT: in the morning, in the afternoon, in the evening

(9) The zero article is used when a title is followed by a last name.

President Obama, Prime Minister Di Rupo

BUT: the President of the United States, the Prime Minister, ...

(10) Names of **theories**, effects, devices, scales, and so on modified by a proper name used as an adjective take a definite article:

the Doppler effect

the Heisenberg uncertainty principle

the Hubble telescope

the Kelvin scale

Note however that, when a proper name is used in possessive form, no article is used:

Coulomb's law

Einstein's theory of relativity

Broca's area

Wegener's hypothesis

## **Exercises**

1. Identify and correct the mistakes in the following sentences.

- a) My sister is agricultural engineer. She works for a NGO.
- b) The graphite is a polymorph of the element carbon.
- c) Tiger is the largest member of the cat family.
- d) They have made an enormous progress since the beginning of the year.
- e) The computers are getting cheaper and cheaper.
- f) The Soviet government decided to transform the dry lands around Aral Sea into cotton and rice fields.

- g) This report describes a simple and reliable method for attaching a radio-transmitter to lizard.
- h) Because of this phenomenon, a lot of debris ends up on the Japan's eastern coast.
- i) The global warming has an huge influence on our climate.

2. Fill in the blanks with either **a, an, the** or **Ø**.

- a) In \_\_\_\_\_ 1860s, Dr. Paul Broca discovered that \_\_\_\_\_ damage to \_\_\_\_\_ front left part of \_\_\_\_\_ brain resulted in \_\_\_\_\_ speech with \_\_\_\_\_ little semantic meaning.
- b) \_\_\_\_\_ hearing aid technology still has a number of drawbacks. For example, people who are deaf in both ears are unable to determine \_\_\_\_\_ direction of \_\_\_\_\_ sound with \_\_\_\_\_ conventional hearing aid. This limitation could result in \_\_\_\_\_ accident or injury if \_\_\_\_\_ wearer cannot decide \_\_\_\_\_ direction of \_\_\_\_\_ siren or any other warning sound.
- c) \_\_\_\_\_ writing is \_\_\_\_\_ complex sociocognitive process involving \_\_\_\_\_ construction of \_\_\_\_\_ recorded messages on \_\_\_\_\_ paper or some other material and, more recently, on \_\_\_\_\_ computer screen. \_\_\_\_\_ skills needed to write range from making \_\_\_\_\_ appropriate graphic marks, through utilizing \_\_\_\_\_ resources of \_\_\_\_\_ chosen language, to anticipating \_\_\_\_\_ reactions of \_\_\_\_\_ intended readers. \_\_\_\_\_ writing is not \_\_\_\_\_ natural ability like \_\_\_\_\_ speaking but has to be acquired through \_\_\_\_\_ years of \_\_\_\_\_ training or \_\_\_\_\_ schooling. Although \_\_\_\_\_ writing systems have been in existence for about 5,000 years, even today, only \_\_\_\_\_ minority of \_\_\_\_\_ world's population knows how to write.

## 4. Noun Compounds

There are three possible structures to put nouns together so that one modifies another. Unfortunately, the exact differences between these three structures are difficult to analyze and the general guidelines below suffer many exceptions. Here are only a few tendencies:

### a. Noun + 's + Noun

a. To form compounds of the noun's + noun type, we add **'s** to singular nouns (including common nouns ending in **-s**) and irregular plurals that don't end in **-s**; **'** to regular plurals and **'s** or **'** to singular proper nouns ending in **-s**.

my neighbor's house  
my boss's car  
my children's toys  
my daughters' toys  
the Jordans' car  
Charles' book or Charles's book

b. The **'s** structure is normally used to refer to something that is used or produced by a person or animal or that is a part of a person or animal.

a child's toy  
a woman's magazine  
children's clothes  
birds' nests  
cow's milk  
a child's face

If the animal is first killed to produce the item indicated by the second noun, then we use the noun + noun structure.

chicken breast  
lamb chop

c. It is also possible to use the **'s** structure for an organization, a natural phenomenon or a unique object, a geographical name and for a means of transport.

the government's decision  
the company's success  
the hurricane's intensity  
the earth's crust  
the city's new theater  
the world's population  
Belgium's largest city  
the car's maximum speed  
the train's arrival

You can also use **-s** with time expressions, periods of times, with places, with distances and values.

yesterday's newspaper  
next week's meeting  
a week's holiday

ten minutes' walk  
at the doctor's (office)  
a mile's walk  
two kilometers' distance  
a thousand dollars' worth of clothes

This is also the structure used when a proper name is used in noun compounds, laws, theorems, theories and diseases.

Darwin's theory (not ~~Darwin theory~~)  
Parkinson's disease  
Mach's principle  
Coulomb's law  
Newton's constant  
Euclid's theorem

In this matter, usage varies a lot, and for each disease or scientific rule of the noun's + noun type, there's one of the noun + noun type. For some of them, both structures even coexist. So before you use any such name, make sure you check what usage prescribes.

Creutzfeldt-Jakob disease  
Planck constant  
Dirac equation  
Doppler effect  
Fermi paradox

## b. Noun + Noun

a. The noun + noun structure is mostly used to make “classifying” expressions which name a particular kind of thing. This structure is used to talk about things that belong to common well-known classes (so that the two nouns really describe a single idea). Noun compounds function as a unit to create a new concept or define a new category.

a sheep dog  
fossil fuels  
an underground car park  
a night train  
a food processor  
cat food  
mountain plants

Compare:

a history book (but a book about the moon)  
a corner table (but the girl in the corner)  
the road sign (but signs of tiredness)  
the Sunday paper AND last Sunday's paper  
a coffee cup (a cup used for coffee) and a cup of coffee (a cup full of coffee)

b. Here are some common categories of noun compounds:

- 1) MATERIAL: What is it made of?  
a stone bridge  
a silk dress  
a gold ring
- 2) MODE OF OPERATION: How does it work?  
a friction brake  
an ink-jet printer  
hand brake
- 3) PURPOSE/FUNCTION: What does it do? What/who they are for?  
air filter  
English teacher  
adult education  
rubbish bin  
passenger car
- 4) LOCATION: Where is it used/found?  
a laptop computer  
car keys  
a kitchen sink
- 5) TIME: When is it used?  
summer cottage  
winter holidays  
afternoon tea
- 6) PLACE NAMES  
Liege University  
Cologne Cathedral  
Birmingham Airport
- 7) MEASUREMENTS  
a ten-pound note  
a three-mile walk  
a five-day course

Note that the number is usually joined to the first noun by a hyphen and is singular in form.

b. In such structures, nouns are sometimes written in one word (*a headache, a weekend*), with a hyphen (*the dining-room, the city-center*) or as two separate words (*a wine glass, a stomach ache*). It depends on the common use of the word.

Note that the first noun is usually singular in form, even if it has a plural meaning.

a ticket office (= an office that sells tickets)  
trouser pockets (= pockets in trousers)

Exceptions to this rule are when the first noun is only used in the plural (*a scissors jump*), when the first noun has a different meaning in the plural (*a clothes shop, a goods train*) and when the second noun refers to an entity which deals with more than one item or activity (*the accounts department* = the department which deals with all accounts, *the raw materials market* = the market of all raw materials).

d. Note that you should avoid however long string of nouns that show no grammatical relationships among the many nouns.

Compare:

\* central nervous system malformations  
Malformations in the central nervous system

e. If an adjective derived from the modifying noun exists, the structure adjective + noun will be preferred to the noun + noun structure.

legal decision  
a financial product

f. Compound nouns can also be formed with something other than a noun, such as an adjective, a verb form, a preposition, a letter.

a half-sister  
a would-be poet  
a by-product  
Y-shaped

g. Compound adjectives can be formed in the same way:

agreed-upon standards  
rust-resistant covering  
fire-tested material  
drought-stricken area

### c. Noun + preposition + noun

This structure is mainly used to refer to a concrete object, to talk about a process, when referring to more abstract ideas or when the second noun is a long phrase.

the color of the car  
the cleaning of the house  
the construction of the bridge  
the cost of living  
the meaning of life  
the dog of a girl I used to play with when I was a child

Compare:

Anne's description AND the description of Anne



Note that we always use the structure noun + of + noun with **beginning, end, top, front, back**.

the back of the car  
the beginning of the month

The structure noun + of + noun is also used with words that refer to units, selections and collections.

a piece of paper	a pack of cards
a bunch of flowers	a herd of cattle

## **Exercises**

### 1. Translate into English.

- a) le bureau du manager
- b) l'histoire d'Angleterre
- c) le mouvement des droits civiques
- d) un sentiment de déception
- e) une course de chevaux
- f) l'indépendance d'esprit
- g) la loi de la gravitation universelle de Newton
- h) les pays de la région

### 2. Choose the correct structure.

- a) an insurance company / a company of insurance / an insurance's company
- b) the top of the page / the page's top / the page top
- c) a registration form / a form of registration
- d) earth gravity / the gravity of the earth / the earth's gravity
- e) ground water's level / the water's ground level / ground water level
- f) the DNA number sequences/the number of DNA sequences
- g) experiment tanks / experimental tanks
- h) climate changes / the changes of climate
- i) books of geography / geography books
- j) water density / the density of water

### 3. Choose the correct sentence.

- a) The importance of the story was clear. / The story's importance was clear.
- b) The project development depends on a number of factors. / The development of the project depends on a number of factors.

- c) The advantages of tourism are great. / Tourism advantages are great.
- d) Giving a specific definition of a city is not easy. / Giving a specific city definition is not easy.
- e) The geocoding objective / the objective of geocoding is to turn a location into a pair of coordinates.

4. What is the difference between the following expressions?

- a) small-car factory / small car factory
- b) blue-lined paper / blue lined paper
- c) university-paid personnel / university paid personnel

## 5. Relative Clauses and Pronouns

The choice of relative pronouns depends on three factors:

- whether the antecedent is animate or inanimate
- the function of the relative pronoun in the relative clause
- whether the relative clause is defining or non-defining

**Defining relative clauses** (also called **restrictive** or **identifying** clauses) make it possible for us to tell which person or thing (or which kind of person or thing) is meant. They are never separated from the rest of the sentence by commas. **Non-defining relative clauses** (also called **non-restrictive** or **non-identifying** clauses) tell us more about a person or thing that is already identified, and they are always separated from the rest of the sentence by commas.

Compare:

The other major geologic process **that has affected the Moon's surface** is impact cratering, with craters formed when asteroids and comets collide with the lunar surface. (defining)

The periodicity and recurrence of eclipses of the Sun by the Moon, and of the Moon by the Earth, is described by the saros cycle, **which has a period of approximately 18 years**. (non-defining)

### a. Subject and Object Relative Clauses

Depending on these three factors, here's a table to help you choose the correct relative pronouns:

referent	function of the relative pronoun	type of clause	relative pronoun	
			formal	informal
people	subject	defining	<b>who</b>	who / that
		non-defining	<b>who</b>	who
	object	defining	<b>who / whom</b>	ø / that / who
		non-defining	<b>whom</b>	who
things/situations	subject	defining	<b>that / which</b>	that
		non-defining	<b>which</b>	which
	object	defining	<b>that / which</b>	ø / that / which
		non-defining	<b>which</b>	which

Some examples:

A common claim from cigarette manufacturers is that cigarette advertising does not encourage people **who would not otherwise smoke**. (animate antecedent, subject pronoun, defining clause)

Advertising is a form of communication **that typically attempts to persuade potential customers to purchase a product**. (inanimate antecedent, subject pronoun, defining clause)

Newspaper editors will have to come to terms with the restrictions on space **which advertising forces on the paper**. (inanimate antecedent, object pronoun, non-defining clause)

According to many sources, the past experience and state of mind of the person subjected to advertising may determine the impact **that advertising has**. (inanimate antecedent, object pronoun, defining clause)

Note that:

- Non-defining clauses are always introduced by wh- pronouns.
- In non-defining sentences, the relative pronoun can NEVER be dropped.
- **That** is used with an animate antecedent only in spoken English and should therefore not be used in academic writing.
- In spoken English, it is most common NOT to use a relative pronoun in object defining clauses.

#### b. Prepositional Relative Clauses

referent type of the clause		relative pronoun	
		formal	informal
people	defining	prep + <b>whom</b> + clause	- / <b>who</b> + clause + prep
	non-defining	prep + <b>whom</b> + clause	<b>who</b> + clause + prep
things/situations	defining	prep + <b>which</b> + clause	- / <b>which</b> / <b>that</b> + clause + prep
	non-defining	prep + <b>which</b> + clause	<b>which</b> + clause + prep

Some examples:

The man **you are laughing at** is my husband. (animate antecedent, defining clause)

I have found the book **that you were looking for**. (inanimate antecedent, defining clause)

The film **about which we were talking** was released in 1998. (inanimate antecedent, defining clause)

Europe hosted the largest number of immigrants, with 70.6 million people in 2005, the latest year **for which figures are available**. (inanimate antecedent, defining clause)

The percentage of asylum/refugee seekers who do not meet the international standards of special-needs refugee and **for whom resettlement is deemed proper** varies from country to country. (animate antecedent, defining clause)

Note that:

- In spoken English, the most common option is to omit the relative pronoun and place the preposition at the end of the relative clause.
- In academic English, the most common option is to place the preposition at the beginning of the relative clause.
- If the preposition is placed at the beginning of the relative clause, then the only possibilities for the relative pronoun are **which** or **whom**.
- In non-defining sentences, the relative pronoun can NEVER be dropped.

### c. Possessive Relative Clause

**Whose** suggests a relation of possession between the two nouns it connects:

A star is a celestial body that shines by itself and **whose source of energy is nuclear fusion occurring in its core**.

Note that:

- the French relative pronoun "**dont**" is not always translated by **whose** in English. It depends on the meaning of that pronoun:

Her son, **of whom she is so proud**, is a fool. (= "*Son fils, dont elle est si fière, est un sot.*")

- **Whose** is immediately followed by the possessed object or person and this noun is never preceded by an article:

The house **whose roof can be seen through the trees** is a Tudor house.

- if an indefinite article (**a/an**) or a number (**one/two**) precedes the possessed object or person, then you need to use another relative pronoun than **whose**:

This man, **of whom one child married last year**, has just died.

There were 80 passengers, **nearly all of whom were drowned**.

In the founding year, six other states joined, **only two of which remained members throughout the League's existence**.

### d. Translation of "*ce que/ce qui*"

"**Ce que**" and "**ce qui**" are translated by **which** when the antecedent of **which** is the whole sentence preceding the relative clause. In that case, **which** is always preceded by a comma (as it introduces a non-defining clause).

I was told that he had just found a job, **which gave me great pleasure**.

He told us he had travelled round the world, **which** was not true.

**What** means "the things which" and does not refer to an antecedent coming earlier in the sentence:

Proceedings take place **in what has been called 'the shadow of the vote'**.

**What I feel like** is an enormous piece of chocolate cake.

Note also the correct translation of "*tout ce que*":

*All (that)* I want is an enormous piece of cake.

### **Exercise**

Fill in the gaps with a relative pronoun and add a comma when necessary.

- a) In 2022, the Québec Legislature passed Bill 96 \_\_\_\_\_ most notably requires civil servants to exclusively use French for official speech and writing, with certain exceptions.
- b) Some religious groups hold the belief that the use of a certain language requires its followers to speak one language \_\_\_\_\_ is the approved language of the religion.
- c) Many countries now have policies designed to protect and promote regional and ethnic languages \_\_\_\_\_ viability is threatened.
- d) Early anthropology was divided between proponents of unilinealism \_\_\_\_\_ argued that all societies passed through a single evolutionary process, from the most primitive to the most advanced, and various forms of non-linear theorists \_\_\_\_\_ tended to subscribe to ideas such as diffusionism.
- e) Examples of governments include monarchy, Communist state, military dictatorship, theocracy, and liberal democracy, the last of \_\_\_\_\_ is considered dominant today.
- f) The author argued that the world was full of distinct cultures, rather than societies \_\_\_\_\_ evolution could be measured by how much or how little "civilization" they had.
- g) Most scholars acknowledge that certain aspects of language acquisition must result from the specific ways in which the human brain is "wired" \_\_\_\_\_ accounts for the failure of non-human species to acquire human languages.
- h) Language regulation refers to \_\_\_\_\_ a government does either officially through legislation or policy to cultivate language skills or to establish the rights of individuals to use languages.
- i) As organisms feed and migrate through soils, they physically displace materials \_\_\_\_\_ is an important ecological process called bioturbation.

## 6. Referencing Back and Empty Pronouns

a. **This**, **that** and **it** can both be used to refer back to things or situations that have just been talked or written about. But while **it** can only refer to an object or situation mentioned by name in the previous sentence, **this** and **that** usually refers to the entire idea suggested by the previous sentence. Compare:

The amount of rain the Midwest received in spring was much heavier than usual. In fact **it** was the second heaviest on record.

The amount of rain the Midwest received in spring was much heavier than usual. **This** has led to huge losses in the millions of dollars.

Note that **this** is used to signal that an entity is a new or important topic in the text or something that the writer wishes to emphasize. With **that**, the speaker/writer distances himself/herself more from the ideas expressed in the preceding clause or refers to opinions that are not his or hers but other people's.

If there is something that you particularly like that is fortified with vitamins, you could try writing to the manufacturer and asking where they come from. **This** not only helps you, it also lets the manufacturer know that people do care about what they're eating.

Then, feeling rather foolish, he turned and hurried away down the drive. **That** was a hopeless beginning, he thought, as he returned to the house.

b. **It** is also used as "empty subject" with expressions that refer to time and dates, the weather, temperatures, or distances. **It** is also used to identify a person and to give an opinion.

**It** is ten o'clock.

**It** rained for three days.

**It** is ten miles to the nearest petrol station.

**It** is your sister who plays the piano, isn't it?

**It turned out** that the painting was a fake Matisse.

**It looks as if** the potential for neural repair is narrowed down very early during embryonic development.

Pay also attention to the structure subject + verb + **it** + complement + infinitive/clause which is common with the verbs *to think*, *to consider*, *to find*, *to make*.

We **found it tiring to** listen to him.

I **thought it strange that** she hadn't written.

Do not mix up **it** and **there**. **There** is often used with "to be" to indicate that something exists in a place or to say where it is, but **there** can also be used with verbs of states or arrival such as *to appear*, *to arise*, *to arrive*, *to come*, *to emerge*, *to enter*, *to exist*, *to follow*, *to lie*, *to live*, *to occur*, *to remain*, *to result*, *to sit*, *to stand* or *to take place*.

**There is** a lot of noise in the street.

**There remains** nothing to be done.

**There followed** an uncomfortable silence.

**There** can also be used with verbs such as *to appear, to fail, to happen, to prove, to seem, to tend* or *to turn out* followed by **to + infinitive + to be**.

In the end, **there failed to be** a consensus among the staff.

**There tends to be** a lack of information in cases of emergencies.

c. Remember also that **this** and **these** are used for people or things which are close to the speaker and that **that/those** are used for people or things which are more distant from the speaker or not present.

Research has identified a number of influences on girls' weight control behaviors, such as peers, family, and the media, but much of **this** research has been atheoretical.

One logical fallacy that causes us to overlook evidence is the confirmation bias, **that** tendency for people to seek out and believe the data that supports their views while discounting the stuff that does not.

d. **The former** refers to the first of two items (people or things). **The latter** refers to the second. To refer to an item in a list of three or more, **the first** and **the last** are used.

Madiran and Tempranillo are grape varieties. **The former** originated in France, **the latter** in Spain.

Strikes in the public transport sector and years of unrestrained corruption are responsible for the government's unpopularity. **The former** are widely supported by the population, **the latter** are not.

The University offers four different Master's programs in the field of Public Health: Epidemiology, Disease Control, Management of Health System and Global Health, **the first** and **last** of which being taught in collaboration with the University of Oxford.

e. **One** and **ones** can be used as a substitute word to replace a countable noun already mentioned.

In his view, a truly democratic society is **one** in which all persons have a say in public economic policy.

Although children are exposed to only a very small subset of the allowable syntactic variants within their first language, they somehow acquire the systematic ability to understand and produce an infinite number of sentences, including **ones** that have never before been uttered, in that language.

Each **(one)** of these droplets may transmit the disease.

\*Mined aggregate is mixed with the recycled one.

Mined aggregate is mixed with recycled aggregate.

Note that **one** is not used with **these** and **those**, and that it is often left out after **this** and **that** (unless when used with an adjective).

\*The lifespan of a building does not end with the destruction of this one.

\*The lifespan of a building does not end with the destruction of it.

A building's lifespan does not end with its destruction.



**One** is also a pronoun used in general statements.

Skepticism asserts that certainty about anything is impossible, so **one** can never know for sure whether or not a god exists.

### **Exercise**

Fill in the gaps with *it, this/these, that/those, there, the former/the latter, one/ones*.

- a) Researchers have found that it is easier to start a traffic jam than to stop one. A small, but temporary, increase in the number of cars entering a highway can cause a bottleneck; however, after the number of cars decreases, traffic jams generally continue. \_\_\_\_\_ has been verified through the use of sensor data from Germany and the Netherlands.
- b) A new water collecting scheme has been implemented in Chili. As a result, the water is not only clean but far less expensive than water delivered to the area. Moreover, \_\_\_\_\_ is collected at no apparent cost to the environment. \_\_\_\_\_ is likely that this system could be successfully implemented in other areas around the world with similar environmental conditions and economic constraints.
- c) Some authors argue that anthropology originated and developed as the study of "other cultures", both in terms of time and space. Now \_\_\_\_\_ exist many works focusing on peoples and topics very close to the anthropologist's "home".
- d) Chronic stress is capable of changing the number of dopamine receptors. When \_\_\_\_\_ occurs, depressive behaviour may develop.
- e) \_\_\_\_\_ has not been determined how these policies are likely to affect small businesses.
- f) Equitable share in the fruits of growth is at the heart of the current debate between the "pro-marketeers" and \_\_\_\_\_ in favor of central planning. For \_\_\_\_\_, choices made within free market economies are insufficient to ensure justice for all.
- g) I think \_\_\_\_\_ is unbearable to live with someone who can't help you when you need him or her.
- h) Religion, \_\_\_\_\_ could argue, is an acquired characteristic, something a particular community bestows upon an individual.
- i) \_\_\_\_\_ is some question as to whether the current crisis can eventually be overcome.
- j) Girls identifying with the "Alternatives" reported more concern with their weight and appearance than other girls. \_\_\_\_\_ finding is intriguing, as the definition of the Alternative crowd reflects rebellion against social norms for appearance.
- k) All too often the use of the word "chemicals" in the news has the implication that they are bad. One never hears about chemicals that fight infections, help crops grow or lubricate engines. \_\_\_\_\_ is because the chemicals doing \_\_\_\_\_ jobs are called antibiotics, fertilizers and engine oil, respectively.

## 7. Subject-Verb Agreement

Subjects and verbs must agree in number. Conjugate your verbs. You wouldn't write in French "*// manger*", would you? Similarly, it sounds very ungrammatical to write in English "~~He eat~~".

Subject-verb agreement is generally quite straightforward in English. However, with subjects that introduce the idea of quantity, some additional rules are needed. Here are a few that are useful for academic writing.

a. We use the singular form of the verb when the subject is (a) **singular** (b) **uncountable** (c) **a clause**:

Sarah **is** twenty-one today.

The antique furniture in Mrs. McDonald's old house **was** sold for £14,000.

In good dental care, what **is** important **is** regular brushing and a good mouthwash.

What we are interested in **is** wheat varieties.

However, if the idea of plurality is strongly present, then this rule is not always followed. So, it is quite conceivable to say:

What we are interested in **are** wheat varieties.

Note that, if a verb is the subject of a sentence, this verb takes the form of a gerund (not an infinitive without "to"). We also use the singular form of the verb when the subject is a gerund.

Smoking **is** hazardous to health.

\*Smoke is hazardous to health.

b. When two noun phrases are linked by **or**, the verb usually agrees with the nearest noun phrase.

Either the accused or the witnesses **were** lying. They couldn't both be telling the truth.

Either the witnesses or the accused **was** lying. They couldn't both be telling the truth.

The same applies to a subject constructed with **not only ... but**:

Not only George but also his friends **are** buying the horse.

c. Similarly, with **there is / there are**, the verb agrees with the nearest noun phrase:

There's a chair and table in the room.

There **are** three chairs and a table in the room.

There's a table and three chairs in the room.

d. A phrase with **as well as** or **with** (or a phrase with **and** in brackets) does not make the subject plural.

George, together with some of his friends, **is** buying a race-horse.

The kitchen (and of course the dining-room) **faces** due west.

e. Subject-verb agreement with 'quantifiers':

(1) The quantity pronouns **any**, **either**, **neither** and **none** are sometimes used with a singular verb and sometimes used with a plural verb when they function as the subject of the clause, depending on how strong you think the idea of plurality is.

Compare the following pairs and see which you prefer:

I invited four policemen to my wedding but none was present.  
I invited four policemen to my wedding but none were present.

I have two sisters but neither of them is married.  
I have two sisters but neither of them are married.

I don't think either of them deserves a husband.  
I don't think either of them deserve a husband.

I don't think any of the children is invited to the wedding reception.  
I don't think any of the children are invited to the wedding reception.

Note that **neither**, not **no** or **none**, is used to talk about two people or things.

Neither of my parents could be there. (NOT ~~None of my parents~~ ...)

## (2) **A lot of / lots of**

The two forms mean exactly the same thing. **Lots of** is simply more informal than **a lot of**. You can use both expressions with singular (uncountable) or plural nouns.

The verb always agrees with the noun following **a lot of / lots of**.

There's still lots of work to do.  
A lot of time **is** wasted in meetings.  
A lot of people **were** affected by the storm.  
There **are** lots of interesting things to do here.

However, learners tend to massively overuse the quantifiers **a lot of / lots of**, which are rarely used in academic writing or professional reports. Try to use more formal quantifiers instead.

Some would argue that banning smoking in restaurants will bring ~~lots of~~ advantages.  
Some would argue that banning smoking in restaurants will bring **many / a number of** advantages.

In the past two decades there has been ~~a lot of~~ discussion about the dangers of genetic engineering.

In the past two decades there has been **a great deal of** discussion about the dangers of genetic engineering.

### (3) Quantifying expressions

Quantifying expressions such as **a majority of, a minority of, a group of, a number of, a couple of, ...** are used with plural nouns and plural verbs.

A minority of the students **are** willing to pay more.  
A group of my friends **plan** to open a travel agency.  
Some of these people are relations and the rest **are** old friends.  
A number of students **were** late.

Note that the expression **the number of** usually takes a singular verb since it refers to a single quantity:

The number of students registered in the class **is** 20.

Note also that **amount** is mostly used with uncountable nouns (although, in a more informal context, it can occur with a plural noun) and is always followed by a singular verb.

The amount of work to accomplish **is** daunting.

f. We use a singular verb when the subject is **somebody/someone, anybody/anyone, everybody/everyone, nobody/no one** and **nothing**.

Everyone **has** to take the test.

Note that the plural pronouns and adjectives **they, their** and **them** are used to refer back to a singular indefinite person: **somebody/someone, anybody/anyone, nobody/no one, a person, ...** The plural pronoun is also convenient when the person referred to could be either male or female.

If **anybody** wants a ticket for the concert, **they** can get it from my office.  
Tell each person to help **themselves** to what **they** want.  
No girl should have to wear school uniform, because it makes **them** look like a sack of potatoes.

g. With **fractions** and **percentages**, the verb agrees with the preceding noun or clause:

One-third of this article **is** taken up with statistical analysis.  
Half of what he writes **is** undocumented.  
One-third of the students **have** graduate degrees.  
Half of his articles **are** peer-reviewed.

22 per cent of the citizens of this planet **are** engaged in the formal education system.

h. We use a singular verb after **who** or **what**.

Who **knows** the answer? We all do.  
What's happened? Several things.

i. Expressions of **time**, **money** and **distance** usually take a singular verb:

Ten dollars **is** a great deal of money to a child.

Ten kilometers **is** too far to walk.

Six weeks **is** not long enough.

j. Adjectives preceded by **the** and used as plural nouns take a plural verb:

The rich always **get** richer.

The poor **face** many hardships.

k. Group nouns or collective nouns refer to groups of people. After a singular group noun, the verb can often be either singular or plural. The choice depends on whether we see the crowd as a whole (in which case a singular verb is used) or as a number of individuals (in which case a plural verb is used). In Academic English, if there is no difference in meaning, a collective noun is most commonly used with a singular verb.

The audience **was** applauding like mad and stamping **its** feet in excitement.

The audience **were** applauding like mad and stamping **their** feet in excitement.

With a singular verb, we use **it**, **its** and **which/that**. With a plural verb, we use **they**, **their** and **who/that**.

The government **wants** to improve **its** image.

The government **want** to improve **their** image.

The crowd **which has** gathered here is in a cheerful mood.

The crowd **who have** gathered here are in a cheerful mood.

Note that plural names of countries usually have singular verbs and pronouns.

The United States **is** anxious to improve **its** image in Latin America.

## **Exercise**

Choose the correct form of the verb that agrees with the subject.

- a) Not only the students but also their instructor (has / have) been called to the principal's office.
- b) Do you trust advice that (is / are) made available to the general public?
- c) Scientific data (shows, show) that humans share anatomical, physiological and biochemical similarities with other mammals.
- d) Academic institutions and the science community (is / are) forging new, innovative partnerships to advance science.
- e) The scientific team (is / are) analyzing 80 consumer paint samples.
- f) The International Club, as well as the Computing Club and the Veterans Club, (needs / need) to submit a new constitution.

- g) I think there (is / are) still lots of room for improvement.
- h) The number of students who (has / have) failed (is/ are) quite small.
- i) A large number of voters still (vote / votes) along straight-party lines.
- j) The majority (was / were) in favor of banning smoking in public places.
- k) One-fifth of the students (has / have) failed the test.
- l) The couple (disagree / disagrees) about disciplining their child.
- m) The Board of Directors (decide / decides) on the number of all grants to be given to non-profit organizations.
- n) For years, nobody was detained for (its / their) part in the massacre, but this year four people have been detained.

## 8. Tenses in Academic English

The use of tenses is more limited in academic writing than it is in everyday conversation. The following table is an attempt at describing the most common uses of Present and Past tenses in academic writing, but you should keep in mind that this is bound to vary depending on the field you are writing for. A rule of thumb is to remain consistent: if you start a sentence with the Present Simple, the rest of the sentence should be in the Present Simple as well.

The Present Simple is by far the most commonly used tense in academic writing.<sup>2</sup>

Tense	Used to describe:
<b>Present Simple</b>	<ul style="list-style-type: none"> <li>- <b>permanent situations</b></li> <li>- <b>facts or rules that are true regardless of time</b></li> <li>- <b>beliefs that are not expected to change</b></li> <li>- <b>outcomes, results and findings of research</b></li> </ul>
	In record stores, 'urban' <u>is</u> code for rap and hip-hop.
	Our understanding of the suburbs <u>tends</u> to be restricted to an odd mix of cliché and dated pop culture.
	The only difference between sprawl and conventional downtowns is that sprawl <u>is built</u> around the automobile, not around walking and public transportation.
<b>Present Continuous</b>	This paper <u>discusses</u> some asymptotic uniform linearity results of randomly weighted empirical processes based on long-range dependent random variables. These results <u>are</u> subsequently <u>used</u> to linearize nonlinear regression quantiles in a nonlinear regression model with long-range dependent errors, where the design variables can be either random or nonrandom. These, in turn, <u>yield</u> the limiting behavior of the nonlinear regression quantiles. As a corollary, we <u>obtain</u> the limiting behavior of the least absolute deviation estimator and the trimmed mean estimator of the parameters of the nonlinear regression model.
	- <b>temporary actions or situations that are going on now or lately</b>
	Our aim has been to present work that illuminates that question—what <u>is happening</u> in the suburbs, in terms of the built form, the economy and social relations?
	In many urban areas, street canopies <u>are disappearing</u> as disease, age, and lack of maintenance of new trees slowly reduce the number of trees.

<sup>2</sup> Examples taken from Kirby, A., & Modarres, A. (2010) The Suburban Question: Notes for a research program. *Cities* 27 (2), 65-126.

Tense	Used to describe:
<b>Present Perfect Simple</b>	<ul style="list-style-type: none"> <li>- ongoing issues or research</li> <li>- beliefs that contain an element of uncertainty, that are expected to change</li> <li>- processes that have continued or have happened several times up to the present time</li> <li>- processes that are happening within a period of time that is not over</li> <li>- used in conclusions to summarize arguments made in a paper</li> </ul>
	<p>From the outset, the very term 'sub-urban' <u>has connoted</u> an inferior form of city.</p> <p>It would be wrong, of course, to infer that there <u>has been</u> no academic interest in suburbs.</p> <p>In recent years, anti-suburbanism <u>has renewed and manifested</u> itself in terms of a new regionalism.</p> <p>What is more, the qualitative analyses in this chapter <u>have illustrated</u> crucial aspects of the lexical characteristics of everyday spoken language, and although we <u>have argued</u> against over-generalization from one-off analyses, it is true that one does not need much data to see the same features constantly recurring.</p>
<b>Present Perfect Continuous</b>	<ul style="list-style-type: none"> <li>- same use as the Present Perfect Simple but with an emphasis on the duration of the process</li> </ul>
	<p>Joel Kotkin <u>has been writing</u> about 'New Suburbanism' for several years.</p> <p>This pure space, which has only extension but no location, is quite different from the theatrical spaces I <u>have been discussing</u> so far.</p>
<b>Past Simple</b>	<ul style="list-style-type: none"> <li>- actions or situations that are over at the time of writing</li> <li>- studies that have already been performed</li> <li>- arguments of a researcher who has already published his research</li> </ul>
	<p>Manhattan a century ago <u>was</u> the archetype of the modernist city.</p> <p>Just the suggestion of this <u>was implied</u> in Masotti's (1973) early discussion of the urbanisation of the suburbs.</p> <p>The politics that <u>produced</u> the (public) modern infrastructural ideal for the centres and the (privatized) modern infrastructural ideals for the peripheries, largely <u>treated</u> the in-between cities of our metropolitan regions as residual spaces to be filled by thruways and bypasses.</p>
<b>Past Continuous</b>	<ul style="list-style-type: none"> <li>- actions or situations that were in progress around a particular past time</li> </ul>
	<p>We can be sure that when novelist Anthony Powell described one of his characters as possessing a "face like Hampstead Garden Suburb" he <u>was offering</u> no compliments.</p>



<b>Past Perfect</b>	- <b>actions or situations that happened earlier than a particular past time</b>
	By 1925, planners such as Stein and Mumford <u>had grown</u> tired of large, failing cities and began to write openly about them.

Note that you must also respect the sequence of tenses. A clause introduced by a past reporting verb must be **shifted** to the past:

Franz Boas argued that the world **was** full of distinct cultures, rather than societies whose evolution **could** be measured by how much or how little "civilization" they **had**.

Government officials said that they **were correcting** the problem.

Tense choice in reviewing previous research is subtle and somewhat flexible. The following, therefore, are only general guidelines for general usage.<sup>3</sup>

<b>Past Simple</b>	- <b>reference to single studies</b> - <b>focus on the procedures of experiments or studies</b>
	<p>Jones (1997) <u>investigated</u> the causes of illiteracy.</p> <p>The causes of illiteracy <u>were investigated</u> by Jones (1997).</p> <p>Bogren et al statistically <u>modelled</u> the magnitude of such temperature deficits with respect to solar elevation.</p>

<b>Present Perfect</b>	- <b>reference to areas of inquiry of current relevance</b> - <b>reference to continuing debate</b> - <b>researchers are not mentioned within the sentence</b>
	<p>The causes of illiteracy <u>have been widely investigated</u> (Jones 1977, Ferrara 2000, Hyon 2004)</p> <p>There <u>have been</u> several investigations into the causes of illiteracy (Jones 1977, Ferrara 2000, Hyon 2004).</p> <p>Several researchers <u>have studied</u> the causes of illiteracy (Jones 1977, Ferrara 2000, Hyon 2004).</p>

<sup>3</sup> See Swales, J., & Feak, C. (2010) *Academic Writing for Graduate Students*. University of Michigan Press.

<b>Present Simple</b>	<ul style="list-style-type: none"> <li>- report of major tenets or central aspects of an author's work (rather than individual studies)</li> <li>- reference to state of current knowledge</li> <li>- focus on what has been found</li> </ul>
	<p>The causes of illiteracy <u>are</u> complex (Jones 1977, Ferrara 2000, Hyon 2004).</p> <p>Illiteracy <u>appears</u> to have a complex set of causes.</p> <p>As Wittgenstein <u>suggests</u>, there is no such thing as a private language.</p>

### Use of time markers

The following time markers are often mixed up by French speakers. Don't depend on their translations, and focus instead on their meaning.

<b>for</b>	<b>indicates how long something lasted.</b>
	<p><b>For decades</b>, society has encouraged people to be more physically active.</p> <p>Another treatment option against grass pollen allergy is an oral lyophilisate to be taken daily <b>for three years</b>.</p> <p>This research is an important step toward understanding what components are needed to store memories <b>for a lifetime</b>.</p>
<b>since</b>	<b>indicates when something started.</b>
	<p>The 2013 census estimated the first pup population decline to be 4.2% per year <b>since 2007</b>.</p> <p><b>Since December 2016</b>, Brazil has been grappling with its worst yellow fever outbreak for several decades.</p>
<b>ago</b>	<b>indicates how far in the past something happened.</b>
	<p><b>About four years ago</b>, there was evidence of a decline in obesity in preschoolers.</p> <p>There have been many studies, some <b>from quite a while ago</b>, predicting what the heliosphere shape should look like.</p>
<b>during</b>	<b>indicates when (= what kind of period) something happens.</b>
	<p>Stress in early childhood leads to faster maturation of certain brain regions <b>during adolescence</b>.</p>

<b>over</b>	<b>indicates that something happens within a specific lapse of time.</b>
	<p>The generic drug market has historically produced drug prices that typically decrease <b>over time</b>.</p> <p>The business management experts conducted a meta-analysis, examining the entire body of research completed <b>over decades</b>.</p>
<b>throughout</b>	<b>indicates that something happens during the entire period of time.</b>
	The United States held the position of the world's tallest building <b>throughout the 20th century</b> until 1998, when the Petronas Towers were completed in Kuala Lumpur.
<b>by</b>	<b>indicates that something is done no later than the time mentioned.</b>
	Can you finish the work <b>by five o'clock</b> ?
	<b>By now</b> , it has been well established that ubiquitin fulfils numerous additional duties in cellular signal transduction.
	<b>indicates that something is the case all the while until the time mentioned.</b>
<b>on</b>	<b>By 2020</b> the US had been an independent country for 200 years.
	<b>indicates that something happened on a particular day or date</b>
<b>in</b>	A sequence of radar images of asteroid 1998 QE2 was obtained <b>on the evening of May 29, 2013</b> .
	<b>indicates that something happened in a particular period of time</b>

## Exercises

### 1. Fill in the gaps with a time marker.

- By increasing the pressure of the solar wind, our heliosphere today is bigger than it was just a few years \_\_\_\_\_.
- A new study found that sitting around \_\_\_\_\_ 12 or more hours per day increased the risk of early death—even in those who exercised.
- The researchers used hip-mounted activity monitors to objectively measure inactivity during waking time \_\_\_\_\_ a period of seven days in 7,985 adults over age 45.
- In 1938, Eichmann helped organize Jewish emigration from Austria. \_\_\_\_\_ the time he left Vienna in May 1939, nearly 100,000 Jews had left Austria legally, and many more had been smuggled out to Palestine and elsewhere.

- e) Compared to control days, the daily incidence rate of MI was higher \_\_\_\_\_ the winter holidays.
- f) Hostilities between the two groups have been in abeyance \_\_\_\_\_ last June.

2. Conjugate the verbs in brackets in the right tense: Present Simple, Past Simple, Present Perfect in the text below.

- a) High-resolution seismic monitoring of the shallow subsurface \_\_\_\_\_ (to remain) challenging to achieve in practice. Researchers \_\_\_\_\_ (now, to develop) a spatially windowed surface-wave analysis method using data from a Canadian carbon dioxide-storage site. Using this approach \_\_\_\_\_ (to permit) accurate and high-resolution monitoring with a single ACROSS unit, and \_\_\_\_\_ (to offer) the potential to identify natural seismic phenomena and fluid leakages from storage sites.
- b) Fuel cells \_\_\_\_\_ (long, to be viewed) as a promising power source. But most fuel cells \_\_\_\_\_ (to be) too expensive, inefficient, or both. In a new approach, inspired by biology, a team \_\_\_\_\_ (to design) a fuel cell using cheaper materials and an organic compound that shuttles electrons and protons.
- c) A central concern across social sciences \_\_\_\_\_ (to be) to understand the extent to which mass communication can influence social and political outcomes. Indeed, many scholars \_\_\_\_\_ (to show) that media effects \_\_\_\_\_ (to abound) and \_\_\_\_\_ (to cover) a wide area of topics, anywhere from political support and electoral behavior up to the perpetration of violence.

3. Conjugate the verbs in brackets in the right tense: Present Simple, Past Simple, Present Perfect in the text below. It is the introductory paragraph of a scientific paper in psychology.

#### **Heavy drinking across the transition to college: Predicting first-semester heavy drinking from precollege variables<sup>4</sup>**

The high rate of heavy drinking in college, coupled with the serious consequences that heavy drinking often has for young adults, \_\_\_\_\_ (to spark) deep concerns among parents of college and college-bound students. Consequently, identifying risk factors for collegiate drinking, especially those risk factors that are potentially modifiable, \_\_\_\_\_ (to represent) an important public health effort. A substantial body of resulting research \_\_\_\_\_ (to identify) a number of risk factors associated with the heavy-drinking behavior of college students, including person-based factors such as impulsive/disinhibited personality traits.

A particularly notable research finding is that, while in high school, college-bound high school seniors \_\_\_\_\_ (to drink) less heavily than their noncollege-bound peers but go on to drink more heavily than those peers in the years immediately after high school. Thus, the transition to college \_\_\_\_\_ (to accompany, Passive Voice) by a major change in drinking behavior that \_\_\_\_\_ (to occur) over a relatively brief time span. Unfortunately, however, the phenomenon of increased drinking during the transition to college \_\_\_\_\_ (to receive) relatively little attention in the research literature. In fact,

---

<sup>4</sup> Sher, K., & Rutledge, P. (2007) Heavy drinking across the transition to college: Predicting first-semester heavy drinking from precollege variables. *Addictive Behaviors*, 32 (4), 819-835.

we \_\_\_\_\_ (to be) able to identify only three prospective studies that \_\_\_\_\_ (to focus) on the college-transition period, one multi-campus study and two single-campus studies. The MTF study, with its multi-stage random sampling of multiple cohorts over a 30-year period, \_\_\_\_\_ (to provide) a broad overview of longitudinal alcohol-use trends among high school students and young adults in the United States, including those in college; however, the breadth of MTF \_\_\_\_\_ (to achieve, Passive Voice) at the cost of depth, in that very few correlates of precollegiate drinking \_\_\_\_\_ (to assess, Passive Voice). The other two prospective studies \_\_\_\_\_ (to take) a more in-depth look at drinking across the college transition by examining a number of potential correlates, although in relatively small, single-institution samples that may not be representative of students at the institutions at which the studies \_\_\_\_\_ (to conduct, Passive Voice). For example, Baer et al. (1995) \_\_\_\_\_ (to find) that male sex, history of conduct problems, and fraternity/sorority residence \_\_\_\_\_ (to be) risk factors for increased drinking from the senior year in high school to the freshman year of college; however, because of this study's focus on heavy drinkers, the sample in this study \_\_\_\_\_ (to consist) entirely of individuals who \_\_\_\_\_ (to be) heavy drinkers in high school, thus excluding those individuals who \_\_\_\_\_ (to show) changes from abstinence or light drinking to heavy drinking. Although each of the above three studies \_\_\_\_\_ (to shed) light on the issue of heavy drinking across the transition to college, additional studies \_\_\_\_\_ (to need, Passive Voice) in which researchers \_\_\_\_\_ (to couple) a more in-depth, multivariate approach with a more representative sample.

The primary goal of the present report \_\_\_\_\_ (to be) to characterize those precollege variables that \_\_\_\_\_ (to predict) heavy drinking during the first semester of college.

## 9. Place of Adverbs

a. An adverb modifies/qualifies/affects a verb (except "to be"). There are three possible positions in the sentence for an adverb: front position, mid position, end position. Note however that in academic writing adverbs are often placed in mid position rather in front or end positions.

Mid position means that:

(1) the adverb is placed directly BEFORE a lexical verb (a lexical verb is a verb that is not an auxiliary verb or a modal verb):

He **often** plays tennis.

This also means before **to have** when used as a lexical verb:

I **honestly** have no idea where she might be.

This also means before **to do** when used as a lexical verb:

I **usually** do my homework as soon as I get back home.

In mid position, the adverb thus comes BETWEEN the auxiliary or modal verb and the lexical verb.

He doesn't **even** know how he got there in the first place.

He is **still** looking for a job.

She has **apparently** travelled to Africa several times.

We didn't **always** agree with him.

We should **always** go to the doctor before taking medicine.

It should **always** be the case.

That means BETWEEN the subject and the lexical verb in a question:

Don't they **both** work for an advertising agency?

Shouldn't you **sometimes** something else than pizza?

That means BETWEEN the auxiliary verb of a negative imperative and the lexical verb:

Don't **ever** show him disrespect.

The rule of thumb is that an adverb cannot separate a verb from its direct object.

(2) the adverb is placed AFTER the lexical verb "to be" when used without an auxiliary verb:

He is **often** late.

(3) the adverb comes AFTER the first auxiliary or modal verb if there is more than one:

This question has **already** been asked before.

He must **definitely** have landed by now.

However, an adverb modifying the lexical verb such as an adverb of degree, can be placed directly before the lexical verb:

The building has been **completely** destroyed in the explosion.

The whole trip must be **carefully** planned.

In mid position, the adverb usually comes BEFORE the first auxiliary or modal verb for special emphasis:

He **probably** doesn't know what you are talking about!

This is most notably the case of **still** when used emphatically in a negative sentence.

I **still** don't know what to do.

TYPE OF ADVERB		MAIN POSITION	OTHER POSSIBLE POSITION
adverbs of INDEFINITE FREQUENCY			
frequently, occasionally, often, regularly, sometimes, usually, ...		mid position	end position
BUT always, ever, hardly ever, never, no longer, rarely, seldom		mid position	
adverbs of DEFINITE FREQUENCY			
hourly, daily, weekly, monthly, yearly		end position	
LONGER ADVERBIALS OF FREQUENCY			
once a week, three times a month, ...		end position	front position
adverbs of INDEFINITE TIME			
already, eventually, finally, last, once, soon, still, ...		mid position	end position
BUT just		mid position	
BUT before		end position	
BUT yet			
BUT afterwards			front position
DEFINITE TIME adverbs and LONGER TIME ADVERBIALS			
today, tomorrow, yesterday		end position	front position
in October, at 6 o'clock, for several hours, ...			
adverb(ials) of PLACE			
around, here, there, to bed, upstairs, out of the window, ...		end position	
adverbs of MANNER			
angrily, carefully, slowly, ... (when emphasized) hard, like a baby, ...		end position	
adverbs in -ly when not emphasized		end position	mid position
EVALUATIVE adverbs			
curiously, oddly, well, badly, ...		end position	before a phrase or a past participle
adverbs of DEGREE			
absolutely, even, partly, particularly, ...		before the part of the sentence they modify	
BUT only (in speech)		mid position	
Very much, a little, ...			
+ much, too much, a lot, a bit, slightly, terribly, awfully		end position	
adverbs of MODALITY			
actually, fortunately, obviously, ... probably, possibly, perhaps, ...		mid position	front position
also		mid position	
too / as well		end position	
enough		after an adjective or adverb before a noun	
Several adverbials in end position:			
manner	place	frequency	time

b. A **split infinitive** indicates that an adverb comes between the adverbial modifier **to** and the infinitive. This grammatical construction should be avoided when possible. However, it can sometimes be used to avoid ambiguity.

The size of the container could be modified to **downwardly** adjust the portion size and amount of consumption.

\* The size of the container could be modified **downwardly** to adjust the portion size and amount of consumption. (suggests a downward modification)

\* The size of the container could be modified to adjust the portion size and amount of consumption **downwardly**. (suggests a downward modification)

Another possibility is to rewrite the sentence:

The size of the container could be modified to allow a downward adjustment of the portion size and amount of consumption can be downwardly adjusted.

c. Note that we can use an adverb to modify an adjective.

It's an understandably difficult issue. (NOT ~~It's an understandable difficult issue.~~)

### **Exercise**

Place the adverbs in brackets in the right position in the sentence.

- a) The most commonly used classification scheme was developed by Wladimir Köppen. (originally)
- b) Modern climate classification methods can be divided into *genetic* methods and *empiric* methods. (broadly)
- c) The reviews of the product have been brilliant. (consistently)
- d) Deserts have a large diurnal and seasonal temperature range, with high daytime temperatures (usually)
- e) The Isthmus of Suez and that of Panama are transected by artificial canals which effectively separate these landmasses. (both)
- f) The durations of the ON and OFF periods are distributed. (exponentially)
- g) All samples were checked for possible contamination. (thoroughly)
- h) In such cases, it is wise to repeat the tests at least twice. (generally)
- i) We need to meet the needs of those enrolled in the program. (adequately)
- j) Neural networks have the ability to classify new patterns. (correctly)



## 10. Common Spelling Mistakes

a. Remember irregular foreign plurals:

(1) **-is** /ɪs/ → **-es** /i:z/

axis / thesis / hypothesis / basis / analysis / diagnosis  
> axes / theses / hypotheses / bases / analyses / diagnoses

(2) **-ium** /əm/ → **-ia** /ə/

stratum / medium / bacterium > strata / media / bacteria

(3) **-on** /ən/ → **-a** /ə/

phenomenon / criterion / mitochondrion > phenomena, criteria, mitochondria

(4) **-us** /əs/ → **-i** /aɪ/

nucleus / bacillus / radius / stimulus / fungus > nuclei / bacilli / radii / stimuli / fungi

(5) **-a** /ə/ → **-ae** /i:/ or /aɪ/

antenna / formula / vertebra > antennae / formulae / vertebrae

Note also the plural of abbreviations: *GMOs, Y-junction CNTs, ...*

b. An adjective is transformed into an adverb by adding **-ly**. Except for adjectives ending in **-le**, the last vowel of the adjective should not be dropped.

incredible → incredibly  
adequate → adequately (not ~~adequately~~)  
approximate → approximately (not ~~approximatly~~)  
accurate → accurately (not ~~accuratly~~)

Note also the spelling of:

public → publically  
economic → economically  
theoretical → theoretically

c. Pay attention to differences of spelling between French and English:

(1) Words with a double consonant in French and a single consonant in English:

enemy, honest, literature, apartment BUT marriage  
personal, rational, proportional

(2) Confusion between **-ant** and **-ent** or between **-ible** and **-able**.

solvent, reagent, substituent, independent

responsible, edible

(3) The English suffix **-ment** is directly attached to the basic verb: *to attach* > *attachment*. Similarly:

amendment, commitment, resentment, harassment, development

d. Pay attention to the spelling of the following words:

- a lot (not ~~alot~~)
- another (always spelled in one word) (not ~~an other~~)
- retrieve, believe, relieve, yield BUT perceive, deceive, receive, conceive, weird
- to fill BUT to fulfil.
- full BUT useful, grateful, healthful (as all adjectives ending in **-ful**)
- already, almost, almighty, always, altogether BUT all right

e. Pay attention to the spelling of the following scientific terms:

- magnifier, amplifier, consumer, resistor, and condenser (The suffix **-er** / **-or** is directly attached to the basic verb: inform > informer, NOT ~~informater~~)
- accommodate, inoculate, separate, desiccate, differentiate, dissipate
- characterize, distinguish, exceed, harass, liquefy, precede
- anoint, basin, crystal, skeleton
- resource, occurrence
- oxide / dioxide / oxidize
- disastrous, heterogen(e)ous / homogen(e)ous

f. British and American English spelling.

The main patterns of spelling variation are shown below. You can of course use whichever spelling you prefer but it is sensible to be consistent. Word processors often have spell-check features that check the spelling of what you write. You can usually set these to either UK or US spelling.

British English	American English	British and American English
<b>-our</b> labour, behaviour, favourable	<b>-or</b> labor, behavior, favorable	author, donor, doctor, reactor, resistor, ...
<b>-re</b> centre, metre, litre, lustre	<b>-er</b> center, meter, liter, luster	metre (= measuring device)
<b>-l</b> cancelling, labelled, modelled, traveller	<b>-ll</b> canceling, labeled, modeled, traveler	
<b>-l</b> skilful, wilful, fulfil, enrol(ment), instal(ment)	<b>-ll</b> skillful, willful, fulfill, enrollment, installment	

<b>-ogue</b> catalogue, dialogue, analogue	<b>-og</b> catalog, dialog, analog	
<b>-ise / -isation</b> emphasise, minimise, globalise / globalisation	<b>-ize / -ization</b> emphasize, minimize, globalize/globalization	advise, arise, comprise, compromise, despise, devise, disguise, enterprise, exercise, improvise, incise, revise, supervise, surprise
<b>-yse</b> analyse, <i>catalyse</i> , <i>paralyse</i>	<b>-yze</b> analyze, catalyze, paralyze	analysis, catalysis and paralysis
<b>-ce</b> defence, offence, pretence, practice (noun), licence (noun)	<b>-se</b> defense, offense, practice (verb and noun), license (verb and noun)	
<b>-ae/-oe</b> anaesthetic, haemorrhage, manoeuvre	<b>-e</b> anesthetic, hemorrhage, maneuver	
aluminium plough grey tyre mould	aluminum plow gray tire mold	

## 11. Punctuation

Learning how to use punctuation correctly is important because it helps to make the meaning of a sentence clear for the reader. The wrong use of punctuation can make the sentence confusing or even give it a completely different meaning. Consider for example:

He wanted to change his name which was ridiculous. (NO COMMA)

He wanted to change his name, which was ridiculous. (WITH COMMA)

full stop (BE) / period (AE)	
- Marks the end of a sentence	
question mark	
- Marks the end of a direct question	
exclamation mark	
- Indicate surprises, admiration, etc.  Not used in academic writing	
Comma	
- Separates words in a list	
<p>✓ A comma separates elements in a list such as nouns, adjectives, infinitive phrases, predicates, ...</p> <p><u>NB</u>: A comma before "and" is possible, but not required. This is known as the Oxford comma or serial comma, and it is more common in the US, than in the UK. It sometimes helps avoiding confusion.</p> <p><u>NB</u>: A comma is not used if only two elements are listed.</p>	<p>The motorcycle is red, white, and blue.</p> <p>Everybody wants to meet him, to talk to him, and to get some money from him.</p> <p>He won the lottery, quit his job, and bought presents for all his friends.</p> <p>The aim is to eradicate greed, vanity, and gratitude and to increase independence.</p> <p>I don't know where she is or when she will return.</p>

<p>✓ To separate adjectives that modify the same noun separately to the same degree</p>	<p>Critics praise the novel's unaffected, unadorned style.</p> <p>BUT The animal was identified as an endangered white rhinoceros.</p>
<p>- to join two independent clauses connected by <b>and, but, or, yet</b>.</p> <p><u>NB</u>: Two independent clauses cannot be connected by a comma only.</p> <p><u>NB</u>: Words such as <b>nevertheless</b> or <b>however</b> cannot be used to join two sentences.</p>	<p>What we require is a National Emergency Government, but no two men I meet can agree how this can be formed.</p> <p>The driver managed to escape from the vehicle before it sank, and swam to the river-bank.</p> <p>We started to unpack our things: pretty soon we were ready for the beach.</p> <p>Much of the literature advocates stretching preparatory to exercise. However, the mechanisms are not well understood.</p>
<p>- to frame adverbial clauses or phrases</p> <p><u>NB</u>: No comma is used after the main clause when a subordinate clause follows it (except for cases of extreme contrast)</p>	<p>Recently, the number of service enterprises in wealthier free-market economies has grown rapidly.</p> <p>Although it might seem highly unlikely, there are considerable similarities between the male and female body.</p> <p>The opposition parties, however, were unwilling to accept any program of economies which did not involve a cut in the standard rate of benefit.</p> <p>She was late for class because her alarm clock was broken.</p> <p>BUT She was still quite upset, although she had won the Oscar.</p>

<p>- to frame adverbial clauses or phrases</p> <p><b>NB:</b> No comma is used after the main clause when a subordinate clause follows it (except for cases of extreme contrast)</p>	<p>Recently, the number of service enterprises in wealthier free-market economies has grown rapidly.</p> <p>Although it might seem highly unlikely, there are considerable similarities between the male and female body.</p> <p>The opposition parties, however, were unwilling to accept any program of economies which did not involve a cut in the standard rate of benefit.</p> <p>She was late for class because her alarm clock was broken.</p> <p>BUT She was still quite upset, although she had won the Oscar.</p>
<p>- to frame non-defining clauses or phrases</p>	<p>Malaria, once a widespread disease, is under control.</p> <p>The Conservatives, who had gained more votes than Labor in the 1929 general election, were only the second largest party.</p>
<b>Colon</b>	
<p>- Introduces lists</p>	<p>We need three kinds of support: economic, moral and political.</p>
<p>- Introduces an explanation</p>	<p>It was something very rarely seen in Britain or in other democracies: an emergency government.</p>
<p>- introduces quotations</p>	<p>Miele found the following: "The placebo effect ... disappeared when behaviors were studied in this manner."</p>
<p><b>NB:</b> Do not use a colon directly after a verb or a preposition that introduces the list, explanation or quotation.</p>	<p>Economic recession hit such countries as Belgium, France, Germany and Italy.</p>
<b>Semicolon</b>	
<p>- Separates two main clauses whose meanings are closely related</p>	<p>Road construction in Dallas has hindered travel around town; streets have become covered with bulldozers, trucks, and cones.</p>
<p>- Restores order between commas</p>	<p>Recent sites of the Olympic Games include Athens, Greece; Salt Lake City, Utah; Sydney, Australia; Nagano, Japan.</p>

Brackets	
- Enclose part of a sentence that contains extra information that can be considered separately	Muhammed Ali (1942-present), arguably the greatest athlete of all time, claimed he would "float like a butterfly, sting like a bee."
Dash	
- Shows that what follows is a comment on, or a summary of, what precedes (rather informal). Dashes place more emphasis on this content than parentheses.	Perhaps one reason why the term has been so problematic—so resistant to definition, and yet so transitory in those definitions—is because of its multitude of applications.  To some of you, my proposals may seem radical—even revolutionary.
quotation marks, inverted commas	
- Indicates direct speech or shows that you are repeating a writer's exact words  ✓ When a reporting verb is used to introduce the quotation, a comma is used.	Hillocks (1986) similarly reviews dozens of research findings. He writes, "The available research suggests that teaching by written comment on compositions is generally ineffective" (p. 167).
✓ When the quotation is integrated into the structure of your sentence, no punctuation is used.	Richterich and Chancerel (1980, p. 5) maintain that "assessment should be an integral part of the learning material".
✓ When the quotation is independent of the structure of the main sentence, a colon is used.	Miele (1993, p. 276) found the following: "The placebo effect ... disappeared when behaviors were studied in this manner".
Apostrophe	
- Marks possession or relationship	The <u>province's</u> 75 school districts are administered by locally elected boards.
✓ Omitted ONLY after plural words ending in -s	In contrast to the all-inclusiveness of other <u>countries'</u> socialized medical services, 40m Americans have no coverage at all.
✓ Note that the apostrophe is not used to make plurals!	CDs, tomatoes, pajamas, MPs, in the 1980s

Capital Letters	
- Indicates the beginning of a sentence	
- Indicates a proper name	
✓ Personal names	John, Ms Smith, Dr Brown, Mr Gates
✓ Titles	Mr, Ms, Dr, Colonel, Professor, President, Prime Minister, Judge
✓ Geographical names	Italian, Europe, Mount Everest, Lake Michigan, London, the River Thames, the Pacific Ocean, the Panama Canal, Baker Street, Raffles Hotel
✓ Company/Organization names	Shell, Microsoft, World Health Organization
✓ University/School names	Oxford University, University of Hertfordshire, Royal College of Music
✓ Religions	Buddhism, Christianity, Islam
✓ Days, months, festivals (but not seasons)	Monday, July, Christmas (but summer)
✓ Magazines	Newsweek, Vogue, The Times, New Scientist
✓ Languages	English, Hindi
✓ Nationalities	English, French, Spanish, Japanese, American

### **Exercise**

Add commas wherever necessary. Name the function of each comma.

- Advertising is the collective term for public announcements designed to promote the sale of specific commodities or services.
- It is to be distinguished from other activities intended to persuade the public such as propaganda publicity and public relations.
- From its unsophisticated beginnings in ancient times advertising has burgeoned into a worldwide industry.
- American advertising leads the world not only in volume of business but in the complexity of its organization and of its procedures.
- Modern advertising is an integral segment of urban industrial civilization mirroring contemporary life in its best and worst aspects.
- Having proven its force in the movement of economic goods and services advertising since the early 1960s has been directed in increasing quantity toward matters of social concern.
- The continuing cancer and antidrug abuse campaigns are only two examples of the use of the advertising industry as a means to promote public welfare.



- h) Advertising falls into two main categories: consumer advertising directed to the ultimate purchaser and trade advertising in which the appeal is made to dealers through trade journals and other media.
- i) Advertising may be local national or international in scope and so the rates charged for the three different levels of advertising vary sharply particularly in newspapers.
- j) In theory the dark smoke from the burning oil wells absorbs sunlight and the surrounding air is heated.
- k) The anticipation that biological and chemical weapons would be used caused unprecedented stress for the troops.

## **12.Sentence-Level Issues**

### **a. Fragments and comma splices**

A sentence consists of an independent unit **with at least a subject and a conjugated verb**.

\*The number of flights grew markedly between 2010 and 2020. Which can be accounted for by the increasing number of commercial flights.

The number of flights grew markedly between 2010 and 2020. This jump can be accounted for by the increasing number of commercial flights.

Independent sentences CANNOT be joined by a comma or an adverb. They can be joined by a semi-colon, a colon or a conjunction.

\*Koala bears are not actually bears, they are marsupials.

\*Koala bears are not actually bears, indeed, they are marsupials.

Koala bears are not actually bears; they are marsupials.

Koala bears are not actually bears: they are marsupials.

Koala bears are not actually bears since they are marsupials.

\* Entrepreneurship is the study of small businesses, college students are embracing it enthusiastically.

Entrepreneurship is the study of small businesses, and college students are embracing it enthusiastically.

### **b. Dangling Modifiers**

Make sure that a modifying phrase, clause or infinitive **has something to modify**.

\*By manipulating the lower back, the pain was greatly eased. (implies the pain was doing the manipulating)

By manipulating the lower back, the therapist greatly eased the pain.

\*Although rare, the carriers of BRCA2 mutations may also develop malignant melanomas. (implies the number of carriers of BRCA2 mutations is small)

Although this remains a rare outcome, the carriers of BRCA2 mutations may also develop malignant melanomas.

\* To reduce indoor concentrations of formaldehyde, new materials are being developed.

(implies that the new materials are reducing indoor concentrations of formaldehyde)

To reduce indoor concentrations of formaldehyde, researchers are developing new materials.

### **c. Squinting Modifiers**

Make sure the modifier **clearly refers to the element you want it to modify**.

\*The council advises physicians at regular intervals to administer the drug.

The council advises physicians to administer the drug at regular intervals.

At regular intervals, the council advises physicians to administer the drug.

\*I corrected the two tests you submitted recently.

I recently corrected the two tests you submitted.

I corrected the two tests you recently submitted.

d. Faulty parallelism

Elements given in parallel must be of the same grammatical type.

\*Eating huge meals, snacking between meals, and too little exercise can lead to obesity.  
Eating huge meals, snacking between meals, and exercising too little can lead to obesity.

\*Our coach is paid too much, obese, over forty, and a former champion wrestler.  
Our coach is a former champion wrestler, but now he is overpaid, overweight, and over forty.

e. Faulty Pronouns

Make sure that pronouns such as **it**, **this**, **which** or **they** refer to something specific.

\*In the report it suggests that moderate exercise is better than no exercise at all.  
The report suggests that moderate exercise is better than no exercise at all.

\*The group wanted to meet in January, but this didn't happen until May.  
The group wanted to meet in January, but the conference didn't take place until May.

\*The company needs accurate data for its estimates, which is the purpose of the task force.  
The company needs accurate data for its estimates. Providing such data is the purpose of the task force.

\*In 19th century England, they put people in jail for debt.  
In 19th century England, people were put into jail for debt.

\*What we discovered, it is that deep-sea animals possess unique genes that allow them to live in extremes conditions.  
What we discovered is that deep-sea animals possess unique genes that allow them to live in extremes conditions.

f. Gender Bias

It is considered inappropriate today to make demeaning assumptions about gender roles or to favor one gender over another whenever a singular referent is required and we don't know the gender of the person we are talking about. Here are a few guidelines on how to use gender neutral language:

Use the plural:

\*A nurse is trained to understand her patients' emotions as well as physical symptoms.  
Nurses are trained to understand **their** patients' emotions as well as physical symptoms.

Eliminate the pronoun or reword to avoid using a pronoun:

\*The average teenager worries about his physical fitness.  
The average teenager worries about physical fitness.

Replace the pronoun with **one, he, or she**, or an article (**a, an, the**).

\*The parent who reads to her infant cares for her infant's intellectual growth  
The parent who reads to **an** infant cares for **the** infant's intellectual growth.

Repeat a title rather than using a pronoun.

\* Ask a firefighter for help, and he will get your kitten out of the tree.  
Ask a firefighter for help, and **the firefighter** will get your kitten out of the tree.

Use **they** and its derivative forms (**them, their, theirs, themselves**) as a gender-neutral singular pronoun.

\* A journalist should be forced to reveal his sources.  
A journalist should not be forced to reveal **their** sources.

## **Exercise**

Identify and correct the mistakes in the following sentences.

- a) When a student does not plan ahead effectively, he may face problems with time management that will be reflected in his academic work.
- b) Illiteracy rates are a serious concern, if left unaddressed, they can hinder a nation's progress.
- c) The experiment was a failure, not having studied the lab manual carefully.
- d) The National Institute of Child Health has issued warnings about excessive internet use. Unfortunately, it has not been given much attention in the media.
- e) Cost-efficient and convenient, many of today's corporate employees are being trained through computer-assisted instruction.
- f) The company representative told us eventually the president would meet with us.
- g) Some parents support bilingual education, however, many oppose it vociferously.
- h) When the government workers who should be classed as administrators are enumerated, it reaches staggering proportions.
- i) Some benefits of participating in sports include good health, working on a team, and competition.
- j) Songs are culturally rich resources that can easily be used in language classrooms. To enhance learner commitment, it is also beneficial to allow them to take part in the selection of the songs.
- k) Our findings are in accordance with their findings, which all show high values.

### 13. Revision

There is one (and only one) mistake in each of these sentences. Can you identify them and correct them?

1. Ibn Sina's contributions include the separation of medicine from pharmacology, what was important to the development of pharmaceutical sciences.	
2. People who have been heavy smokers for years often gain weight when they give it up.	
3. There were so little people present at the meeting that it had to be cancelled.	
4. Romania's mineral production is adequate to supply its manufacturing outputs.	
5. Until the 1970s, drug prices have not been a major concern for doctors and patients.	
6. 7 to 10 percent of American physicians dispense reportedly drugs on their own.	
7. Rather than simply dispensing medication, patients often expect pharmacists to provide medical advice as well.	

8. In my opinion, unemployment is one of the greatest problems of the Belgian society.	
9. I'm not going to explain to you how works the brain.	
10. Since about the year 2000, a growing number of internet pharmacies has been established worldwide.	
11. The most of the research on this subject focuses on prevention.	
12. I would be gratefull if you could send the completed form back as soon as possible.	
13. The Internet has revolutionized the business world, online sales have increased dramatically this year.	
14. This intelligence test can measure the responsiveness of two-months-old babies.	
15. The condominium board's goals include building up a reserve fund, keeping the community informed, and property assessment.	
16. There is an urgent need for qualified teachers of English in high schools.	

## II. Register

The difference between formal and informal English is not a difference between *correct* and *incorrect*, but a difference of what is known as *register*. A register is a variety of language related to a particular subject matter or area of activity, a set of words and expressions as well as syntactical features that may be said to characterize that specific area of language. There are many registers: technical, academic, medical, literary, journalistic, religious, honorary, sports, slang, etc.<sup>5</sup>

Compare the following:

(in a chat to a colleague) The new product has been a **cracking** success.

(during a company meeting ) The new product has been a **tremendous** success.

(in a company report) The new product has been a **notable** success.

(in an email to a friend) To sum up, the services offered by that company are **a total rip-off**.

(in a letter of complaint) To sum up, the services offered by your company are **a swindle**.

Very broadly speaking, we can also speak of a "formal" and "informal" register in English. Academic written English draws most of its vocabulary from the formal register. There are many ways in which to bring a formal style into written text. These can be thought of in terms of **vocabulary-related recommendations** and **nonvocabulary-related recommendations**.

### 1. Lexical Shift

One distinctive feature of academic writing style is choosing the more formal alternative when selecting a verb, noun or other part of speech.

a. While in spoken English (including in an academic setting) a phrasal verb or prepositional verb will often be used, in written academic English a single verb with Latinate origins will often be preferred.

Compare:

According to some biologists, **coming up with** clear proof of the decreasing numbers of frogs has been difficult. (spoken English)

According to some biologists, **offering** clear proof of the decreasing numbers of frogs has been difficult. (academic English)

Here are other examples of such equivalents.

to do away with	to abolish
to find out	to discover

to point out	to explain
to use up	to exhaust

<sup>5</sup> Loosely adapted from Swales, J., & Feak, C. (2010) *Academic Writing for Graduate Students*. University of Michigan Press. Examples from:

- McAnsh, Miraftabi & Pennington. (2006) *Contrastive Connectors*. Finnish Virtual University.

<http://sana.aalto.fi/awe/cohesion/signposts/contrast/index.html>

- Sheffield, N. (2022) *Duke Graduate School Scientific Writing Resource*. Duke University.

<https://sites.duke.edu/scientificwriting/>

- Costanza-Robinson, M., Maxwell, A., Wright, C. & Bertollini, M. (2022) *Write like a Scientist*. The Middlebury Blog Network. <https://sites.middlebury.edu/middsciwriting/overview/professionalism/conciseness/>

b. Similarly, in academic writing, nouns and other parts of speech that are formal and precise will be preferred over informal or vague language.

Here are some examples of formal alternative to informal or non-specific language.

	Informal or neutral	formal
<b>Adjectives</b>	good (progress) good (results)	considerable (progress) encouraging (results)
	big (improvements) big (project) big (consumption) big (problem)	significant (improvements) large (project) high (consumption) major / main (problem)
	bad (results)	poor (results)
	plenty of (data)	sufficient / adequate (data)
	hard (process)	complex (process)
<b>Quantifiers</b>	plenty of a lot of just about a little bit more and more	different / various many / numerous nearly somewhat / rather increasingly
<b>Adverbs</b>	many times sometimes most of the time fast nowadays	frequently occasionally typically rapidly currently
<b>Nouns and Noun Phrases</b>	a way to do something the things that will happen stuff a thing	an approach / a method / a technique consequences substance / material a concept / a plan / a notion / a view a solution a device / an object / an instrument



## 2. Grammatical Shift

### a. Avoid contractions.

doesn't → does not

won't → will not

can't → cannotb. Use the more formal negative forms.

not ... any → no

The analysis **didn't** yield **any** new results. (informal)

The analysis yielded **no** new results. (formal)

not ... much → little

The government **didn't** allocate **much** funding for the program. (informal)

The government allocated **little** funding for the program. (formal)

not ... many → few

This problem **doesn't have** many viable solutions. (informal)

This problem has **few** viable solutions. (formal)

not ... anymore → no longer

Economic progress **cannot** serve as a strong barometer of well-being today **anymore**. (informal)

Economic progress can **no longer** serve as a strong barometer of well-being today. (formal)

### c. Replace direct questions by indirect questions.

What can be done to lower the costs? (informal)

We now need to consider what can be done to lower costs. (formal)

We now need to consider how costs can be lowered. (formal)

### d. Prefer the mid position for adverbs over the initial or end position.

The substance cleaned the surface **effectively**. (informal)

The substance **effectively** cleaned the surface. (formal)

### e. Limit the use of "run-on" expressions, such as **and so forth** and **etc.**

These semiconductors can be used in robots, CD players, **etc.** (informal)

These semiconductors can be used in robots **or** CD players **for example**. (formal)

These semiconductors can be used in robots, CD players **and other electronic devices**. (formal)

These semiconductors can be used in **electronic devices such as** robots **or** CD players **for example**. (formal)

### 3. Objective Shift

Although academic writing is all about expressing opinion, this opinion needs to be presented as an objective, educated position based on evidence. To achieve this objective tone, the language of a scientific text sounds independent from the writer and reader. It is devoid of judgmental or emotive words. Here are few strategies to depersonalize your text.

- a. Avoid using "you". Use passive constructions instead.

You can see the results in Table 1. (informal)

The results can be seen in Table 1. (formal)

- b. Avoid referring to a population as "people". Refer to situations and context instead.

The differences between the sexes and people's racial backgrounds also add to the unequal nature of Australian society. (informal)

The issue of class and its inherent inequity are further compounded by factors such as race and gender within and across these class divisions. (formal)

- c. Limit self-reference. Use the passive voice or use "This paper/article/study" as a subject.

We asked respondents to complete a survey. (informal)

The respondents were asked to complete a survey. (formal)

What we wanted to do is to determine the predictive value of ... (informal)

The primary objective of this paper was to determine the predictive value of ... (formal)

Note, however, that in some fields, particularly in the Methods and Discussion sections, using "we" is common.

We report broad and consistent effects of malaria infection on human volatile profiles.  
(formal)

We used MRI and cognitive data from 124 patients with the clinical diagnosis of AD dementia. (formal)

- d. Avoid narrative, subjective style. Use nouns, adjectives and adverbs expressing attitude or words with a positive or negative meaning.

worrying detrimental devastating unfortunate	beneficial useful vital encouraging promising
unfortunately regrettably surprisingly remarkably	luckily obviously clearly interestingly more importantly

Because only a few people have most of the money and power in Australia, I conclude that it is not an equal society. (informal)

The inequity in the distribution of wealth in Australia is yet another indicator of Australia's lack of egalitarianism. (formal)

- e. Using distancing constructions such as "it is widely acknowledged that ...", "it is worth noting that ...", "it would seem that ...".

I think magazines have a negative influence on women's body image. (informal)

Magazines are thought to have a negative influence on women's body image. (formal)

I think that most people when they are born into one class, end up staying in that class for their whole lives. (informal)

It has been shown that most Australians continue to remain in the class into which they were born despite arguments about the ease of social mobility in Australian society. (formal)

#### **4. Editing for conciseness**

A key feature of Academic English is conciseness. Aim for an efficient use of words. Use as many words as you need to express your points, but try to use no more than you really need.

Compare the following sentences:

It may be difficult to make a decision about the method that we should use.  
Choosing the proper method may be difficult.

There are some inorganic materials that can be used by bioengineers in the process of tissue engineering that have been shown to be very promising.  
Some inorganic materials used in tissue engineering have shown great promise.

Here are a few strategies to help you achieve an efficient style.

- a. Avoid repetition and redundancy. Get rid of tautological expressions, needless words or wordy phrases.

at this point in time → now  
despite the fact that → although

- b. Use accurate topic-specific terminology instead of long descriptions.

seeds from which the outer layer has been removed → hulled seeds  
the number of people who actually go out and vote → voter turnout

- c. Avoid using very formal constructions for no reason.

a plethora of → a wide range of

- d. Avoid unnecessary meta-language.

in my opinion  
as already mentioned

- e. Avoid unnecessary cleft clauses.

There are some researchers who claim → Some researchers claim ...

When there is a higher concentration of hormones, this results in  
→ A higher concentration of hormones results in ...

- f. Get rid of unnecessary pronouns and reference.

When teachers give instructions, they often do this by presenting students with a set of prescribed steps.  
→ When giving instructions, teachers often present students with a set of prescribed steps.

This study evaluates the effects of a drug education program on the students involved in it.  
→ This study evaluates the effects of a drug education program on the students involved.

The next step will be to examine how these two factors can be related to each other.  
→ The next step will be to examine how these two factors can be related.

- g. Turn verb phrases into noun phrases.

This paper studies how this technique was adopted.  
→ This paper studies the adoption of this technique.

We compared how researchers collected their data in different studies.  
→ to compare data collection in different studies

- h. Prefer the use of strong verbs over "to be" and other dummy verbs. A transitive verb tells something about the relationship between the subject and the predicate whereas "to be" merely serves as an equal sign.

Compare:

John F. Kennedy **was effective at the manipulation of** his image in the media.  
→ John F. Kennedy **effectively manipulated** his image in the media.

**An analysis of** voter turnout **was conducted**.  
→ Voter turnout **was analyzed**.

**There is** no harm using cellular phones inside the hospital.  
→ Using cellular phones **causes** no harm inside the hospital.

Of course, in some sentences, "to be" will remain the most adequate choice.

## 5. Light vs. Heavy Principle

In English, the most important information or new information should come at the end of the sentence. Compare:

Detecting positive Darwinian selection at the DNA sequence level has been a subject of considerable interest.\*

→ One subject of considerable interest has been detecting positive Darwinian selection at the DNA sequence level.

Moreover, sentences are easier to understand when the subject remains relatively short and the verb comes early in the sentence. Longer noun phrases should be placed after the verb in the complements. This is also called the light vs. heavy principle. The sentence starts with known information, briefly summarized. This is the "light element". The sentence ends with new information, which can be explained in more detail. This is the "heavy element."

Compare:

In this paper, the advantages and limitations of each of the above-mentioned techniques for chemical sensing is discussed.\*

→ This paper discusses the advantages and limitations of each of the above-mentioned techniques for chemical sensing.

The first sentence does not respect the "light vs. heavy principle". The part that comes before the verb is heavy: it is too long. The second sentence is better organized. The part that comes before the verb is light and short: the most important information comes after the verb.

There are many strategies to reorganize sentences and place the heavier elements of the sentence after the verb. These strategies include: shifting to the passive or active voice, nominalizing the verb, switching the subject with the complement, using a non-finite clause (-ing clause of result, infinitive clause, conjunction + ing), splitting the relative clause.

During this time, the energy required to compensate for the energy loss from the furnace was calculated.\*

→ During this time, calculations were made to determine the energy required to compensate for the energy loss from the furnace.

Health experts fear that technology addiction will increase.\*

→ Health experts fear an increase in technology addiction.

Economic feasibility is an important factor when a PMR solution is selected.\*

→ Economic feasibility is an important factor when selecting a PMR solution.

The laser light forms an EM field, so that the vibration of the atoms is slowed.\*

→ The laser light forms an EM field, thus slowing the vibration of the atoms.

The algorithm selectively clones a procedure, so that the code can be optimized.\*

→ The algorithm selectively clones a procedure in order to optimize the code.\*

Various algorithms to generate testing automata have been developed.\*

→ Various algorithms automata have been developed to generate testing.

An algorithm that can facilitate fast image browsing is proposed.\*

→ An algorithm is proposed that can facilitate fast image browsing.

## **Exercises**

### 1. LEXICAL SHIFT: Replace the prepositional verb in italics with a single verb.

- a) This program was *set up* to improve access to medical care.
- b) Building nuclear power plants will not completely *get rid of* the energy problem.
- c) The emission levels have been *going up and down*.
- d) Subtle changes in the earth's crust were *picked up* by these new devices.
- e) *Cutting down on sugar* can prevent dental disease.

### 2. LEXICAL SHIFT: Replace the words in italics with a word more suitable for an academic paper.

- a) Crash test dummies are *really important for* automotive crash tests.
- b) There has been *a lot of* interest in how background sounds such as music affect an individual's ability to concentrate.
- c) Many urban areas *do not have enough* land to build new public schools.
- d) In *a great many* cases, there was no reaction at all to the drug.
- e) As you repeat the experiment, use *less and less* water each time.

### 3. LEXICAL & GRAMMATICAL SHIFT: These sentences are wordy and awkward. Rewrite them in a more appropriate style.

- a) Today, we make research to create next-generation vaccines, and we try to use better T-cells to combat cancer, but we don't know yet how immunological memory works.
- b) So far there hasn't been any comprehensive study looking into the role of smiling in getting the initial trust of individuals.

- c) There are some studies that have concluded that bamboo could be used by builders more widely than it is now as a construction material.

4- . CONCISENESS: The following sentences contain wordy, unnecessary phrases. Can you revise them for greater efficiency?

- a) Brain injury incidence shows two peak periods in almost all reports: rates are the highest in young people and the elderly.
  
  
  
  
  
  
  
  
  
  
- b) The ABC database has been subject to different improvements, modifications, and extensions in both structure and content over the years.
  
  
  
  
  
  
  
  
  
  
- c) It is often thought that many youngsters might possibly prefer to spend a large proportion of their time playing video games, which might be considered as having the potential to be dangerous in certain circumstances.
  
  
  
  
  
  
  
  
  
  
- d) A better understanding of the relationships between these two sets of parameters represents an absolute necessity to come to a significant development of key measures for mitigating the great impacts of droughts.

5. LIGHT VS. HEAVY: Rewrite the following sentences to respect the light vs heavy principle.

- a) Secondly, the most important single factor in running a successful business incubator operation is mastering the use of networks.

- b) Optimal route navigation which makes full use of road traffic information could feasibly be integrated into the system.
- c) Advertising spyware that is installed without the user's knowledge and which logs information about the user, including passwords, email addresses, and web browsing history constitutes a problem, however.
- d) The configuration of the AP in different environments can be easily done.
- e) Separating and isolating satellite and Internet routing updates to their respective routing realms can be used to achieve these goals.

6. CONCISENESS/ LIGHT VS. HEAVY: Rewrite the following sentences.

- a) The acknowledgment of the fact is increasingly widespread that television is a replacement for reading in American culture.
- b) In the 1960s, the use of drugs and being a hippie was a way for some people to let society know their political views and that they were alienated from the mainstream.
- c) The way that beverage companies market health—"No Preservatives," "No Artificial Color," "All Natural," "Real Brewed"—is often misleading because the product also contains a high percentage of sugar or fructose.



### III. Word grammar and collocations

While syntactical rules are useful to understand sentence formation, it is equally important to understand how individual words interact with other words in a syntactic and semantic sense.

A Learner's Dictionary, as its name indicates, is made for learners in that it gives learners of English all kinds of information about how a word is used. It gives information about the forms in which a word can come up in a text (morphological information), about its pronunciation (phonetic information), about its different meanings and the context in which it can be used (lexical information) and finally about the grammatical patterns that characterize it (syntactical information). It is an essential tool for learners who want to improve on accuracy, correction and articulation.

There are many Learner's Dictionaries to choose from. Although they each have their special features and advantages, they all generally give the same kind of information and are all organized in the same way. Here are three online Learner's Dictionaries you may find particularly useful:

<http://www.oxfordlearnersdictionaries.com/>

<https://www.learnersdictionary.com/>

<http://www.collinsdictionary.com/dictionary/english-cobuild-learners>

<http://www.ldoceonline.com/dictionary/vocabulary>

#### 1. Morphological and Phonetic Information

A Learner's Dictionary will usually list all possible forms of a word:

- the regular and irregular forms of a verb (the Present Simple form in the 3<sup>rd</sup>-person singular, the V-ing form, the Past Simple form and Past Participle form)
- the comparative and superlative of an adjective
- the irregular plural of a noun

A phonetic transcription of both the British and American pronunciations (and possible variations) of the word (as well as its conjugated forms) including the word stress (indicated by an apostrophe) will also be given, and in an electronic version of the dictionary, you can also listen to both pronunciations. If an abbreviation of the word is commonly used in writing, you might also find this information there.

#### 2. Lexical Information

Next, the entry of each headword is organized depending on the part of speech to which the word belongs (verb, noun, adjective, adverb, preposition, conjunction, and so on) and then depending on a detailed breakdown of the different meanings of the word. A "shortcut", i.e. two or three words summarizing the definition, conveniently heads each of these meanings so that you can easily find the one you are looking for. Part of the definition can also indicate the context in which a word is often used.

If the word belongs to particular register, this will be mentioned at the top of the word's meaning as well. The most common labels for register are: formal, informal, slang, offensive, literary, archaic, humoristic, technical (used within a specific field, suggests that your audience is familiar with these

technical term) and disapproving (used with a negative connotation to show that the speaker disapproves of what s/he is describing).

You can also learn a lot from examples where you can find phrases and idioms in which the word is used as well as collocates of that particular word. A **collocation** is a grouping of two or more words that are found together in language in a regular and restricted way.

to **apply/reduce** pressure on  
to **conduct/carry out** research  
to **tackle/address** a problem

**profound/great/calming** influence on  
to **noticeably/vastly** improve  
the scheme **collapsed/failed**

For more information about collocations, you might find it useful to use a collocation dictionary such as:

<http://www.ozdic.com/>

<https://skell.sketchengine.eu/#home?lang=en>

<http://www.just-the-word.com/>

Finally, most dictionaries will give you a list of synonyms and antonyms or will even direct you to special notes to help you choose between words with a similar meaning or words that are often confused together.

### **3. Syntactical Information**

Most importantly perhaps, a Learner's Dictionary will give you information about the type of syntactical structures within which a word is most commonly used or can only be used. This information depends on the part of speech to which a word belongs:

#### **VERBS**

Verbs may be used with various patterns of complementation:

- A verb may be transitive or intransitive. In other words, some verbs can stand on their own, while others always need to be followed by a direct object. Of course, many verbs are both transitive and intransitive. Other verbs are always followed by other kinds of complementation.
- A verb may be followed by a V-ing form, by to + infinitive, by a that-clause or by a wh-clause.
- Some verbs are not used in the progressive tenses.
- Some verbs are reflexive (e.g. to familiarize oneself with) or reciprocal.
- Some verbs are used with a specific preposition.

#### **NOUNS**

You first need to get some information about the type of noun you are using: a noun may be countable or uncountable, used in the singular or in the plural depending on its meaning or on the phrase in which it is used with a singular verb or plural verb if it is a collective noun.

Next, a noun may get inserted in various types of noun phrases. A noun may be used with a specific preposition or it may be commonly used with a –of phrase. It is also correct to use a that-clause with some nouns.

## ADJECTIVES

An adjective may be used only attributively (i.e. before a noun) or only predicatively (i.e. with a link verb such as **to be, to become, to get, ...** )

An adjective may be used with a specific preposition.

## Exercises

The following exercises were written to demonstrate how useful a Learner's Dictionary can become when you write an essay in English, to help you become more familiar with this tool and to understand what kind of information you can expect to find there. You are therefore strongly recommended to use a Learner's Dictionary to complete these exercises.

1. DEFINITION: Fill out the blank with one of the four following words: **revenues, incomes, wage, salary.**

- a) One study said that the government would gain about \$12 billion in tax \_\_\_\_\_ over five years.
- b) This may end efforts to set a minimum \_\_\_\_\_ well above the poverty line.
- c) The lawyer was paid a huge \_\_\_\_\_.
- d) Many families on low \_\_\_\_\_ will be unable to afford to buy their own home.

2. VERB PATTERNS: Correct the mistakes in verb pattern in the following sentences.

e.g. We need legislation to stop newspapers from *intruding* people's private lives.

→ We need legislation to stop newspapers from **intruding on** people's private lives.

- a) The archeologist hired skilled technicians to *avoid* that they damage delicate artifacts during excavation.
- b) I would like to *propose* to double the number of computers in each office.
- c) She *explained* the children exactly what to do in an emergency.
- d) Could you please *confirm* me that you have received my email?
- e) My job *provides* me the opportunity to meet new people every day.
- f) The older a person is, the better he/she can *resist* from the pressure to contract a marriage against his/her own will.
- g) She accused him of cheating but he *denies*.

3. VERB PATTERNS: Correct the mistakes in verb pattern in the following sentences. Sometimes, you will have to adapt the pattern and sometimes you will have to choose a different verb.

e.g. When he arrived, he *excused himself* and promised that he would never be late.

→ When he arrived, he **apologized** and promised that he would never be late.

- a) They *accepted* to lend us some money.
- b) We look forward to *discussing* with you about this subject.
- c) Candidates must have *succeeded* at least five subjects, including English language.
- d) You have to *make a difference* between women who have to work and women who choose to work.

4. NOUN & ADJECTIVE PATTERNS: Check the nouns or adjectives in italics in a dictionary to correct the following sentences.

- a) The authorities have put a lot of *efforts* into making the streets cleaner
- b) Aspirin is very *effective* to relieve pain.
- c) These machines are destroying our *ability* of thinking.
- d) The insurance payment is *depending* of the value of the goods.

5. COLLOCATIONS: Complete the sentences below by choosing a word that collocates with the word in italics. See the indication in brackets for the intended meaning.

e.g. Nobody was keen to \_\_\_\_\_ such a thankless *task* (= *deal with it*).

→ Nobody was keen to **take on / undertake** such a thankless task.

- a) Over the past fifty years there has been a \_\_\_\_\_ *expansion* (= extremely large) in the extent and importance of fraud.
- b) The Committee took just under 12 months to \_\_\_\_\_ its investigation (= to complete the task).
- c) The article \_\_\_\_\_ the *issue* (= to be about) of the relationship between climate and temperature increase.
- d) The author \_\_\_\_\_ a highly controversial *theory* (= to suggest an idea for discussion) to explain climate change.
- e) Geologists are unable to \_\_\_\_\_ *establish* a connection between the two types of fossils. (add an adverb)

6. Look for the false friends or other literal translation problems (such as uncountable nouns) to correct the mistakes in the following paragraph. You can use the list of false friends in the appendix to help you.

During the course dispensed to the 3rd-year students, I realized two stages of three days each at the ULiege, one in the Physics Department and one at the CHU. For this last one, my responsible was Mr Dupont, a professor of Radiology at the university who realizes researches in new radiotherapy treatments and who is implied in various activities. He is led to intervene in both administrative and medical tasks every time. The Radiology Department at the CHU is one of the most important centers of the region, with 2,500 patients per year. One technique used at this center, known as the CyberKnife, offers an alternative treatment to patients that cannot support surgery or other invasive treatments. Another therapy given at the CHU is radiotherapy, which uses important doses of radiations to target a specific tumor. To use these machines, an experimented searcher must execute daily controls of the equipments and take many measures of the beam to ensure that the machines function properly; otherwise, improper dosages could lead to dangerous issues for the patients. In the frame of my internship, I had the luck to assist at one of these controls.



## IV. Cohesion

The purpose of scientific texts is to **convey information** in a way that is **clear** and as easy as possible to understand. To do this, scientific texts are written in a specific way. Information is presented in a predictable and logical order.

In general,

Old, known or understood information	is / are followed by	new information.
Theoretical statements		practical statements.
General information		specific information.
The problem to be examined		the solution proposed.

This applies at the SENTENCE, PARAGRAPH and WHOLE TEXT levels.

In a text, ideas are linked up in a number of ways:

- ✓ at the **sentence level** with the use of **connectives** (single-sentence linking words);
- ✓ at the **paragraph and text levels** with the use of multi-sentence linking words, reference, paraphrase/synonyms and repetitions.

### 1. Summary Words

One of the most common ways to maintain flow within a paragraph is to use **this/these** + a noun to join ideas together. These phrases are used as summary words to refer back to the idea in the previous sentence.<sup>6</sup>

Consider the following sentences:

A growing disinterest in politics among Americans has become a subject of concern for political scientists and educators. This **trend**, however, is not unique to the United States.

### Exercise

Choose a noun to complete the following.

- According to a recent survey, 26% of all American adults, down from 38% 30 years ago, now smoke. This \_\_\_\_\_ can be partly attributed to the mounting evidence linking smoking and fatal diseases, such as cancer.
- Early in September each year, the population of Ann Arbor, Michigan, suddenly increases by about 20,000 as students arrive for the new academic year. This \_\_\_\_\_ changes the character of the town in a number of ways.
- Nowadays, laptop computers are lighter, more powerful, and easier to use than they were five years ago. These \_\_\_\_\_ have led to an increase in the sale of these machines.
- The traditional economic and consumer behavior models assume a rational, thoughtful consumer who gathers information about a good and then carefully makes a purchase. This \_\_\_\_\_ has recently been challenged, particularly because of the growing number of consumer choices.

---

<sup>6</sup> Adapted from Swales, J., & Feak, C. (2010) *Academic Writing for Graduate Students*. University of Michigan Press.

- e) Our pilot study has shown that wind turbines used to generate electricity can pose a threat to flying birds. This \_\_\_\_\_ suggests a need for further research on improving the safety of these mechanisms.
- f) Normal average human skin temperature is 37°C. At any lower environmental temperature, heat will be lost from the skin to the environment as the body attempts to heat up the air in direct contact with the body. This \_\_\_\_\_ is known as conduction.
- g) Until adjustment of the body clock has occurred, individuals suffering from "jet lag" feel tired during the new daytime, yet are unable to sleep properly during the new night. For athletes in particular this \_\_\_\_\_ of sleep can affect mood and powers of concentration and might result in poorer training performances and competition results. (Reilly et al. 1997)
- h) Irrigation in sub-Saharan Africa is in most cases performed using a rope and bucket to raise and distribute water from a shallow open well. While this \_\_\_\_\_ has the advantage of being inexpensive, its low capacity and labor-intensive nature is decidedly a disadvantage.
- i) Although it seems that the construction of new roads and widening of existing roads should reduce traffic congestion, recent research has shown that these activities actually lead to increase in traffic. This \_\_\_\_\_ is known as the "induced traffic" effect.

## 2. Linking Verb Phrases

a. Good flow of ideas can also be achieved by combining or linking verb phrases. Consider the following sentence:<sup>7</sup>

The strains **are** then separately **grown** and **harvested**. The harvested virus is **purified** and **inactivated**. Finally, the inactive virus strains **are blended** together with a carrier fluid and **dispensed** into vials.

As you may have noticed, flow is also maintained in this sentence by taking the -ed participle in the passive construction and using it as an adjective.

It might also be necessary to add a time adverbial to sequence the different steps of the described process:

The plants **are selected** and **planted** at a particular site based on the type of metals present and other site conditions. **After** the plants have been allowed to grow for some time, they **are harvested** and either **incinerated** or **composted** to recycle the metals.

b. Similarly, as an alternative to using sentence connectors such as **therefore** and **as a result**, causal relationships can also be expressed by **-ing** clauses of result.

Compare the two following sentences:

The magma flow into the pores of the rocks; as a result, the rocks rupture.  
The magma flows into the pores of the rocks, **thus causing** them to rupture.

A current is sent through the material. As a result, the electrons are polarized.  
A current is sent through the material, **polarizing** the electrons.

---

<sup>7</sup> Adapted from Swales, J., & Feak, C. (2010) *Academic Writing for Graduate Students*. University of Michigan Press.



## **Exercises**

1. Combine the ideas presented in each of the following statements, using an *-ing* clause of result.

- a) Sustainable development would require industry to reduce pollution output and resource use; as a result, technical innovation will be stimulated.
- b) The researcher supposedly manipulated the data. As a result, an apparent effect was created where none existed.
- c) The computer viruses infect executable files; as a consequence, the host computer is damaged when the executable is run.
- d) Countries sign treaties on the use of "free resources" such as air and ocean fish. Serious ownership questions arise; therefore, it is difficult to enforce any agreement.

2. Improve the flow of ideas for the following process descriptions by adding a time adverbial, linking passives, or using an *-ed* participle.

- a) (Oil spill cleanup) The oil is skimmed from the surface using a broom. The oil is pumped into a tank for recycling.
- b) (Wine making) The grapes are harvested. The grapes are crushed to release the pulp and seeds. The grapes are fermented for three weeks.
- c) (Coronary bypass surgery) A vessel is taken from the leg. The vessel is grafted to the aorta and the coronary artery beyond the narrowed area. The vessel allows blood to flow to the heart muscle.
- d) (Geyser eruption) Water from rain or melted snow percolates into the ground through cracks. The water is heated by the underlying rocks to temperatures well above the boiling point. The water does not boil. It becomes superheated. It also becomes pressurized. The water bursts out of the ground in an explosive steam eruption.

### 3. Sequencing Connectors

Here is a non-exhaustive list of frequent linking words.

Organizing an argument		
Sequencing	First, second, third, finally Firstly, secondly, thirdly, finally/lastly Next, ...	
Sequencing in time	At first, ... Then, ... Next, ... Meanwhile, ... In the meantime, ... After this, ... / Afterwards, ... Before this, ... / Beforehand, ... Subsequently, ... Eventually, ... Gradually, ...	
Showing similarity	In the same way, ... Similarly, ... Similar to + noun phrase, ... Likewise, ... Like + noun phrase, ...	- <b>Similar to</b> other forms of unsolicited marketing, unsolicited commercial email has at times been met with complaints.
To express emphasis	in particular, ...  most importantly, ...  especially/above all, ...  (>< specially)  ... not only ... but (also) ...  both ... and ...	- Choose your words carefully: <b>in particular</b> , avoid confusing and ambiguous language. - Finally, and perhaps <b>most importantly</b> , you must learn to listen as well as to speak. - Communication is not only about the words you use but also your body language and, <b>especially / above all</b> , the effectiveness with which you listen. - Cows are also <b>specially</b> bred to create genetically good milk makers. - Peach is <b>not only</b> rich in potassium <b>but also</b> in calcium. - Peach is <b>both</b> an important source of calcium <b>and</b> of potassium.

<b>To repeat</b>	As mentioned above, ... As suggested above, ... As previously noted, ...	
<b>Expanding upon or refining an argument</b>	In addition, ... In addition to + noun phrase, ... Additionally, ... Furthermore, ... Further, ... Moreover, ... (+ mid position)	- <b>In addition to</b> long-term structural development, the Fund can support emergency measures in sudden refugee situations.
<b>To illustrate</b>	For example, ... For instance, ... To illustrate, ... To take one example, ... A good example of this is ...	- Many websites now allow users to contribute information. <b>A good example of this is</b> the 'wiki', a type of website that anyone can edit.
	... such as  , notably ...  ... e.g. ... (such as)	- Web 2.0 technologies, <b>such as</b> wikis, blogs and social networking sites, have changed the way that people use the Internet. - This argument has been put forward by many politicians, <b>most notably</b> by the Prime Minister and the Foreign Secretary. - The website has a variety of interactive exercises ( <b>e.g.</b> matching games, crosswords and quizzes).
	... i.e. (that is)  ... namely ...  As shown by ... As illustrated by ... As can be seen from ...	- Some poems are mnemonics, <b>i.e.</b> they are designed to help you remember something. - We need to concentrate on our target audience, <b>namely</b> women aged between 20 and 30. - <b>As can be seen from</b> these results, younger people use buses more than older people.

<b>Concluding</b>	Overall, ... Generally, ... In general, ... In conclusion, ... To conclude, ... To summarize, ... To sum up, ... On the whole, ... In other words, ...	
-------------------	--	--

Here are a few guidelines to take into consideration when using the above linking words:

***In addition*** and ***further*** are used to describe another element in a list of facts. ***Further*** demands parallelism.

- According to the Act on Children's Day Care, each local authority must provide day care in Finnish and Swedish, which are the national languages of Finland. ***In addition***, the Sámi language is used in Lapland. Day care should also support development of the language and culture of Romany speakers and the children of various immigrant groups.
- Greenhouse gas emissions could be reduced through more efficient use of energy and increasing the share of lower carbon-emitting fossil fuels, advanced fossil-fuel technologies and renewable energy technologies. ***Further***, greenhouse gas concentrations in the atmosphere can be reduced by enhanced uptake of carbon through, for example, reforestation, slowing deforestation, and improved forest, rangeland, wetland, and cropland management.

***Furthermore*** is used to expand on a previous argument without introducing a new idea or topic by adding a point to a list of two or more points. It adds one more reason to those already mentioned. It convinces through the multiplicity of reasons.

- In yoga, you are in competition with no one, and never need to force yourself beyond a point that you feel comfortable with. It is also worth bearing in mind that most exercises can be modified for those who may have limitations in flexibility or fitness. ***Furthermore***, because yoga has at its center the philosophy of harmony and balance between mind and body, the resulting sense of body awareness often guards against someone injuring themselves by pushing their bodies too far.
- Reading is a good way to learn new vocabulary words; ***furthermore***, it can improve your ability to spell words correctly.

***Moreover*** is used to introduce the second (and last) argument in support of a viewpoint. It adds a reason of a different kind. It convinces through the diversity of reasons. It could be paraphrased by "not only that, but more importantly." ***Moreover*** is also the preferred connector to support a negative evaluation.

- Of the two ingredients necessary for an operational battery, oxygen does not pose a problem. ***Moreover***, as it is available in the air, it does not need to be stored.
- Texting while driving is dangerous; ***moreover***, it's illegal in all states.

## Showing cause and effect

<p>For this reason, ...          As a result, ...          Consequently, ...          As a consequence, ...          Thus, ... (+ mid position)          Therefore, ... (+ mid position)          Accordingly, ...          Hence, ...</p>	<p>- Inflation is rising: <b>hence</b>, new economic policies are needed</p>
<p>Because of (this fact), ...          Due to (this fact), ...          Owing to (this fact), ...          On account of (this fact), ...          In view of (this fact), ...          ... in that + clause          ... because + clause          ... as + clause          ... since + clause          ... hence + noun phrase</p>	<p>- Eating habits formed in childhood tend to continue into adult life, <b>hence</b> the importance of encouraging healthy eating from an early age.</p>

Here are a few guidelines to take into consideration when using the above linking words:

**Since** and **as** introduce information that is already known whereas **because** introduces new explanations. They can be used at the beginning or at the end of a sentence.

- Meteorite studies are a significant part of space science **because** the specimens include the oldest materials of the Solar System available for research.
- Ethanol is the ideal fuel for advanced fuel cell vehicles, **since** it reduces oil imports and has fewer negative consequences for the environment than any other practical fuel alternative.
- **As** fossil fuel combustion is the largest source of greenhouse gas emissions, reducing global fossil fuel usage is the most direct path to reducing the greenhouse effect.

**Consequently** introduces a result that is consistent with reasons presented earlier. **As a result** is used to introduce a conclusion or result arising because of an earlier action or event presented earlier. **As a consequence** tends to be associated with negative results.

- The cotton-manufacturing industry fulfilled different roles in each town, and **consequently** had a different impact on each political environment.
- Heat radiation emitted by the Earth is absorbed by greenhouse gases in the atmosphere. **As a result**, the surface temperature of the globe is around 85 °C warmer than it would be if there were no atmosphere. This is called the natural greenhouse effect.
- Many parents today do not have time to cook healthy meals for their children. **As a consequence**, many children grow up eating too much junk food.

**Therefore** places emphasis on the final deduction (for this reason...), whereas **hence** emphasizes the reasons leading up to the deduction (from this, it logically follows that...).

- Opponents of embryonic stem cell research believe that human life begins as soon as an egg is fertilized. **Therefore**, they consider any research that requires the destruction of a human embryo to be morally wrong.
- Nano is the Greek prefix meaning one billionth or .000000001. **Hence**, nanotechnology involves science at the smallest level as it involves manipulating matter on an atom by atom basis.

Expressing contrast	
<b>To express surprise:</b>  Although + clause, ...  (even) though + clause (informal)  Despite + noun phrase, ... In spite of + noun phrase, ...	- <b>Although</b> politicians have promised to improve road safety, little has been achieved so far.  - <b>Despite</b> clear evidence from road safety studies, no new measures have been introduced.
<b>Comparing differences:</b>  Unlike + noun phrase, ... In contrast to + noun phrase, ...  Compared to + noun phrase, ...  By comparison, ...	- <b>Unlike</b> the girls, who use the Internet mainly to keep in touch with friends, the boys questioned in this survey tend to use the Internet for playing computer games.  - <b>Compared to</b> the boys, the girls spend much more time chatting to friends on the telephone.
<b>Opposing viewpoints:</b>  Contrary to + noun phrase, ...	<b>Contrary to</b> claims made by the government, average U.S. wages have declined by 15% since the early 1970s.
<b>To contrast:</b>  While + clause, ...  Whereas + clause, ... (= more emphasis)	- The boys prefer competitive sports and computer games <b>whereas/while</b> the girls seem to enjoy more cooperative activities, such as shopping with friends.

The following linking words used to express contrast are sometimes confused. You will find below a more comprehensive description on how they are used.<sup>8</sup>

**However** introduces a problem that contrasts with the situation, facts or viewpoints presented in earlier sentences or introduces something that is surprising or unexpected in light of what was said earlier. **However** is used in sequence of sentences which first present the positive and then focus on the negative.

- Nuclear fission produces no greenhouse gases. **However**, it does produce highly toxic radioactive wastes.
- All major studies of the greenhouse effect have concluded that sea level and precipitation will change significantly. **However**, most engineers and planners implicitly assume that these changes will not occur.

**Nevertheless** (and **nonetheless**) means the same as **however**, but it is used in sequence of sentences which first present the negative and then the positive.

- Nuclear fission produces highly toxic radioactive wastes. **Nevertheless**, it produces no greenhouse gases.
- Most engineers and planners implicitly assume that these changes will not occur. **Nevertheless**, all major studies of the greenhouse effect have concluded that sea level and precipitation will change significantly.

**On the other hand** contrasts two different views of a single issue. although these two views may represent opposites, they do not contradict or cancel each other out. Remember the pair **on the one hand ... on the other hand ...**

- Developing countries maintain that the North should meet the costs of mitigating and adapting to climate change since the industrialized countries are responsible for causing the problem through excessive per capita carbon emissions. The North, **on the other hand**, argues that from a "practical" viewpoint, countries like China or India, whose emissions are rising rapidly, should accept some obligation to control the rate of growth of these emissions.
- If global warming were to trigger widespread melting of glaciers and polar caps, rising sea levels would cover many of our major cities. **On the other hand**, nearly a third of the Earth's land surfaces—the arctic and Antarctic regions—are presently uninhabitable, and it is not difficult to imagine what could be done with those lands if they were warm enough to grow wheat, or even pine trees.

**Conversely** contrasts opposite sides of the same thing. It suggests that two events or situations are related to each other, but that opposite things happen or are true in each case. Examples of these pairs of opposites include *hot-cold*, *increased-decreased*, *fast-slow*, *high-low*, or *small-large*.

- Precipitation is projected to increase in both summer and winter over high-latitude regions; in winter over northern mid-latitudes, tropical Africa and Antarctica; and in summer over South and East Asia. **Conversely**, precipitation is projected to decrease in winter over Australia, Central America and Southern Africa.

---

<sup>8</sup> See McAnsh, Miraftabi & Pennington. (2006) *Contrastive Connectors*. Finnish Virtual University.  
<http://sana.aalto.fi/awe/cohesion/signposts/contrast/index.html>

- In the liver, low-density lipoprotein (LDL) particles carry triglycerides and cholesterol on to other body cells. In healthy individuals, the LDL particles are large and relatively few in number. **Conversely**, large numbers of small LDL particles are strongly associated with promoting atheromatous disease within the arteries.

**In/By contrast** is used to describe the differences in one specific feature between two separate (but related) things.

- Growing trees absorb carbon dioxide (CO<sub>2</sub>) through photosynthesis, convert it to carbon and lock it away in the composition of wood. The timber frame in a house of 180 square meters stores around 7.5 tons of carbon. **In contrast**, the same frame made from steel actually adds about 2.9 tons of carbon to the atmosphere when coal is burned for energy to produce the steel.
- Arctic ice is very different than the stuff found on land, like glaciers. For starters, ice formed in seawater never gets all that thick. Most of the actual freezing takes place on the bottom of the ice sheet, where ice contacts the ocean. Ice traps air, which acts as an insulator, which eventually slows down the ice-forming process. Icebergs, **in contrast**, can be huge—they are formed on land, and break off into the sea and float around.

**On the contrary** disagrees with an idea or disputes the ‘truth’ of a common viewpoint.

- The field of high-power radio frequency engineering (RF engineering) was once feared to be a lost art. Because of the trend for low-power, miniaturized circuitry, there is a perception that the need for high-power radio engineering and engineers is diminishing. **On the contrary**, the need for engineers and technicians in this particular field has never been greater, and the need will only increase in the foreseeable future.
- A planned economy does not produce new jobs. **On the contrary**, all of the existing empirical data strongly argues that the exact opposite occurs.

**Instead** is used to replace one action with another. It usually comes after a negative sentence. It comes at the beginning of a sentence and is followed by a comma. It can also come after **and** or **or** without a comma.

- Without the natural “greenhouse effect,” temperatures would be much lower than they are now, and life as known today would not be possible. **Instead**, thanks to greenhouse gases, the earth’s average temperature is a more hospitable 15°C.
- Although the U.S. signed an agreement known as the Kyoto Agreement in 1997, in 2001 the new U.S. government rejected the approach of cutting its emissions of carbon dioxide and **instead** called for a more balanced approach toward reducing carbon dioxide and other greenhouse gases.

**Alternatively** is used to introduce a choice or a different action from what was mentioned earlier.

- Hydrogen can be used directly as an energy source for either conventional internal combustion engines, or for fuel cells. It can also be stored in vehicles either as a compressed gas or as a liquid. **Alternatively**, hydrogen can be generated via reforming chemical compounds, such as methanol, all of which present issues relating to cost, safety and public acceptance.



- Nanoparticles can enter damaged cells and release enzymes that initiate the cells' auto destruct sequence, known as "apoptosis". **Alternatively**, they can release enzymes to try to repair the cell and return it to normal functioning.

## **Exercises**

### 1. ORGANIZING AN ARGUMENT: Choose the right linking word.

- The University of Minnesota runs a number of studies involving non-human primates, most *notably / namely* research into drug addiction.
- The grant will be given in three forms, *notably / namely* the research grant, equipment grants and student aid.
- Employment had *at first / firstly* been only too full, and the economy was overloaded. But by the end of the period, the very idea of full employment seemed illusory.
- As a rule the multiple-function centers were the first to acquire the innovation; they were followed by the prefectural towns, then by industrial towns, and *at last / lastly* by those not dominated by any single activity.
- His claim that children find bilingual education confusing is based on very little evidence. *Moreover / Furthermore*, the evidence he does provide is seriously flawed.
- Homelessness produces intense feelings of despair in individuals without a place to call home; *moreover / furthermore*, it may trigger a sense of guilt among those fortunate enough to have shelter.
- I want to focus on just one aspect of this report or, *more exactly / more particularly / more specifically*, on a major omission from it.

### 2. EXPRESSING CAUSE AND EFFECT: Choose the right linking word.

- Mercury, when combined with any saline substance, has its activity prodigiously increased, *especially / hence* the great variety of chemical preparations which have been contrived to unite it with different acids.
- Owing to the fact that / In view of the fact that* primary cancers of the lung are that leading cause of cancer related deaths in men and women in the United States, it is surprising that there are relatively few reports on the molecular and functional characterization of human lung tumor-associated antigens.
- Savannah differs from the rainforest *since / in that* it gets less rainfall, and the vegetation there dries out during the summer.
- Marijuana is less toxic than alcohol or tobacco. *As a consequence / Therefore* some people believe it should be legalized.
- Since / Because* Canada has legalized hemp farming, we can expect to see pulp and paper produced from hemp very soon.

### 3. EXPRESSING CONTRAST: Choose the right linking word.

- a) On average the girls in this study spend four hours a week chatting to friends on the phone. *In contrast / On the contrary*, very few of the boys spend more than five minutes a day talking to their friends in this way.
- b) Such complex impressions on the part of teachers by no means arise from ignorance or prejudice: *on the contrary/in contrast*, they are the result of powerful, historically informed, shared perspectives on musical reality.
- c) If government saving is high, private saving will be low. *On the contrary / Conversely*, if government saving is negative, then private saving will be high.
- d) With its extremely dense atmosphere composed largely of CO<sub>2</sub>, Venus has very high surface temperatures (up to about 500° C). *In contrast / Conversely*, Mars, with its very thin CO<sub>2</sub> atmosphere, has temperatures comparable to those that prevail at the Earth's poles in winter.
- e) Recent efforts in countering the misuse of null hypothesis significance testing (NHST) did nothing to stem its usage over the period 1960–2007. *On the contrary / On the other hand*, employment of NHST increased during this time.
- f) The world mostly agrees that something needs to be done about global warming and climate change. *However / Nevertheless / On the other hand*, the first stumbling block has been trying to get an agreement on a framework.
- g) The Japanese politicians and corporations are enthusiastic about nuclear power, even though Japan is the only country ever to have experienced the horrors of a nuclear holocaust. The Japanese people, *however / nevertheless / on the other hand*, are very allergic to anything nuclear, particularly after they experienced several very dangerous nuclear accidents in the last several years in their own nuclear facilities.
- h) Little or no change in employment of nuclear engineers is expected through 2020. Due to public concerns over the cost and safety of nuclear power, no commercial nuclear power plants are under construction in the United States. *However / Nevertheless / On the other hand*, nuclear engineers will be needed to operate existing plants. In addition, nuclear engineers will be needed to work in defense-related areas, to develop nuclear medical technology, and to improve and enforce waste management and safety standards.
- i) Historians have dated the onset of globalization at various points. Taking the longest view, we could say that globalization began a million years ago with the first transcontinental migration of the human species out of Africa. *Alternatively / Instead / On the other hand*, we could date the start of globalization from the 5th and 6th centuries BC with the birth of two of the earliest “world” religions, namely Zoroastrianism and Buddhism.
- j) Contrary to what some people believe, the reason for a potential rise in ocean water levels is not due to melting of polar ice caps. *Alternatively / Instead / On the other hand*, the primary reason for this is the simple expansion of water due to heat. Even an increase of a few degrees could cause the ocean to expand, bringing water further inland and destroying coastal areas.

4. PREPOSITIONAL AND ADVERBIAL PHRASES: Use the phrase in the table below to complete the following sentences.

Qualifying Prepositional and Adverbial Phrases			
<b>to some extent</b> (à un certain degré)  <b>to a lesser extent</b> (moins, à un moindre degré)  <b>to a greater extent</b> (plus, davantage)	<b>on the grounds of/that</b> (en raison de)	<b>as a rule</b> (normalement, en règle générale)	<b>in greater/more detail</b> (plus en détail)
<b>in most/many respects</b> (à bien des égards)  <b>in some respects</b> (à certains égards)  <b>in respect of</b> <b>with respect to</b> (en ce qui concerne)	<b>to be largely / greatly / partly due to something</b> (être en grande partie/en partie dû à quelque chose)	<b>in sum</b> (en bref, en somme)	<b>for the most part</b> (dans l'ensemble, en grande partie)  <b>by no means</b> (en aucun cas)
<b>as regards</b> <b>regarding</b> <b>in/with regard to</b> (en ce qui concerne)  <b>in this regard</b> (à cet égard)	<b>in accordance with / in line with</b> (conformément à)	<b>at this point / stage</b> (à ce stade)	<b>as opposed to</b> (à la différence de)
<b>in (the) light of</b> (vu, étant donné)	<b>on the basis of</b> (sur la base de)	<b>in the aim of</b> (dans le but de, afin de)	<b>instead of</b> (au lieu de)
<b>in terms of</b> (en termes de)			<b>beyond the scope of</b> (au-delà de)

- a) Behavioural brain reserve suggests that sustained complex mental activity protects against dementia \_\_\_\_\_ both incidence and the rate of cognitive decline in elderly individuals.
- b) Having considered and rejected some obvious confounding factors, the data are strongly \_\_\_\_\_ (= in agreement with) our hypothesis that bilingualism delays the onset of symptoms of dementia.
- c) In a large proportion of cases, the disease has already advanced \_\_\_\_\_ radical surgery (= it is too advanced for surgery to be considered). Those patients can be offered palliative care.
- d) Our results indicate that head movements were faster during the live concert than the album-playback concert. This suggests that live music engages listeners \_\_\_\_\_ (= more) than pre-recorded music.

- e) The practice, which has been variously described as Immersion, Content-Based Language Learning or Bilingual Education, is \_\_\_\_\_ (= not at all) a new idea. Socrates' Academy could be classified as a bilingual learning environment.
- f) Direct democracy is a form of government in which people vote on policy initiatives directly, \_\_\_\_\_ (= unlike) a representative democracy in which people vote for representatives who then vote on policy initiatives.

5. SUMMARY EXERCISE: Use the information and arguments below to build up a 100 to 150-word argumentative text on vaping/e-cigarettes. Your text should include: one sentence for context, one sentence for your thesis statement (your main argument), two or three arguments to support your thesis statement, and a conclusion. Make sure to use all the strategies we have learned in this chapter (summary words, linking verb phrases and sentence connectors) to create cohesion within your text. Your text should fit the Academic English register whereas the information below uses a more informal register.

Your thesis statement / main argument is:

- We need to do more research before e-cigarettes can be recommended or advised against as a healthier alternative to tobacco smokers.

Here are some arguments and/or evidence that you could use in your text:

- E-cigarettes contain no tobacco, which causes cancer.
- E-cigarettes contain nicotine, which is addictive.
- Some studies show that flavours in e-cigarettes change the effect of nicotine. This decreases nicotine satisfaction, which leads users to smoke e-cigarettes more than cigarettes.
- E-cigarettes contain low levels of toxic chemicals, including nitrosamines. It is not clear yet whether these chemicals cause cancer.
- The level of nitrosamines found in e-cigarettes is much lower than that found in cigarettes.
- There is a great variety of e-cigarette products, so it is difficult to control the safety of each product.
- These products are created by the tobacco industry which lied for decades about the impact of tobacco.
- If vaping is perceived as safe, people who don't smoke such as young people might be tempted to start smoking.

## V. Hedging - Degrees of Certainty

It is often believed that academic writing, particularly scientific writing, is factual, i.e. that it conveys facts and information only. However it is now recognized that an important feature of academic writing is the concept of **cautious** language, often called "hedging". In other words, it is necessary to make decisions about your stance on a particular subject, or the strength of the claims you are making.<sup>9</sup>

Compare the following sentences. Which statement will be easier to defend in a paper?

A reduced speed limit will result in fewer highway injuries.

Study results show that reducing the speed limit, if combined with an increased police presence, could result in fewer highway injuries.

Hedging is a rhetorical device that qualifies categorical statements to express possibility and anticipate objections. It is central to effective argument. It allows writers to express claims with precision, caution and modesty.

### 1. Probability

Hedging includes the degree of certainty of your claim. There are many ways of expressing probability in academic English.

Compare the following statements:

A reduced speed limit **will** result in fewer highway injuries.

A reduced speed limit **may** result in fewer highway injuries.

A reduced speed limit **will definitely** result in fewer highway injuries.

A reduced speed limit **might conceivably** result in fewer highway injuries.

**It is certain that** a reduced speed limit will result in fewer highway injuries.

**It is probable that** a reduced speed limit will result in fewer highway injuries.

**There is a strong possibility that** a reduced speed limit will result in fewer highway injuries.

**There is a good possibility that** a reduced speed limit will result in fewer highway injuries.

Here is some hedging language you can use:

Modal verbs	<i>will, must, would, may, might, could</i>
Modal adverbs	<i>certainly, clearly, probably, possibly, conceivably, apparently, arguably, seemingly, surely</i>
Modal adjectives	<i>certain, definite, clear, probable, possible, likely</i>
Modal nouns	<i>assumption, possibility, probability, likelihood</i>

<sup>9</sup> Adapted from Swales, J., & Feak, C. (2010) *Academic Writing for Graduate Students*. University of Michigan Press.

"That" clauses	<i>It could be the case that ... It might be suggested that ... There is every hope that ... It is recommended that...</i>
"To" clause + adjective	<i>It may be possible to obtain ... It is important to develop ... It is useful to study ...</i>

On the other hand, you may sometimes need boosting language to make a claim more assertively.

Modal adverbs	<i>categorically, certainly, clearly, definitely, emphatically, indisputably, inevitably, irrefutably, observably, obviously, plainly, undeniably, undoubtedly, unquestionably, evidently</i>
Modal phrase	<i>for sure, for certain, there is no doubt that, without doubt</i>

You have the choice between several modal verbs to express probability and certainty.

<b>Must</b> = used to make confident predictions or conclusions  = used in boosted directives to the reader to pay attention to particular points	Such changes <u>must</u> be due to changes in motivational organization of social behavior.  We <u>must</u> remember, however, that migrants may not need information about more than one destination.
<b>Must have</b> = used to make confident predictions about the past	If seal hunting was the main reason for the Neolithic occupation of coastal Ostrobothnia, then the arrival of migratory birds <u>must have been</u> an important reason for occupying these sites in spring and early summer.
<b>Should</b> = used to describe desired or ideal situations  = expresses confidence in predictions and conclusions.	However, to assess different advantages and disadvantages in other circumstances, the chosen method <u>should</u> be examined critically before used.  The overall agreement of the results <u>should</u> allow us to accept them with some confidence.

<b>Should have</b> = used to describe past events <u>which did not happen</u>	There were ample signs of a troubled mind, which <u>should have triggered</u> more rigorous supervision and monitoring.
<b>Can</b> = used to make fairly confident but not absolute assertions	These new insights into the multiple meanings of family <u>can</u> help us understand the experience of transnational migration.
<b>May</b> = used to describe things that are likely to occur or that normally occur (similar but more formal than <u>can</u> )  = used to make a proposition more tentative	The anger experience <u>may</u> culminate in a variety of behavioral reactions, including aggression or withdrawal.  One <u>may</u> conclude that ...
<b>Might / Could</b> = used for more tentative assertions	One <u>could</u> say that our concept of selfhood is radically contaminated by the mind-set of "this is mine", "I am this".  The predisposition to respond to pattern or flicker only affects the further development of a preference in that it <u>might</u> help to guide the young bird toward objects having these characteristics.
<b>May/might/could have</b>  = used to make more tentative assertions about the past	Increased international attention <u>might have caused</u> the government to curtail prosecutions and other official discrimination.
<b>Could have</b>  = used to talk about unrealized past ability or opportunities	Trump estimated his company <u>could have completed</u> the project for \$110 million but the city rejected his offer.

### Would

= used to hedge assertions which someone might challenge and to make argumentative claims less direct with verbs such as **argue, advocate, assume, claim, propose, suggest.**

= also frequent with **appear** and **seem**.

Theoretically, one would assume that this increased bacterial mass would synthesize more enzymes.

It would seem that in this domain, as in so many others, the north was more favored than the south.

## 2. Distance

Distance is another way of removing yourself from a strong—and possibly indefensible—claim.

Compare these sentences:

Consumers **have** less confidence in the economy today than 10 years ago.

Consumers **seem to have** less confidence in the economy today than 10 years ago.

Consumers **appear to have** less confidence in the economy today than 10 years ago.

**It would appear that** consumers have less confidence in the economy today than 10 years ago.

Here is some distancing language you can use:

Introductory verbs	<i>seem, look like, appear to be think, believe</i>
Use of the passive	<i>It is frequently implicated... It is generally agreed ... Little is known... Distinct patterns have been described...</i>
Other phrases	<i>On the limited data available, ... In the view of some experts, ... According to this preliminary study, ... Based on informal observation, ...</i>

## 3. Scope

You can also qualify a claim by restricting the validity of that claim and weakening the generalization.

Compare the following statements:

Consumers have less confidence in the economy.

Consumers **tend to** have less confidence in the economy.

Many consumers have less confidence in the economy.

**A majority of** consumers have less confidence in the economy.



**In most parts of the country**, consumers have less confidence in the economy.  
 Consumers **in most income brackets** have less confidence in the economy.

National economies in Africa are not likely to improve greatly over the next decade.  
**Apart from a few oil-rich states**, national economies in Africa are not likely to improve greatly over the next decade.

You can do so by adding:

Verbs such as	<i>tend</i>
Adverbs of frequency	<i>often, sometimes, usually, frequently, partially, generally, roughly, typically, broadly</i>
Modal phrases	<i>as a (general) rule, broadly speaking, roughly speaking, generally speaking, in a sense, in a way, in principle, in some senses, in some/many respects</i>
Quantifiers	<i>a majority of, many, most</i>
Adding exceptions	<i>with the exception of, apart from, except for</i>

#### 4. Boosting language vs. cautious language

Finally, you can reduce a claim in strength by choosing a weaker verb. Compare:

Deregulation causes the banking crisis.  
 Deregulation **contributed to** the banking crisis.

Here are some examples of strong verbs and their weaker equivalents:

Strong Verb	Weaker Verb	Example
to establish	to indicate	The results _____ that there is a link between smoking and lung cancer.
to show	to suggest	Table 9 _____ that the number of articles written and published by nonnative speaker will continue to increase.
to question	to challenge	The latest series of studies _____ the conclusions of much previous research.
to validate	to support	The results given in Figure 4 _____ the second hypothesis.
to depict	to clarify	Figure 12 _____ the relationship between these two systems.

## **Exercises**

### **1. Chose the correct modal verb(s) to fill in the gaps.**

- a) When studying the advantages and disadvantages of learning methods, it **should / may / can** be necessary to place learners in artificial situations, in order to observe how they **would / can / might** react to different stimuli.
- b) Researchers have found among the first and perhaps only hard evidence that simple protein catalysts—essential for cells, the building blocks of life, to function—**may exist / will have existed / may have existed** when life began.
- c) The surface of Mars bears imprints of structures that resemble fluvial stream networks on Earth. Scientists therefore assume that there **would be / should have been / must have been** once enough water on the red planet to feed water streams that incised their path into the soil.
- d) Of the 67 patients who **could have completed / must have completed / would complete** the study, 19 had to be excluded for a variety of reasons.
- e) We examine the possibility that a nearby supernova explosion **must have caused / would have caused / could have caused** one or more of the mass extinctions identified by paleontologists.
- f) An extensive visual investigation of western art of the past 1000 years resulted in the revolutionary claim that artists even of the prominence of van Eyck and Bellini **should have used / must have used / can have used** optical aids.
- g) The experimental group consisted of 30 participants (17 females and 13 males). To be included in the study, participants **had to / must / should** have no prior experience with AI-mediated language instruction.

### **2. Can you find hedging language in the following abstract?**

While many processes in biology, such as cell differentiation and development, increase complexity, the aging process increases entropy and culminates in the death of the animal. Thus, the discovery that single gene mutations in many organisms can extend lifespan dramatically was surprising. These mutations indicated that the aging process is subject to regulation; it is not as random and haphazard as it seems. Even more surprising are some recent findings suggesting that a conserved system regulating lifespan may have arisen early in evolution. This regulatory system also controls diapause-like states, which are relatively quiescent states that allow an animal to postpone reproduction in response to adverse environmental conditions. This connection is particularly intriguing because, in at least some cases, lifespan extension can be uncoupled from other aspects of diapause, allowing active and fertile animals to remain youthful much longer than normal.

3. Choose ONE of the following overgeneralizations to rewrite and turn into a scientifically-arguable claim.

1. Paper newspapers will soon disappear.
2. TV is bad for kids.
3. Women are better off in single-sex schools.
4. Homework is about "winning" on tests, not learning.
5. The Internet is good for democracy.
6. Compulsory voting is better for the socially or economically disadvantaged.
7. Vegetarianism is healthier.
8. School uniforms create a sense of equality.
9. Better nutrition leads to better students.
10. Advertising makes people feel insecure about themselves.
11. It's never a good idea to drink coffee after noontime.
12. A long commute to work makes a person much less productive.

4. The following paragraph reports findings about the use of portfolios by university students and employers in the recruitment process. Yet, as an academic piece of writing, this text breaches many conventions of scientific writing. First, the register used in this paragraph is inappropriate for a number of reasons. Next, it is overly assertive and shows little caution in the arguments and findings it puts forward. Rewrite the whole paragraph in order to use a more formal register and to incorporate more hedging devices.

Portfolios are the best tool if you want to get hired. You can use them to show off online how smart you are and what degrees you have. It has been proved that employers will have a look at your portfolios if you send them a link by email and use these portfolios to pick people to employ. But strangely, students who have a university degree do not believe this is possible. They do not believe that employers take the trouble to look through all the portfolios they receive. On top of that, students don't like writing portfolios because it takes too much time and is too hard to do. This is the case because students focus too much on the finish product, and don't realize that making such a portfolio forces them to think about what they are capable of doing or what kind of person they would be as employees. And thus, students who have written portfolios do a better job when they land a job interview.



## VI. Language Patterns

### 1. Commenting Visual Aids

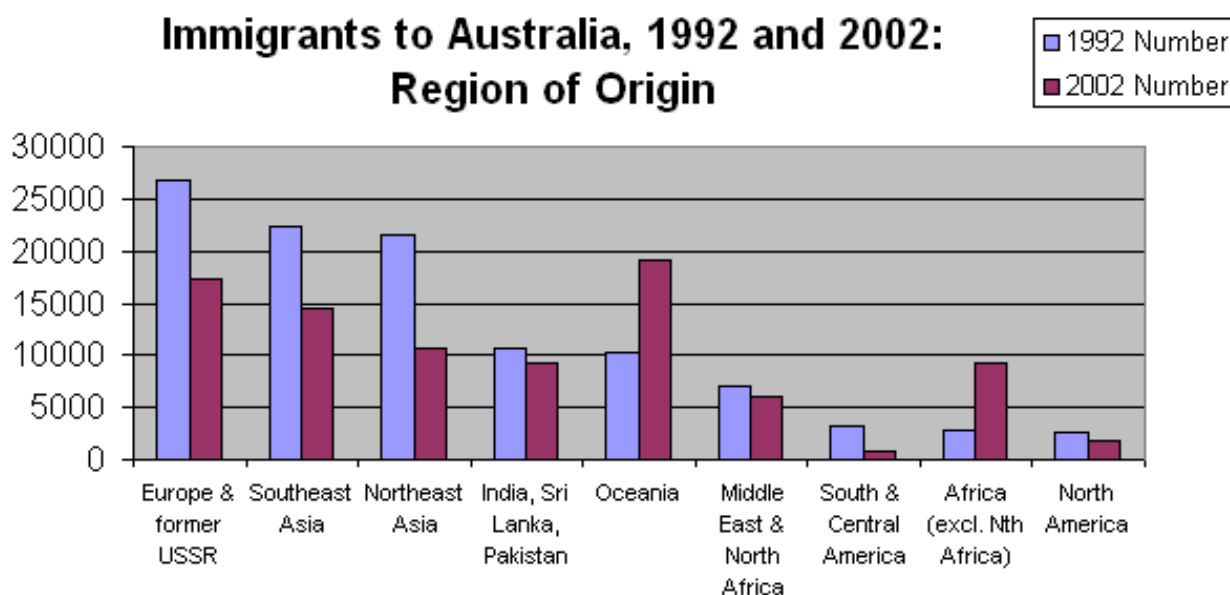
Do not mix up the following terms:<sup>10</sup>

- ✓ A diagram is a schematic or technical drawing that shows how things work or how they are constructed.
- ✓ A table presents facts and figures systematically. These are usually displayed in columns.
- ✓ A graph or chart is a pictorial representation of statistical information or relationships between sets of data.

Data commentaries usually have the following elements in the following order:

- location elements
- a summary of the general trend
- highlighting statements
- a conclusion

Here is an example:



The chart shows changes in Australian immigration between 1992 and 2002. Overall, immigration has dropped, and the number of immigrants from Europe and Asia has declined.

<sup>10</sup> Adapted from Swales, J., & Feak, C. (2010) *Academic Writing for Graduate Students*. University of Michigan Press. Some exercises adapted from McCarthy M. and O'Dell, F. (2010) *Academic Vocabulary in Use*. Cambridge. Graphs and descriptions from: ADMC HD. *Writing Graphs*. <http://www.admc.hct.ac.ae/hd1/documents/intro.htm> & O'Connell, S. (2002) *Focus on IELTS*. Pearson Education Limited.

The biggest single group of immigrants in both years is from Europe. In 1992, almost 27,000 Europeans moved to Australia. The number of immigrants from Northeast and Southeast Asia plunged to just 25,000 people. There was also a drop in the number and proportion of immigrants from North and South America and from the Middle East.

However, the number of immigrants from Africa went up sharply. In 1992, there were only 3000 African immigrants to Australia. By 2002, this figure had shot up to 9300. Another large increase was in immigration from Oceania, the islands neighboring Australia. By 2002 they made up the largest single group, at 19,000.

In conclusion, although Europe is still an important source of people seeking to live in Australia, immigration has dropped overall, and applicants from regions such as Africa and Oceania have become more numerous.

(1) **Location elements** reveal the organization of the graph and establish logical connections.

Here are a few phrases that you can use:

<b>Figure 2</b>	<b>shows</b>	the (frequency) distribution of (virus encounters) the number of ...
	<b>presents</b>	the proportion of ... information on ...
	<b>illustrates</b>	data on ... changes in statistics for ... the average amounts (spent ...) the percentage of ...
	<b>provides</b>	details of (the fertilizer used) (demographic) information (for the study participants)

You can also choose to summarize the major trend demonstrated by the chart in the first sentence:

<b>As can be seen in Figure 4,</b>	home disks are the major source of computer viruses.
<b>As shown in Figure 4,</b>	
<b>According to Figure 4,</b>	
<b>It can be seen from Figure 4 that</b>	
<b>Figure 2 shows that suggests that demonstrates that</b>	
<b>Figure 2 shows how illustrates how</b>	house prices have risen since the 1980s.
<b>Figure 2 compares</b>	bus, train, and taxi use between April and June.

(2) **Highlighting statements** are generalizations that you can draw from the details of the data display.

Here are a few phrases used to describe the proportions:

Food garbage	<b>makes up accounts for</b>	17% of	of the total solid waste.
Cigarette smoking	<b>is responsible for</b>		the labor force.
Female workers	<b>constitute</b>	the majority of	deaths from lung cancer.
Fast food and soft drinks	<b>contribute to</b>	the increase	in child obesity.

To describe the evolution of a trend, these expressions may be used:

There is There was There has been	a	slight slow gradual marked dramatic sharp rapid sudden	rise increase decrease fall drop	in	sales.
---	---	---	--	----	--------

or:

Student numbers	increased rose decreased declined fell dropped	dramatically slightly slowly gradually steadily markedly	in 2009.
-----------------	---	---	----------

To describe more dramatic changes, here are a few other words you can use:

<b>Verbs</b>	<b>Upwards Movement</b>	<p>Unemployment has <b>climbed</b> from two million to three million.</p> <p>Profits <b>jumped</b> by 15 per cent during the year.</p> <p>The cost of raw materials has <b>escalated</b> sharply.</p> <p>The number of managers has <b>expanded</b> from 700 to 1 300.</p> <p>The company profits <b>grew</b> by 5% last year.</p> <p>Inflation has <b>soared</b> from 5% to 15%. (= rise quickly)</p> <p>Use of computers <b>spread</b> rapidly during that period.</p>
	<b>Downward Movement</b>	<p>Share prices <b>collapsed</b> after the news of poor trading figures.</p> <p>Sales for this quarter have <b>dipped</b> from 38.7 million to 33 million.</p> <p>The share price <b>dived</b> from 49p to an all-time low of 40p.</p> <p>The number of stolen vehicles <b>dropped</b> from 1 013 to 780.</p> <p>Supplies of coal are <b>dwindling</b> fast. (= to decrease gradually)</p> <p>Share prices <b>plummeted</b> to an all-time low. (= fall suddenly and quickly)</p> <p>This year profits <b>plunged</b> by 40%. (= fall suddenly)</p> <p>The number of employees <b>was reduced</b> from 40 to 25.</p> <p>Oil prices have <b>slumped</b> quite badly in recent months. (= to fall suddenly and by a large amount)</p>
	<b>Level Movement</b>	<p>Sales have <b>leveled off</b> after a period of rapid growth.</p> <p>House prices should eventually <b>even out</b>.</p> <p>Export growth has started to <b>flatten out</b>.</p>
<b>Nouns</b>	<b>Upwards Movement</b>	<p><b>an increase in ...</b></p> <p><b>a rise in the number of ...</b></p> <p><b>a growth in ...</b></p> <p><b>a boost in ...</b></p> <p><b>a gain of ...</b></p> <p><b>an upturn in ...</b></p> <p><b>a build-up of ...</b> (= gradual increase)</p> <p><b>a surge in</b> (= sudden increase)</p> <p><b>a hike in</b> (= sudden and large increase)</p> <p><b>an upsurge in</b> (= sudden and large increase)</p>
	<b>Downward Movement</b>	<p><b>a fall in ...</b></p> <p><b>a decline in/of ...</b></p> <p><b>a decrease in/of ...</b></p> <p><b>a diminution in</b></p> <p><b>a drop in ...</b></p> <p><b>a plunge in ...</b></p>



<b>Adverbs</b>	<b>Sharp movement</b>	considerably dramatically greatly significantly substantially rapidly sharply steeply
	<b>Slow movement</b>	slightly gradually steadily hardly marginally

Note that it may not be a good idea to simply repeat the data in words. For this reason, it might be a good strategy to compare the data illustrated by the chart. Here are a few structures you can use:

<b>Almost exactly</b> <b>Close to</b> <b>Slightly over</b>	<b>twice as many</b> <b>three times as many</b>	boys reported restrictions on going out late at night.
<b>A marginally</b>	<b>smaller percentage of ...</b>	boys reported restrictions on going out late at night.
The red car uses	<b>half as much</b> <b>half the amount of</b> <b>half the quantity of</b>	gas as the blue car.
Facebook accounts for	<b>a third / a quarter of ...</b> <b>one fifth of ...</b> ...	of all page views in the US.

Prices increased	<b>by 50%.</b> <b>from \$20 000 to \$40 000.</b>
Among the survivors, third class children outnumbered first class children	<b>by a ratio of</b> more than four to one.

## **Exercises**

### 1. Make the rather informal words in bold sound more precise and academic.

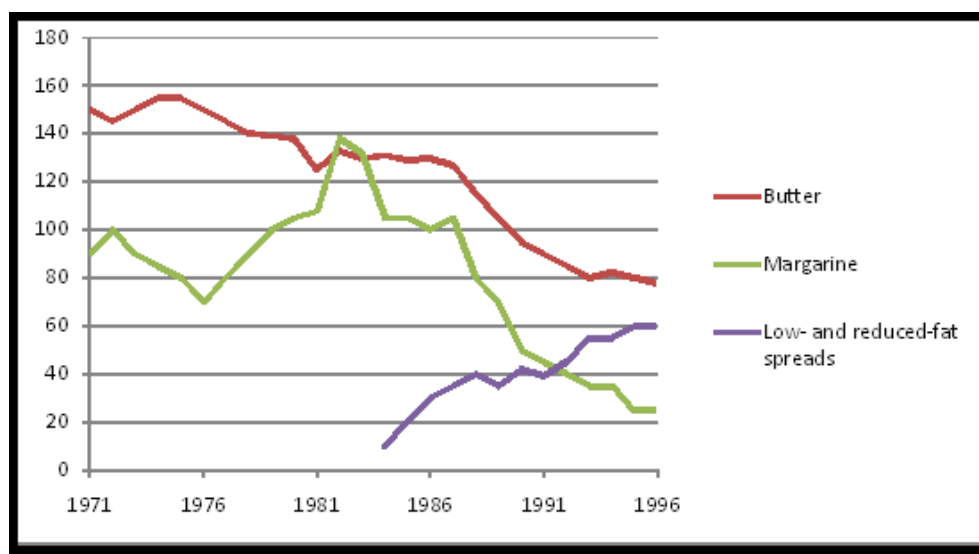
- a. The different **bits** of the pie chart show the numbers of people in each age group.
- b. People's salaries usually reach their **highest point** when they are in their late 40s.
- c. The two lines in the graph **cross** at point A.
- d. A random **group** of 1000 teenagers were **asked questions**.
- e. If you look along the top **line** of the table you can see the figures for the 1950s.
- f. The **number of cases** of death by poisoning has increased sharply.
- g. The temperature **was higher than** 45°C in some parts of the country during the heat wave.

### 2. Fill in with the correct preposition.

- a. Five \_\_\_\_\_ six universities have already developed their own assessment system.
- b. Fish prices have decreased \_\_\_\_\_ 20% since 1985.
- c. It can be seen \_\_\_\_\_ the graph that temperature increases \_\_\_\_\_ function of time.
- d. Electricity accounts \_\_\_\_\_ 34% \_\_\_\_\_ the total energy consumption in Italy.
- e. There was a sudden reduction \_\_\_\_\_ the number of car accidents in 2005.
- f. It can be seen \_\_\_\_\_ the graph that there is a one- \_\_\_\_\_ -a-million chance that the vaccine itself can cause polio.
- g. Between 1983 and 2006, the number of this species of condor soared \_\_\_\_\_ 22 pairs \_\_\_\_ 273.
- h. Other bird populations have gone up by two times \_\_\_\_ the last six months.

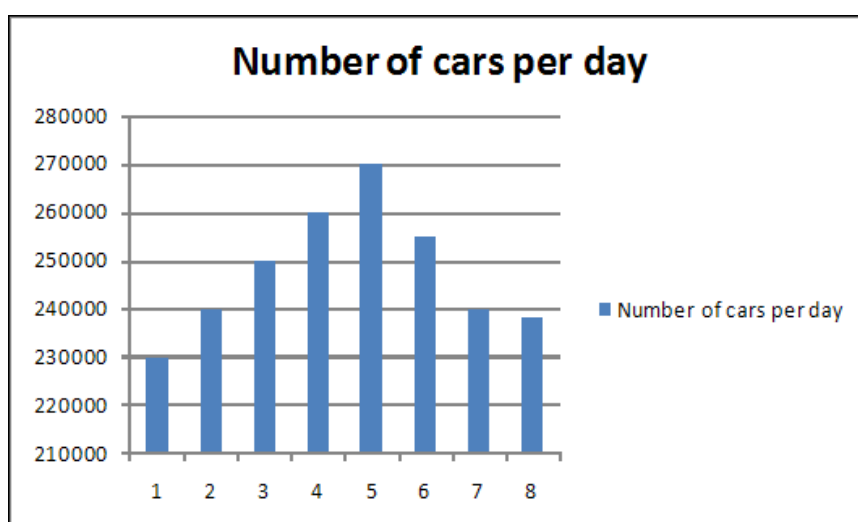
3. Observe the graph below and complete the gaps.

a) **Fat Consumption**



Over the period 1971 to 1997 as a whole, there was \_\_\_\_\_ in the consumption of butter and margarine and \_\_\_\_\_ in the consumption of low-fat spreads. Butter was the most popular fat at the beginning of the period, and consumption reached a peak of about 150 grams per person per week in about 1975. Since then, there has been a \_\_\_\_\_ decline. In 1981, the consumption of margarine exceeded that of butter for the first time, but since 1987 there has been a \_\_\_\_\_ fall in the consumption of margarine, which seems set to continue. Low-fat spreads were introduced gradually, and there has been a \_\_\_\_\_ rise in their consumption since then.

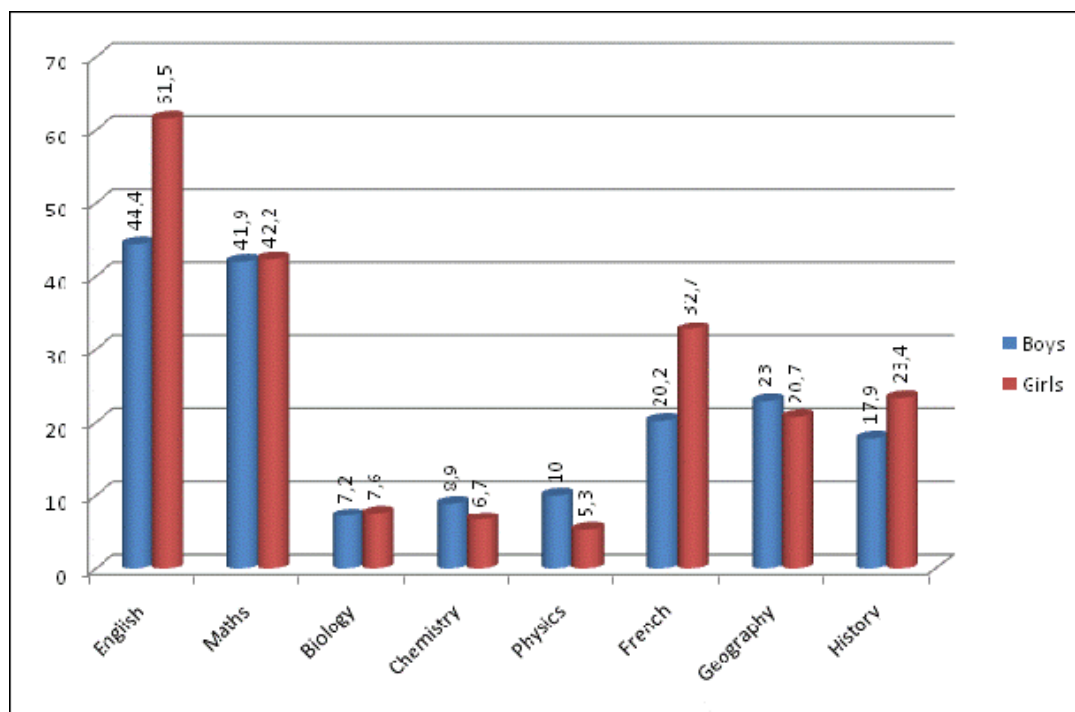
b) **Traffic Congestion**



The chart shows the number of cars entering the downtown area of West City each day \_\_\_\_\_ an eight-year period (years 1 - 8). The totals are listed on the vertical axis, while the years are listed on the horizontal axis. To the right of the graph we see the legend. The number of cars varies \_\_\_\_\_ the

period. The total rose in the \_\_\_\_\_ years and reached a peak in \_\_\_\_\_, after which the numbers started to fall. This can be explained by the fact that a new mass transit railway was opened in \_\_\_\_\_.

### c) Gender and attainment



The graph \_\_\_\_\_ the percentages of boys and girls achieving the highest grades in their school-leaving exams in 1993-94, \_\_\_\_\_ subject. \_\_\_\_\_, pupils of both sexes did best in English and Mathematics, and worst in Biology, Chemistry and Physics. Results for boys and girls were roughly \_\_\_\_\_ in Mathematics, Biology and Geography. In other subjects, however, there were some \_\_\_\_\_ differences. Girls achieved \_\_\_\_\_ their best results in English, with a pass rate of 61.5%, which was almost \_\_\_\_\_ than the boys. The difference was \_\_\_\_\_ in French, where well \_\_\_\_\_ 50% more girls achieved high grades. By contrast, boys did better in Physics. The boys' pass rate in Physics, although low in itself, was almost \_\_\_\_\_ that of the girls. In general, it appears that \_\_\_\_\_ the exception of math girls do better in art subjects, while boys show more ability in science and technology.

## 2. Introductions: indicating a gap

In the introduction of a scientific paper, we are usually required to:

- to provide background information,
- report past findings,
- introduce new concepts or ideas,
- provide a description of our main hypothesis,
- and explain how we mean to process to test that hypothesis.

### (1) **Claiming Centrality**

A good strategy is to suggest in the introductive paragraphs of your paper that your subject is central to your field today. Here are some skeletal examples of such opening statements:

Recently, there has been **growing interest in ...**  
The possibility of ... has **generated wide interest in ..**  
The development of ... is **a classic problem in ...**  
The development of ... has **led to the hope that ...**  
The ... has become **a favorite topic of analysis ...**  
Knowledge of ... has **a great importance for ...**  
The study of ... has **become an important aspect of ...**  
**A central issue in ... is ...**  
(The) ... has been extensively studies in recent years.  
Many investigators **have recently turned to ...**  
The relationship between ... and ... **has been investigated by** many researchers.  
Many recent studies **have focused on ...**

### (2) **Discussing past findings**

In the introduction of a scientific paper, we may also review secondary literature in order to present research findings, put them in context, present opinions, compare and contrast different authors, evaluate the strengths and weaknesses of different authors in the context of the present paper, confirm and concede past arguments and findings, justify and take up a position.

### **Agreeing**

The work of X indicates that ...  
The work of X reveals that ...  
The work of X shows that ...  
Turning to X, one finds that ...  
Reference to X reveals that ...  
In a study of Y, X found that ...  
As X points out, ...  
As X perceptively states, ...  
As X has indicated, ...  
A study by X shows that ...  
X has drawn attention to the fact that ...  
X correctly argues that ...  
X rightly points out that ...  
X makes clear that ...

## **Disagreeing**

X claims that ...  
X states erroneously that ...  
The work of X asserts that ...  
X feels that ...  
However, Y does not support X's argument that ...

## **Neutral**

According to X...  
It is the view of X that ...  
The opinion of X is that ...  
In an article by X, ...  
Research by X suggests that ...  
X has expressed a similar view.  
X reports that ...  
X notes that ...  
X states that ...  
X observes that ...  
X concludes that ...  
X argues that ...  
X found that ...  
X discovered that ...

## **Quoting**

As X said/says, "... ..."  
As X stated/states, "... ..."  
As X wrote/writes, "... ..."  
As X commented/comments, "... ..."  
As X observed/observes, "... ..."  
As X pointed/points out, "... ..."  
To quote from X, "... ..."  
It was X who said that "... ..."  
This example is given by X: "... ..."  
According to X, "... ..."  
X claims that, "... ..."  
X found that, "... ..."  
The opinion of X is that, "... ..."

## **Concluding**

The evidence seems to indicate that...  
It must therefore be recognized that...  
The indications are therefore that...  
It is clear therefore that ...  
Thus it could be concluded that...  
The evidence seems to be strong that...  
On this basis it may be inferred that...  
Given this evidence, it can be seen that...

### (3) Establishing a Niche

Another possible move is to suggest that your study emerges as a natural and rational response to some gap in the literature on your subject. Here are some verbs you can use to that end:

However, previous research in this field has

- concentrated on ...**
- been limited to ...**
- been restricted to ...**
- disregarded ...**
- ignored ...**
- neglected to consider ...**
- failed to consider ...**
- overestimated ...**
- underestimated ...**
- misinterpreted ...**
- suffered from ...**

However, **little** information/attention/work/data/research ....  
Nevertheless, **few** studies/investigations/researchers/attempts ....  
**None** of these reports, however, ...

Nevertheless, these attempts to establish a link between ... and ... are at present

- controversial**
- incomplete**
- misguided**
- questionable**
- unconvincing**
- unsatisfactory**

Here are some alternatives to these negative openings:

The research has tended to focus on ..., **rather than on ...**  
These studies have emphasized ..., **as opposed to ...**  
Although considerable research has been devoted to ..., **rather less attention has been paid to ...**  
Most studies have been content to ....  
So far, investigations have been confined to ...

You can also raise a question, a hypothesis or a need.

However, it remains **unclear whether** ....  
It would thus be **of interest to learn how** ...  
If these results could be confirmed, they **would provide strong evidence for** ...  
The findings suggest that this approach might be **less effective when** ...  
It would seem, therefore, that **further investigations are needed in order to** ...

Finally, you can indicate that some finding in the immediate research literature can be extended or applied in some way:

These recent developments in ... clearly **have considerable potential**. In this paper, we demonstrate, ...  
The literature shows that ... **is a useful technique for** .... This paper uses this technique to ...

#### (4) Occupying the Niche

Another step in an introduction is commonly to indicate the main purpose of the paper or to describe the main feature of their research and express the purpose of the paper:

The **aim** of the present paper is to give ...  
This paper **reports on** the results obtained ...  
In this paper, we **give preliminary results for** ...  
The main **purpose** of the experiment reported here was to ...  
This study **was designed to** evaluate ...  
The present work **extends the use of** the last model by ...  
We now **report** the interaction between ...  
The primary **focus** of this paper is on ...  
Our primary **objective** in this paper is to provide ...

### **3. Discussion & conclusions: Expressing reasons and explanations**

#### (1) Writing about Causes and Effects

In order to help your reader understand a problem and/or a solution, you may need to use expressions to highlight causes and effects.

An increase in demand	<b>is likely to cause a</b>	a rise in prices.
Increases in demand	<b>usually lead to</b>	price increases.
Demand increases;	<b>as a result,</b>	prices tend to rise.
Increases in price	<b>are often caused by</b>	increases in demand.

#### (2) Introducing a Problem

You might also need to formulate questions or problems.

However, this system/process/idea **has its problems**.  
Nevertheless, **few solutions have been found** to ...  
Despite this, **little progress has been made** in ...  
Nevertheless, **the problem remains as to how** ...  
However, **there remains the issue of** reliability.  
Even so, **this model has some serious limitations**.  
Even so, **researchers still have to find a way to** ...

#### (3) Introducing a Solution

Finally, after raising an issue, you will probably want to evaluate the answers to those problems.

Solutions to this problem are now widely discussed. **One remedy is to** ...  
**One method to address this difficulty is to** ...  
There are **two possible ways of handling** this problem. The first ... The second ...  
**Several options are available to address** this obstacle. However, the best one seems to be ...  
A radically different design/model **is needed to overcome this limitation**.  
Recently, researchers have made significant progress **in overcoming this difficulty by** ...



#### (4) Dealing with "Problems"

Sometimes your data may not be quite what you expected. The verb phrases in the following example sentences may be helpful as you discuss imperfect data:

The difference between expected and obtained results **may be due to** fluctuations in the power supply.

This discrepancy **can be attributed to** the small sample size.

The anomaly in the observations **can probably be accounted for by** a defect in the camera.

The lack of statistical significance **is probably a consequence of** weaknesses in the experimental design.

The problem with dating this archeological site **would stem from** the limited amount of organic material available.

#### (5) Expressions of Limitation

Here are some typical formulations for stating limitations in one's research scope.

It should be noted that this study has been **primarily concerned with** ...

This analysis has **concentrated on** ...

The findings of this study **are restricted to** ...

This study has **addressed only the question of** ...

Below are some typical openings for statements that firmly state that certain conclusions should *not* be drawn.

However, the findings **do not imply** ...

The results of this study **cannot be taken as evidence for** ...

Unfortunately, we are **unable to determine from** this data ...

The lack of ... means that **we cannot be certain of** ...

Here are other phrases discussing the limitations of your study:

The **primary** limitation to the generalization of these results is ...

Many limitations exist in the current study **beginning with** ...

One of the limitations of this study **had to do with** the ...

The **main** limitations of the current study were ...

The **most obvious** limitation in this research was the ...

There are two major limitations in this study **that could be addressed in future research**.

As with the majority of studies, the design of the current study is **subject to** limitations.

The study was **further limited by** the ...

The research findings of this study **were limited by** ...

The results of the present study **are also limited due to the fact that** ...

The nature of our sample makes it **difficult to generalize** ... **s to ...s**

You can also place the limitation in an opening phrase.

<b>Notwithstanding its limitations,</b>	this study does suggest ...
<b>Despite its preliminary character,</b>	the research reported here would seem to indicate ...
<b>However exploratory,</b>	this study may offer some insight into ...

## **(6) Making recommendations for future research**

It is often necessary to include some recommendations or suggestions for further work in (or after) the conclusion.

... must be done.

... is needed.

... is necessary.

There is a continuing need for ...

It is strongly recommended that ...

... should be done.

... is strongly recommended.

It is recommended that ...

... should be considered.

It is advisable to ...

... could/might/may be considered.

## **(7) Drawing implications**

The practical implications of the study suggest that ...

The implications of this study can be useful in ...

These results also have important implications for research in ...

The pedagogical implications for the use of ...

If these findings are valid, they have important implications for ..., ..., ..., and ... . First, ...

In light of the findings, the following implications are offered: ...

The study of visual-verbal relations in language learning materials presented in this article has three pedagogical implications. First, ...

Our study delivers a clear message to educators that ....

In terms of the findings of our study specifically, we recommend that ...

#### 4. Writing an Abstract

A research paper is usually prefaced by an abstract, which is a clear and concise synopsis of the article.<sup>11</sup> The readers of a scientific paper read the abstract for two purposes: to decide whether they want to read the full paper, and to prepare themselves for the details presented in that paper. An effective abstract helps readers achieve these two purposes. In particular, because it is typically read before the full paper, the abstract should present what the readers are primarily interested in; that is, what they want to know first of all and most of all. Primarily, they want to know the motivation for the work presented and the outcome of this work. In other words, an abstract should include 1-2 sentences representing each section of the report:

- Motivation:     Context → What is the justification for the research?  
                            Need → What is a promising line of research?  
  → What gap needs to be filled?  
                            Task → What were the objectives?
- Outcome:        Methods → What did you do? How?  
                            Results → What did you discover?  
                            Conclusion → What do your findings mean for the field?

The abstract is read by many different readers, from the most specialized to the least specialized among the target audience. Any scientist reading it should be able to understand why the work was carried out and why it is important, what the authors did and what the paper reports about this work, what the authors found, what these findings mean, and possibly what the next steps are. An effective abstract stands on its own — it can be understood fully even when made available without the full paper.

Here are some other points to keep in mind about abstracts:

- ✓ Mention the most important finding of your research.
- ✓ Emphasize the different points in proportion to the emphasis they receive in the body of the document. Avoid getting into too much detail or background information.
- ✓ Use key words and phrases that quickly identify the content and focus of the work.
- ✓ An abstract uses the same type and style of language found in the original, including technical language.
- ✓ The abstract should be typed as one paragraph. Its optimum length will vary somewhat with the nature and extent of the paper, but it should not exceed 250 words.
- ✓ Do not repeat or rephrase the title, but make it complete enough to stand on its own.

---

<sup>11</sup> Adapted from Procter, M. *The Abstract*. University of Toronto. <https://advice.writing.utoronto.ca/types-of-writing/abstract/>

- ✓ An abstract should stand on its own, and not refer to any other part of the paper such as a figure, tables or the bibliography.
- ✓ Avoid making references to other literature. Instead, use phrases such as, "current research shows that..." or "studies have indicated...". Do not include quotes.
- ✓ Any acronyms used for the first time should be described in full.

***Cytotoxic T-lymphocyte-associated antigen 4 (CTLA-4)** is a negative immune regulator on the surface of T cells. In humans, heterozygous germline mutations in **CTLA4** can cause an immune dysregulation syndrome.*

- ✓ What you report in an abstract must be consistent with what you reported in the paper.

## The abstract in 6 sections

### 1) Context

First, the author defines the subject of the study, provides some background information to orient readers about the topic and to establish the importance of their work.

- What is the subject of the study?
- What is the importance of the research? Why would a reader be interested in the larger work?

<ul style="list-style-type: none"> <li>- General overview of impact of topic on human life</li> <li>- Description of significance (percentages or strong adjective)</li> <li>- Description of cause and effect</li> <li>- Describing a change</li> <li>- Broad reference to previous studies</li> </ul>	<ul style="list-style-type: none"> <li>- Main keyword / topic introduced in the first sentence</li> <li>- Hedging</li> <li>- Use of strong adjectives and adverbs</li> </ul>
---	--

#### Focusing on the time frame to establish the significance of a topic:

**Recently**, there has been renewed interest in ...

**In recent years**, there has been an increasing interest in ...

**Recent** findings about ... have heightened the need for ...

The **last two** decades have seen a growing trend towards ...

Recently, researchers have shown an increased interest in ...

Over the **past** century, there has been a dramatic increase in ...

#### Establishing the importance of the topic for the world or society

... is a **key** issue in ...

... is a **leading** cause of ...

... is a **major** problem in ...

... is the **main** cause of death in ...

... is associated with **increased** risk of ...

... is a growing public health **concern** worldwide.

**Establishing the significance of the topic by focusing on its presence.**

Tributyltin is an organotin compound once **widely** used in agriculture.  
There is **widespread** exposure of the general population to endocrine disrupting chemicals.  
Parabens are nearly **ubiquitous** in the human body.  
Drinking water contaminated by PFAS affects **the general population worldwide**.  
PFAS have become **pervasive** environmental pollutants impacting on the ecosystems and human health.

**2) Need**

Second, the author states the need for their work, as an opposition between what the scientific community currently has and what it wants. To achieve this goal, an author can establish a niche, i.e. define a gap in knowledge, or refer to a promising line of research that is worth investigating further.

- What is currently known?
- What is the gap in knowledge?

<ul style="list-style-type: none"><li>- Describing a problem</li><li>- Describing missing knowledge</li><li>- Describing a potential line of research</li><li>- Broad reference to previous studies</li></ul>	<ul style="list-style-type: none"><li>- Hedging</li><li>- Use of strong adjectives and adverbs</li><li>- Contrasting terms</li><li>- Use of passive voice or impersonal structures</li></ul>
---	--

**Referring to previous work to establish what is already known**

Recent **evidence** suggests that ...  
Previous / Extensive **research** has shown that ...  
**Studies** show the importance of ...  
**Data** suggest that ...  
The **existing body of research** on ... suggests that ...  
**It is now well established** from a variety of studies, that ...

**Identifying a knowledge gap in the field of study**

<b>However,</b>	very little is <b>known</b> about ... ... remains <b>unclear</b> . much less is known about how ... the use of ... <b>has not been investigated</b> . little <b>attention</b> has been paid to ... the evidence for this relationship is <b>inconclusive</b> ... much <b>uncertainty</b> still exists about the relation between ... A systematic understanding of how ... contributes to ... is still <b>lacking</b> . There is little <b>data</b> on ...
-----------------	--

### 3) Task

Next, the author indicates what they have done in an effort to address the need, what the aim of the study is and what original method or approach will help fill in the gap previously mentioned.

- What problem does this work attempt to solve?
- What is the scope of the project?
- What is the main argument/thesis/claim?

<ul style="list-style-type: none"><li>- Focus on one aspect of the issue</li><li>- Describe associations between phenomena</li><li>- Very broad description of the method</li><li>- Description of amounts</li><li>- Use of more scientific terms</li></ul>	<ul style="list-style-type: none"><li>- Use of pronoun “we”</li><li>- Formulation of a hypothesis</li><li>- Strong action verb</li><li>- Active voice</li></ul>
---	---

### 4) Methods

How much to include in the abstract about the methods depends on whether knowing the details affect the conclusions that the reader draws from the study. It must be detailed enough to judge the validity of the work.

It usually describes:

- the materials used in the study,
- the research protocol,
- how measurements were made and what calculations were performed,
- which statistical tests were done to analyse the data.

<ul style="list-style-type: none"><li>- Information about the cohort (size, demographics), timeline, type of survey/criteria used, study design</li><li>- Information about the method used to analyze the data</li></ul>	<ul style="list-style-type: none"><li>- Passive voice</li><li>- Use of pronoun “we”</li></ul>
---	---

#### Describing methodology

The present study **uses** ... to analyze ...

This investigation utilizes ... **statistical methods** to ...

This study uses a **randomized, double-blind trial** involving ...

#### Describing the characteristics of the sample

The **cohort** was **divided into** two groups according to ...

A **random sample** of patients with ... was **recruited** from ...

The sample was **representative** with respect to gender and ...

**Just over half the sample** (53%) was female, **of whom** 69% were ...

**Of** the initial cohort of 123 students, 66 were female and 57 male.

**Eligible** women who **matched** the selection criteria were identified by ...

Only children aged between 10 and 15 years were **included** in the study.

All of the participants were **aged between** 18 and 19 at the beginning of the study...

## 5) Results

The body of the abstract should indicate newly observed facts. It should contain new numerical data presented in the paper if space permits; otherwise, attention should be drawn to the nature of such data.

- What were the outcomes?
- What was discovered?

<ul style="list-style-type: none"><li>- Some results in percentages and numbers</li><li>- Comparison between results</li><li>- 2 to 4 different sets of results</li></ul>	<ul style="list-style-type: none"><li>- Use of adjectives and adverbs of manner</li><li>- Strong action verbs defining the relationship between different values</li></ul>
---	--

### Stating a positive result

Further analysis **showed that** ...  
The results, as shown in Table 1, **indicate that** ...  
A **positive correlation** was found between ... and ...  
There was a **significant positive correlation** between ...

### Stating a negative result

No increase in ... was **detected**.  
**No significant differences** were found between ...  
None of these differences were **statistically significant**.

### Summarizing the Results section

These results **suggest** that ...  
Overall, these data **indicate** that ...  
In summary, these results **show / demonstrate** that ...  
What **emerges** from the evidence **reported** here is that ...  
These findings **provide** important **insights into** ...  
Taken together, these results suggest that there is an association between ...

## 6) Conclusion

The conclusion outlines the paper's broad contributions and discusses the larger implications that follow from the experiment, especially for the problem or gap identified in the motivation statement. This is also the place to mention limitations of the study and perspectives for further research:

- How does this work add to the body of knowledge on the topic?
- What changes should be implemented as a result of the findings of the work?
- What are further lines of research?

<ul style="list-style-type: none"> <li>- Summarize key points</li> <li>- Focus on the implication of the results</li> <li>- Perspectives for the future</li> </ul>	<ul style="list-style-type: none"> <li>- Hedging and/or strong verb phrases</li> </ul>
--	--

<b>Discussing findings</b>
<p>These findings suggest that ...</p> <p>According to these data, <b>we can infer that</b> ...</p> <p>The present study <b>raises the possibility that</b> ...</p> <p>This observation may <b>support the hypothesis that</b> ...</p> <p><b>It may be the case therefore that</b> these variations ...</p> <p><b>It is therefore likely that</b> such connections exist between ...</p> <p>These results <b>provide further support for</b> the hypothesis that ...</p> <p>Therefore, ... could be <b>a major factor</b>, if not the only one, causing ...</p>
<b>Suggesting implications for the field of knowledge</b>
<p><b>An implication of</b> this is the possibility that ...</p> <p>Overall, this study <b>strengthens the idea that</b> ...</p> <p>The current data <b>highlight the importance of</b> ...</p> <p>This study has <b>raised important questions about</b> ...</p>

## Exercises

1. Conjugate the verbs in brackets. Use the passive voice where necessary.

### Exercise Improves Physical Activity and Comorbidities in Obese Adults with Asthma<sup>12</sup>

Obese adults with asthma \_\_\_\_\_ (to have) an increased number of comorbidities and reduced daily life physical activity (DLPA), which may worsen asthma symptoms. Exercise \_\_\_\_\_ (to recommend) to improve asthma outcomes; however, the benefits of exercise for psychosocial comorbidities and physical activity levels in obese adults with asthma \_\_\_\_\_ (poorly, to investigate). This study \_\_\_\_\_ (to aim) to assess the effects of exercise on DLPA, asthma symptoms, and psychosocial comorbidities in obese adults with asthma. Fifty-five grade II obese adults with asthma \_\_\_\_\_ (randomly, to assign) to either a weight loss program + exercise program (WL + E group, n = 28) or a weight loss program + sham (WL + S group, n = 27). The WL + E group \_\_\_\_\_ (to incorporate) aerobic and resistance muscle training into the weight loss program (nutrition and

<sup>12</sup> Freitas, P. D., Silva, A. G., Ferreira, P. G., DA Silva, A., Salge, J. M., Carvalho-Pinto, R. M., Cukier, A., Brito, C. M., Mancini, M. C., & Carvalho, C. (2018). Exercise Improves Physical Activity and Comorbidities in Obese Adults with Asthma. *Medicine and science in sports and exercise*, 50(7), 1367–1376. <https://doi.org/10.1249/MSS.0000000000001574>



psychological therapies), whereas the WL + S group \_\_\_\_\_ (to perform) breathing and stretching exercises. DLPA, asthma symptoms, sleep quality, and anxiety and depression symptoms \_\_\_\_\_ (to quantify) before and after treatment. After 3 months, the WL + E group \_\_\_\_\_ (to present) a significant increase in daily step counts and the number of asthma symptom-free days compared with the WL + S group. The proportion of participants with improvements in depression symptoms and a lower risk of developing obstructive sleep apnea \_\_\_\_\_ (to be) greater in the WL + E group than that in the WL + S group. Significant improvements in sleep efficiency and latency \_\_\_\_\_ (also, to observe) in the WL + E group. Our results strongly \_\_\_\_\_ (to suggest) that exercise training plus a weight loss program improves DLPA, sleep efficiency, and depression and asthma symptoms in obese adults with asthma.

2. Fill in the following sentences using the example to help you. This is a very common structure in Academic English, one that is particularly recurrent in the Introduction section of an abstract.

E.g. Chronic sleep restriction, or partial sleep deprivation, **has been thought to occur** when one fails to obtain a usual amount of sleep.

- a) A reduction of sleep duration to four hours for two consecutive nights \_\_\_\_\_ (to show) to decrease circulating leptin levels and to increase ghrelin levels, as well as self-reported hunger.
- b) Insufficient sleep, however, \_\_\_\_\_ (to find) to exacerbate the symptoms of several sleep disorders.
- c) Persistent insomnia \_\_\_\_\_ (to report) to be associated with an increased risk of developing anxiety disorder.
- d) Sleep \_\_\_\_\_ (to prove) to improve memory recall, regulate metabolism, and reduce mental fatigue.

3. RESEARCH ACTIONS: Match the following verbs with the kind of noun it is often used with in scientific literature.

1)	We assessed We evaluated We determined	a)	the standard epidemiological criteria this methodology this strategy
2)	We designed We developed	b)	the relationship between . . . the behavior of . . .
3)	We applied	c)	the concentration of . . . the level of ...
4)	We measured	d)	the efficacy of ... alcohol intake
5)	We computed We calculated	e)	odds ratio the percentage of ...
6)	We investigated We explored	f)	a new algorithm to ... quality indicators for ...

4. TASK VERBS: Connect these verbs with the right type of object.

This paper	clarifies describes discusses	a)	our progress so far . . .
	offers proposes	b)	the role of ... the mechanism by which . . . the influence of ...
	reports on	c)	four recommendations for . . . a set of guidelines for . . .

5. RESULTS: Fill in the gaps with a suitable verb.

- a) From the short review above, key findings \_\_\_\_\_.
- b) Our findings \_\_\_\_\_ that ...
- c) Our results \_\_\_\_\_ a new light on ...
- d) The result now \_\_\_\_\_ evidence to ...
- e) This variable \_\_\_\_\_ the association of ... with ...

6. ADJECTIVES & ADVERBS: Use the following table to choose an adjective that could fit in the sentences below. Several answers are possible.

Meaning	Adjective	Use
<b>Importance</b>	important significant major >< minor enormous / considerable particular salient necessary prime / main / primary critical crucial substantial specific comprehensive core	<ul style="list-style-type: none"> <li>- Contrary to French, <b>important</b> does not mean "large". In contrast, <b>significant</b> can mean large <i>or</i> important enough to have an effect or to be noticed.</li> <li>- <b>Comprehensive</b> means "thorough", "complete", "full". It does NOT mean "understanding".</li> </ul>
<b>Size</b> <b>Amount</b> <b>Intensity</b> <b>Frequency</b>	high / increasing low / declining adequate / sufficient only / sole widespread	
<b>Quality</b>	new / innovative economical consistent sustainable abstract accurate conclusive consistent relevant conclusive consistent improper	<ul style="list-style-type: none"> <li>- <b>Improper</b> means "incorrect, inaccurate, wrong". It does NOT mean "unclean".</li> </ul>
<b>Variation</b>	different / alternative variable	
<b>Probability</b>	likely / possible sure / definite / inevitable impossible apparent approximate	

- a) Recent studies have reported \_\_\_\_\_ associations between urinary perchlorate concentrations and thyroid dysfunction.
- b) Higher levels of PFASs were associated with changes in resting metabolic rate, which is a \_\_\_\_\_ determinant of weight maintenance, in both men and women.

- c) Perinatal exposure to EDCs appears to be associated with the occurrence of autism spectrum disorder although \_\_\_\_\_ (**= good**) evidence in humans is limited.
- d) \_\_\_\_\_ (**= more and more**) evidence indicates that exposure to \_\_\_\_\_ (**= everywhere**) environmental contaminants called endocrine disruptors negatively affects animal and human reproductive health.
- e) Due to the increasing evidence of adverse health impacts, it is \_\_\_\_\_ (**= very important**) to fill key data gaps in understanding potential environmental health impacts of unconventional.

## VII. Appendix

### 1. Academic Word List

To revise scientific vocabulary start by concentrating on the Academic Word List<sup>13</sup> provided below.

#### **Sublist 1**

<i>analysis</i> <i>approach</i> <i>area</i> <i>assessment</i> <i>assume</i> <i>authority</i> <i>available</i> <b><i>benefit</i></b> <i>concept</i> <i>consistent</i> <i>constitutional</i> <i>context</i> <i>contract</i> <i>create</i> <i>data</i> <i>definition</i> <i>derived</i> <i>distribution</i> <i>economic</i> <i>environment</i>		<i>established</i> <i>estimate</i> <i>evidence</i> <i>export</i> <i>factors</i> <i>financial</i> <i>formula</i> <i>function</i> <i>identified</i> <i>income</i> <i>indicate</i> <i>individual</i> <i>interpretation</i> <i>involved</i> <b><i>issues</i></b> <i>labor</i> <i>legal</i> <i>legislation</i> <i>major</i> <i>method</i>		<b><i>occur</i></b> <i>percent</i> <i>period</i> <i>policy</i> <i>principle</i> <i>procedure</i> <i>process</i> <i>required</i> <i>research</i> <b><i>response</i></b> <i>role</i> <i>section</i> <i>sector</i> <i>significant</i> <i>similar</i> <i>source</i> <i>specific</i> <i>structure</i> <i>theory</i> <i>variables</i>	
--	--	---	--	--	--

#### **Sublist 2**

<b><i>achieve</i></b> <i>acquisition</i> <i>administration</i> <i>affect</i> <i>appropriate</i> <i>aspects</i> <i>assistance</i> <i>categories</i> <i>chapter</i> <i>commission</i> <i>community</i> <i>complex</i> <i>computer</i> <i>conclusion</i> <i>conduct</i>		<i>design</i> <i>distinction</i> <i>elements</i> <i>equation</i> <i>evaluation</i> <b><i>features</i></b> <i>final</i> <b><i>focus</i></b> <i>impact</i> <i>injury</i> <i>institute</i> <i>investment</i> <i>items</i> <i>journal</i> <i>maintenance</i>		<i>potential</i> <b><i>previous</i></b> <i>primary</i> <i>purchase</i> <b><i>range</i></b> <i>region</i> <i>regulations</i> <b><i>relevant</i></b> <i>resident</i> <i>resources</i> <i>restricted</i> <i>security</i> <b><i>sought</i></b> <i>select</i> <i>site</i>	
--	--	--	--	--	--

<sup>13</sup> To do vocabulary exercises based on the AWL, you can log on to: <http://www.englishvocabularyexercises.com/>

consequences construction consumer credit cultural		normal obtained participation perceived positive		strategies <b>survey</b> text traditional transfer	
--	--	--	--	--	--

### Sublist 3.

alternative circumstance(s) comment compensation component consent considerable constant <b>constraint</b> contribution convention coordination <b>core</b> corporate corresponding criteria deduction demonstrate document dominant		<b>emphasis</b> ensure excluded <b>framework</b> funds illustrated immigration imply initial <b>instance</b> interaction justification <b>layer</b> link location maximum minorities negative <b>outcome</b> partnership		philosophy physical proportion published reaction registered <b>reliance</b> removed <b>scheme</b> sequence sex <b>shift</b> specified sufficient task technical techniques technology validity volume	
---	--	---	--	---	--

### Sublist 4

access adequate annual apparent approximated attitudes attributed civil code <b>commitment</b> communication concentration conference contrast cycle debate despite dimensions domestic emerged		error ethnic goals <b>granted</b> <b>hence</b> hypothesis <b>implementation</b> implications imposed integration internal investigation job label mechanism <b>obvious</b> <b>occupational</b> option output <b>overall</b>		parallel parameters phase predicted principal <b>prior</b> professional project promote regime resolution retained series statistics status stress subsequent sum summary undertaken	
--	--	--	--	---	--

### Sublist 5

<i>academic</i> <i>adjustment</i> <i>alter</i> <i>amendment</i> <b>aware</b> <i>capacity</i> <b>challenge</b> <i>clause</i> <b>compounds</b> <i>conflict</i> <i>consultation</i> <i>contact</i> <i>decline</i> <i>discretion</i> <b>draft</b> <b>enable</b> <i>energy</i> <i>enforcement</i> <i>entities</i> <i>equivalent</i>		<i>evolution</i> <i>expansion</i> <i>exposure</i> <i>external</i> <i>facilitate</i> <i>fundamental</i> <i>generated</i> <i>generation</i> <i>image</i> <i>liberal</i> <i>license</i> <i>logic</i> <i>marginal</i> <i>medical</i> <i>mental</i> <i>modified</i> <b>monitoring</b> <i>network</i> <i>notion</i> <i>objective</i>		<i>orientation</i> <i>perspective</i> <i>precise</i> <i>prime</i> <i>psychology</i> <i>pursue</i> <b>ratio</b> <i>rejected</i> <i>revenue</i> <i>stability</i> <i>styles</i> <i>substitution</i> <i>sustainable</i> <i>symbolic</i> <b>target</b> <i>transition</i> <b>trend</b> <i>version</i> <i>welfare</i> <i>whereas</i>	
---	--	---	--	--	--

### Sublist 6

<i>abstract</i> <b>accurate</b> <i>acknowledged</i> <i>aggregate</i> <i>allocation</i> <i>assigned</i> <i>attached</i> <i>author</i> <b>bond</b> <i>brief</i> <i>capable</i> <i>cited</i> <i>cooperative</i> <i>discrimination</i> <b>display</b> <i>diversity</i> <i>domain</i> <i>edition</i> <b>enhanced</b> <i>estate</i>		<i>exceed</i> <i>expert</i> <i>explicit</i> <i>federal</i> <i>fees</i> <i>flexibility</i> <b>furthermore</b> <i>gender</i> <i>ignored</i> <i>incentive</i> <i>incidence</i> <i>incorporated</i> <i>index</i> <i>inhibition</i> <i>initiatives</i> <i>input</i> <i>instructions</i> <i>intelligence</i> <i>interval</i> <b>lecture</b>		<i>migration</i> <i>minimum</i> <i>ministry</i> <i>motivation</i> <i>neutral</i> <b>nevertheless</b> <i>overseas</i> <i>preceding</i> <i>presumption</i> <i>rational</i> <b>recovery</b> <i>revealed</i> <b>scope</b> <i>subsidiary</i> <i>tapes</i> <i>trace</i> <i>transformation</i> <i>transport</i> <b>underlying</b> <i>utility</i>	
--	--	--	--	--	--

### Sublist 7

adaptation adults <b>advocate</b> aid channel chemical classical <b>comprehensive</b> <b>comprise</b> confirmed contrary converted couple decades definite deny differentiation disposal dynamic eliminate		empirical equipment extract file finite foundation global grade guarantee hierarchical identical ideology <b>inferred</b> innovation insert intervention isolated media mode paradigm		phenomenon priority prohibited publication quotation release <b>reverse</b> simulation <b>solely</b> somewhat submitted successive survive thesis <b>topic</b> transmission ultimately unique visible voluntary	
---	--	--	--	--	--

### Sublist 8

abandon accompanied accumulation ambiguous appendix appreciation arbitrary automatically <b>bias</b> chart clarity conformity <b>commodity</b> complement contemporary contradiction crucial currency denote detected		deviation displacement <b>dramatic</b> <b>eventually</b> exhibit exploitation fluctuations <b>guidelines</b> <b>highlighted</b> implicit <b>induced</b> inevitably infrastructure inspection intensity manipulation minimized nuclear <b>offset</b> paragraph		plus <b>practitioners</b> predominantly <b>prospect</b> radical <b>random</b> reinforced restore revision <b>schedule</b> tension termination theme <b>thereby</b> uniform vehicle via <b>virtually</b> <b>widespread</b> visual	
--	--	--	--	---	--



### Sublist 9

<i>accommodation</i> <i>analogous</i> <i>anticipated</i> <i>assurance</i> <i>attained</i> <i>behalf</i> <b>bulk</b> <i>ceases</i> <i>coherence</i> <i>coincide</i> <i>commenced</i> <i>incompatible</i> <b>concurrent</b> <i>confined</i> <i>controversy</i> <b>conversely</b> <b>device</b> <i>devoted</i> <i>diminished</i> <i>distorted/distortion</i>		<i>equal figures</i> <i>duration</i> <i>erosion</i> <i>ethical</i> <i>format</i> <i>founded</i> <i>inherent</i> <b>insights</b> <i>integral</i> <i>intermediate</i> <i>manual</i> <i>mature</i> <i>mediation</i> <i>medium</i> <i>military</i> <i>minimal</i> <i>mutual</i> <i>norms</i> <b>overlap</b> <i>passive</i>		<i>portion</i> <i>preliminary</i> <i>protocol</i> <i>qualitative</i> <i>refine</i> <i>relaxed</i> <b>restraints</b> <i>revolution</i> <i>rigid</i> <b>route</b> <i>scenario</i> <i>sphere</i> <i>subordinate</i> <i>supplementary</i> <i>suspended</i> <i>team</i> <i>temporary</i> <b>trigger</b> <i>unified</i> <i>violation</i>	
--	--	---	--	---	--

### Sublist 10

<i>adjacent</i> <b>albeit</b> <i>assembly</i> <i>collapse</i> <i>colleagues</i> <i>compiled</i> <i>conceived</i> <i>convinced</i> <i>depression</i> <i>encountered</i> <i>enormous</i>		<b>forthcoming</b> <i>inclination</i> <i>integrity</i> <i>intrinsic</i> <i>invoked</i> <i>levy</i> <b>likewise</b> <b>nonetheless</b> <b>notwithstanding</b> <b>odd</b> <b>ongoing</b>		<i>panel</i> <i>persistent</i> <i>posed</i> <b>reluctant</b> <b>so-called</b> <b>straightforward</b> <b>undergo</b> <i>vision</i> <b>whereby</b>	
--	--	--	--	--	--

## 2. False Friends

ability	<i>capacité</i>	skill	<i>habileté</i>
actual	<i>réel</i>	- current, present - currently, now, at present	<i>actuel</i> <i>actuellement</i>
advertisement	<i>annonce, réclame</i>	warning	<i>avertissement</i>
agenda	<i>ordre du jour</i>	diary	<i>agenda</i>
to arrive	<i>arriver (quelque part)</i>	- to manage to do - to happen, to occur, to take place	<i>arriver à faire</i> <i>arriver (se passer)</i>
to assist	<i>aider</i>	to attend	<i>assister à</i>
to attend	<i>assister à</i>	to wait for	<i>attendre</i>
benefit	<i>avantage / allocation</i>	profit	<i>profit, bénéfice</i>
to bless	<i>bénir</i>	to hurt	<i>blessar, faire mal</i>
car	<i>auto</i>	coach	<i>car</i>
cave	<i>grotte</i>	cellar	<i>cave</i>
chance	<i>possibilité, hasard</i>	luck (good or bad luck)	<i>chance</i>
character	<i>caractère (disposition)</i> <i>personnage (littéraire)</i>	characteristic	<i>caractère (trait, aspect)</i>
- to charge with - to charge	<i>accuser de</i> <i>demander (en paiement)</i>	to load	<i>charger</i>
college	<i>faculté (universitaire)</i>	high school (Am. E.), (secondary) school	<i>collège, lycée</i>
conference	<i>congrès, séminaire</i>	lecture	<i>conférence</i>
- confident	<i>sûr, persuadé /</i> <i>sûr de soi</i>	- confidant	<i>confident(e)</i>
- confidence	<i>confiance</i>	- confidence	<i>confidence</i>
confused	<i>pas clair (idées)</i>	embarrassed	<i>confus</i>
conscience	<i>conscience (morale)</i>	consciousness	<i>conscience (intellectuelle et physique)</i>
- consumer - consumption	<i>consommateur</i> <i>consommation</i>	consummation	<i>consommation (d'une union, d'un mariage)</i>
to control	<i>diriger, maîtriser</i>	to check	<i>contrôler</i>
a critic	<i>un critique</i>	a criticism	<i>une critique</i>
to cry	<i>pleurer</i>	to shout (voix forte), to scream (cris)	<i>crier</i>
- customs - custom	<i>douane</i> <i>coutume</i>	suit (complet), costume (national ou au théâtre)	<i>costume</i>
- to deceive - deception	<i>tromper</i> <i>tromperie</i>	- to disappoint - disappointment	<i>décevoir</i> <i>déception</i>
- definite - definitely	<i>précis, bien déterminé /</i> <i>sûr, certain</i> <i>certainement, sans aucun</i> <i>doute</i>	- permanent  - for ever, permanently	<i>définitif</i>  <i>définitivement</i>
to demand	<i>exiger</i>	to ask (for)	<i>demander</i>

dramatic	<i>théâtral / frappant (ex: dramatic progress)</i>	terrible, disastrous	<i>dramatique</i>
education	<i>éducation (à l'école)</i>	upbringing	<i>éducation (à la maison)</i>
eventually	<i> finalement</i>	perhaps, possibly	<i>éventuellement</i>
evidence	<i>preuves / témoignage</i>	something obvious	<i>évidence</i>
experience	<i>expérience (vécue)</i>	experiment	<i>expérience (scientifique)</i>
fault	<i>défaut (mais: it's my fault: c'est ma faute)</i>	mistake	<i>faute, erreur</i>
gentle	<i>doux</i>	nice, kind	<i>gentil</i>
hazard	<i>risque</i>	fate	<i>hasard</i>
important	<i>important (qui a de l'influence / qu'il est intéressant de savoir)</i>	considerable, extensive	<i>important (en nombre, en quantité), grand</i>
inconvenient	<i>gênant, pas pratique</i>	disadvantage, drawback	<i>inconvenient</i>
- infant - infancy	<i>nouveau né / petit enfant petite enfance</i>	child childhood	<i>enfant enfance</i>
- to injure - injury	<i>blessar blessure</i>	to insult insult	<i>injurier injure</i>
interesting	<i>intéressant (qui suscite l'intérêt)</i>	attractive, good	<i>intéressant (sens commercial; ex: attractive price)</i>
issue	<i>numéro (magazine) / sujet (de débat)</i>	exit	<i>issue, sortie</i>
journey	<i>voyage</i>	day	<i>journée</i>
large	<i>grand</i>	wide, broad	<i>large</i>
lecture	<i>conférence</i>	reading	<i>lecture</i>
library	<i>bibliothèque</i>	bookshop	<i>librairie</i>
marriage	<i>mariage (vie conjugale)</i>	wedding	<i>mariage (cérémonie)</i>
- miserable - misery	<i>triste, malheureux tristesse profonde</i>	- very poor - extreme poverty	<i>misérable misère</i>
novel	<i>roman</i>	nouvelle	<i>short story</i>
offence	<i>délit</i>	insult	<i>offense</i>
to offer	<i>proposer</i>	to give	<i>offrir (cadeaux etc.)</i>
to pass an exam	<i>réussir un examen</i>	to take, sit, do an exam	<i>passer un examen</i>
petrol	<i>essence</i>	oil	<i>pétrole</i>
phrase	<i>expression, groupe de mots</i>	sentence	<i>phrase</i>
prejudice	<i>préjugé</i>	damage	<i>préjudice</i>
to pretend	<i>faire semblant</i>	to claim	<i>prétendre</i>
price	<i>prix (de vente etc.)</i>	prize	<i>prix, récompense</i>
professor	<i>professeur d'université</i>	teacher	<i>professeur</i>
process	<i>procédé / processus / procédure</i>	trial	<i>procès</i>

to regard as	<i>considérer comme</i>	to look at	<i>regarder</i>
to remark	<i>mentionner</i>	to notice	<i>remarquer</i>
resignation	<i>démission / résignation</i>		
to respond to	<i>réagir à</i>	to answer	<i>répondre à</i>
to resume	<i>recommencer, reprendre</i>	to sum up, to summarize	<i>résumer</i>
sensible	<i>sensé, raisonnable</i>	sensitive	<i>sensible</i>
sentimental	<i>à l'eau de rose, sentimental (souvent péj.)</i>	emotional, romantic	<i>sentimental</i>
serious	<i>grave (ex: a serious accident) / sérieux</i>		
to support	<i>soutenir ou entretenir financièrement</i>	to bear, stand, put up with	<i>supporter</i>
vacancy	<i>poste vacant</i>	holiday, vacation	<i>vacances</i>