



MACQUARIE
University

Grammar for academic writing



Strategies and activities to improve writing skills



Table of contents

INTRODUCTION	1
1. WORDS AND THEIR FUNCTIONS	2
2. SENTENCES	15
3. VERBS AND VERB TENSES	24
4. MODAL VERBS	35
5. REPORTING VERBS	44
6. ARTICLES, DETERMINERS AND QUANTIFIERS	54
7. CONJUNCTIONS	63
8. PRONOUNS	70
9. VOCABULARY	78
10. COMMON GRAMMATICAL ERRORS	89
11. STRATEGIES TO CORRECT ERRORS	103

Cover image © Tony Dwyer, Macquarie University, 2010.



INTRODUCTION

**LEARNING
OBJECTIVES**

Every language has its own grammar, its own design, and its own organisation. Many languages do not have direct equivalents of all the classes of words that exist in English or of all the grammatical structures.

Although you do not need to be a grammar expert in English to write well, it is helpful to have some knowledge of the basic terminology and the rules and conventions of grammar. However, memorising grammar rules is not the purpose of this resource. Instead, we aim to help you understand and apply some basic principles of grammar, so you can understand how English works and avoid making the most common mistakes in your academic writing.

Each chapter:

- defines key terms for the topic
- explains common grammatical patterns
- includes activities to practice grammar points.

Answers to all exercises are provided at the end of each chapter.



1. WORDS AND THEIR FUNCTIONS

Words categorised according to grammatical or syntactic function, are called **parts of speech**. The main parts of speech in English are:

- nouns
- pronouns
- adjectives
- articles (*determiners*)
- verbs (*one word and multi-word*)
- adverbs
- prepositions
- conjunctions.



TEST YOUR
KNOWLEDGE

In the text below¹, find at least one example of each part of speech and write it/ them in the correct space.

noun	_____	adverb	_____
verb	_____	article	_____
pronoun	_____	preposition	_____
adjective	_____	conjunction	_____

In the last 50 years the global food industry has profoundly changed the way we eat. We understand that dietary changes impact on physical health but their effect on our mental wellbeing is only now being realised. Big business has successfully marketed food that appeals to modern taste and that is also addictive. Many highly processed snacks and takeaway food, rich in tasty fats and sugars, have now replaced the fruit, vegetables and other nutritious unprocessed foods that used to be an important part of people's diets.

KEY TERMS AND DEFINITIONS

Nouns

A noun identifies or names a person, animal, place, thing, or idea.

A **count noun** has a plural form, e.g. child/ children, researcher /researchers. We can quantify a count noun: one tutor, three assignments, a hundred students.

¹ Adapted from <https://theconversation.com/you-are-what-you-eat-how-diet-affects-mental-well-being-27115>



A **non-count noun** can refer to several ‘things’ but it does not never have a plural form. We do not put a number in front of non-count nouns, e.g. data (never **X** one data), research (**X** three researches).

Verbs

Verbs express activity and every complete sentence must have a verb. Verbs can signal:

an action: Julia **studied** hard.

a state: Robert **was** sleepy.

an occurrence: There **was** an eclipse last night.

A verb is often a single word but, in negative sentences, in most questions and in some tenses, verbs consist of at least two elements, an auxiliary plus some form of the root verb.

The results **were** not conclusive.

(auxiliary) (main verb)

Pronouns

Pronouns replace nouns. A pronoun can do everything a noun can do. They can function as the subject of a sentence or as the object (direct or indirect).

Personal pronouns can be the subject or the object of a sentence.

<i>Subject</i>	<i>Object</i>
I	me
you	you
he	him
she	her
we	us
they	them

Possessives indicate who something belongs to, who owns it. There are two types: possessive pronouns and possessive determiners. We use possessive determiners before a noun. The possessive determiners are:

my your his her our their

We use possessive pronouns in place of a noun. They stand alone. They are:

mine yours his hers ours theirs

Relative pronouns can be used to join two clauses or even two sentences.

who	whoever
whom	whichever
which	X

**Adjectives**

Adjectives modify or describe nouns. This means they add more information about the noun, for example *size, shape, colour, number*. Adjectives usually come before the noun and are always singular, even when the noun is plural, for example one intelligent student, five intelligent students.

Adverbs

Adverbs modify or add information about a verb: She **quickly** finished her assignment.
 an adjective: This book is **more** useful than that one.
 another adverb: The presenter spoke **too** quietly.

Articles

English has two articles: *the* and *a* (or *an*). **The** is the definite article and **a** (or **an**) is the indefinite article.

Articles are the most common determiners. Determiners are single words or phrases that come before a noun or a noun phrase. Common determiners are:

Possessive determiners					
a/an	these	either	my	its	
the	those	neither	your	our	
this	each	many	his	their	
that	every	enough	her		

Prepositions

Prepositions link a noun, a pronoun or a noun phrase to another part of the sentence. Prepositions indicate relationships of *position or place, manner, movement or time*. Examples of prepositions are after, out, at, under, in, until, for, since, of, to, on, with.

Conjunctions

Conjunctions are used to join thoughts and ideas within a sentence. They can join words to words, phrases to phrases, or clauses to clauses. Conjunctions are also called transition words.

Coordinating conjunctions join two main clauses or ideas of equal value, for example and, but, or

Subordinating conjunctions join two main clauses or ideas that are not equal in importance, and they show which idea is more important. Examples are although, because, if, so.



WORDS AND THEIR FUNCTIONS IN-DEPTH AND ACTIVITIES

ADJECTIVES AND ADVERBS



EXERCISE 1

Adjectives modify or describe nouns. They can refer to quantity, value, opinion, size, temperature, age, shape, colour, origin or material.

Adverbs modify or describe verbs, adjectives or other adverbs. They add information about *how, why, when, where*.

Which are adverbs and which are adjectives? Underline the adjectives and circle the adverbs in these extracts.

1. You are encouraged to observe the highest standards of honesty in all your academic work. Much academic work is cooperative. Current work depends heavily on the previous work of others, and it is vital that research and writing is honestly and properly acknowledged. Dishonest behaviour such as plagiarism is a breach of acceptable standards, and severe penalties can apply to students who are found committing these serious offences, even accidentally.

2. For several reasons it is important to carefully develop your skills in both oral and written communication. Not only your university teachers but also prospective employers expect a university graduate to be able to communicate effectively in both professional and non-professional situations on matters in their area of expertise.

ORDER OF ADJECTIVES

Adjectives add more information about the noun, for example *size, shape, colour, number*. Adjectives can add clarity and precision to your writing. Sometimes we use more than one adjective in front of a noun.

This is a **coherent, well-researched, scientific** paper.
I lost my **favourite, black, leather** jacket.



If you use more than one adjective, they usually follow a specific order:

Quantity	<i>four, ten, a few, several</i>
Value - Opinion	<i>delicious, charming, beautiful</i>
Size	<i>tall, enormous, tiny</i>
Temperature	<i>hot, cold</i>
Age	<i>old, young, new, 50-year-old</i>
Shape	<i>square, round</i>
Colour	<i>red, purple, green</i>
Origin	<i>English, Chinese, Australian</i>
Material	<i>glass, silver, cotton, silk</i>



EXERCISE 2

Put the adjectives in the correct order.

Quantity → value/opinion → size → temperature → age → shape → colour
 → origin → material

1. Japanese - delicious (*food*)
2. black - thin (*belt*)
3. new - expensive - great (*Smartphone*)
4. interesting - new (*research*)
5. chocolate - a - birthday - delicious (*cake*)
6. beautiful - blue - the (*lake*)
7. long - a - scientific (*paper*)
8. old - exciting - dinosaur - an (*fossil*)
9. a - large - white (*object*)
10. famous - Russian - old - a (*author*)

NOTE: Try to avoid using more than three adjectives in a row.

TYPE AND
POSITION OF
ADVERBS

Below are examples of common adverbs²:

	how much, how intense, how complete?		
Degree	almost	extremely	hardly
	nearly	too	scarcely
	very	enough	completely
Frequency	how often? (these can be specific or non-specific)		
	daily	rarely	occasionally
	yearly	hourly	regularly
Manner	in what way? (use adjectives by adding -ly)		
	cautiously	carefully	quickly
Place	where? Includes:		
	here	there	outside
Time	when?		
	yesterday	tomorrow	during
	later	last year	now

Adverbs can add clarity and precision to your writing, however different types of adverbs go in different places in the sentence. An adverb might be at the front, in the middle or at the end of the sentence or clause. As always in English, there are exceptions to any rule so you will have to memorise some aspects of the ‘rules’.

1. The **mid position** is the most common.

- With simple main verbs, the adverb in the mid position comes **before** the verb:

They **always** study together
They **often** work in the library.

- With the verb “to be”, the adverb in the mid position comes **after** the verb:

We are **sometimes** late for class.
I am **frequently** the first to arrive.

- With auxiliaries and modals, the adverb in the mid position comes between the auxiliary/modal and the main verb:

I have never done that.
They are probably doing the research together.
She and her sister will probably arrive late.

² Source: <http://www.gingersoftware.com/content/grammar-rules/adverb/adverbs-time/>



2. The ***end position*** focuses on the adverb.

He talked about his research **enthusiastically**.
 We have been attending our tutorials **regularly**.
 The temperature was falling **constantly**.

3. The ***front position*** is the least common.

Reluctantly, he agreed with my point.
Unfortunately, the experiment failed.
Suddenly, he left the room.



EXERCISE 3

Write each sentence twice with the adverb in two different positions.

Example:

After the lecture was over Ariya went to the library. (**immediately**)

After the lecture was over Ariya **immediately** went to the library.
Immediately after the lecture was over Ariya went to the library.

1. She submitted the assignment. **reluctantly**

a. _____
 b. _____

2. These results are inconclusive. **clearly**

a. _____
 b. _____

3. The first argument makes more sense. **logically**

a. _____
 b. _____

4. This level of research is not acceptable. **scientifically**

a. _____
 b. _____

5. The situation changed. **suddenly**

a. _____
 b. _____

6. This is a mistake. **obviously**

a. _____
 b. _____

7. Nobody was hurt. **fortunately**

a. _____
 b. _____

8. We agree with the ideas put forward. **completely**

a. _____
 b. _____



EXERCISE 4

Put the adverb in its correct place in the sentence.

1. *never*
That has happened to me.
2. *maybe*
I will ask Jake to proofread it for me.
3. *nearly*
He failed his exams last year.
4. *completely*
They have forgotten about the deadline.
5. *often*
The lab is open at weekends.
6. *just*
He has started his report.
7. *certainly*
We expected him to be there.
8. *definitely*
She will be studying this evening.
9. *almost*
My last assignment is finished.
10. *ever*
Have you studied politics?

PREPOSITIONS

Prepositions show the relationship between nouns or pronouns and other words in the sentence. Prepositions indicate:

- **position (*where*)**

We parked **between** the trees.
Their apartment was **over** a shop.

- **time (*when*)**

The lecture starts **at** 3.
After the first year they changed their program.

- **manner (*how*)**

We always go **by** train.
We didn't want to go there **on** foot.

Prepositions usually come before nouns or gerunds, but occasionally they can come after a noun, for example:

Ten minutes **ago**
Three weeks **before**



Prepositions can also come after verbs and adjectives:

caution **against**
necessity **for**
aware **of**
engaged **in**

choice **between**
attention **to**
certain **of**
responsible **for**

report **on**
comparison **with**
concerned **with**
typical **of**

Most prepositions are a single word but sometimes prepositions can be a phrase:

They moved here **because of** their studies.
We sat **next to** each other.
This assignment is **at least** a credit.

NOTE: The same preposition may have many different meanings in different contexts. For this reason, prepositions are best learned in context, as part of a phrase, rather than in isolation, on their own.



EXERCISE 5

Complete the sentences with an appropriate preposition from the list.
More than one answer is possible.

in	for	during	of
at	after	up	off
down	about	with	outside
under	opposite	out	on
to	next to	between	near
beside	before	toward(s)	over
by	from	before	around
past	inside	until	through

1. Let's meet ____ noon. Be there ____ 10.30 and 11am.
2. I've met you ____.
3. The exams are ____ November.
4. I never study ____ the weekend.
5. Most students ____ Macquarie work online ____ some time.
6. They are away ____ next week.
7. I will not be studying ____ the break.
8. He's not interested ____ sport.
9. The course has been running ____ last week.
10. ____ Friday I will have finished all the readings.

MULTI-WORD
PREPOSITIONS

Most prepositions are a single word but sometimes prepositions can be a two or three-word phrase:

They moved here **because of** their studies.

We sat **next to** each other.

This assignment is **at least** a credit.

In addition to Economics she is also studying Politics.

Multi-word prepositions function in the same way as one-word prepositions. Below are some examples.

according to
as a result of
in order to
in spite of

regardless of
in addition to
in place of
instead of

except for
in line with
in relation to
on account of



EXERCISE 6

Complete the multi-word prepositions.

1. According ___ this article, it is better to work on one assignment at a time.
2. We missed the lecture because ___ the heavy traffic.
3. Instead ___ writing an essay he did a report.
4. They arrived ahead ___ everyone else.
5. Except ___ Amir, everyone was at the conference.
6. As a result ___ everyone's hard work, our group got an HD for the project.

NOTE: Sometimes, **but not in every context**, a one-word preposition can be used instead of a multi-word preposition.



EXERCISE 7

Add the correct preposition to the verb.

1. Global migration is often caused ____ wars or other violence.
2. I think it's better to focus ____ one assignment at a time.
3. Minority groups are sometimes discriminated ____ .
4. Are you pleased ____ your marks?
5. I'm nervous ____ the exam.



ANSWERS

TEST YOUR KNOWLEDGE

nouns	industry, way, changes, health, effect, wellbeing, business, food, taste, snacks, fats, sugars, fruit, vegetables, foods, part, diets
verbs	has changed, eat, understand, impact, is being realised, has marketed, appeals, is, have replaced, used to be
pronouns	we, their, our, that,
adjectives	last, global, dietary, physical, mental, big, modern, addictive, processed, takeaway, tasty, nutritious, unprocessed, important
adverbs	profoundly, successfully
articles	the, an
(determiners)	that, many
prepositions	in, on
conjunctions	but, and

EXERCISE 1

Which are **adjectives** and which are **adverbs**?

1. You are encouraged to observe the **highest** standards of honesty in all your **academic** work. Much **academic** work is **cooperative**. **Current** work depends **heavily** on the **previous** work of others, and it is **vital** that research and writing is **honestly** and **properly** acknowledged. **Dishonest** behaviour such as plagiarism is a breach of **acceptable** standards, and **severe** penalties can apply to students who are found committing these **serious** offences, even **accidentally**.
2. For several reasons it is **important** to **carefully** develop your skills in both **oral** and **written** communication. Not only your **university** teachers but also **prospective** employers expect a university graduate to be able to communicate **effectively** in both **professional** and **non-professional** situations on matters in their area of expertise.

**EXERCISE 2**

Put the adjectives in the correct order

1. delicious Japanese (*food*)
2. thin, black (*belt*)
3. great, new, expensive (*Smartphone*)
4. interesting, new (*research*)
5. a delicious, chocolate, birthday - (*cake*)
6. the beautiful, blue (*lake*)
7. a long, scientific (*paper*)
8. an exciting, old, dinosaur (*fossil*)
9. a large, white (*object*)
10. a famous, old, Russian (*author*)

EXERCISE 3

1. a. **Reluctantly**, she submitted the assignment.
b. She **reluctantly** submitted the assignments
2. a. These results are **clearly** inconclusive.
b. **Clearly**, these results are inconclusive.
3. a. The first argument makes more sense **logically**.
b. **Logically**, the first argument makes more sense.
4. a. This level of research is not **scientifically** acceptable.
b. **Scientifically**, this level of research is not acceptable.
5. a. The situation **suddenly** changed.
b. **Suddenly**, the situation changed.
6. a. This is **obviously** a mistake.
b. **Obviously**, this is a mistake.
7. a. Nobody was hurt, **fortunately**
b. **Fortunately**, nobody was hurt.
8. a. We agree **completely** with the ideas put forward.
b. We **completely** agree with the ideas put forward.

EXERCISE 4

1. *That has never happened to me.*
2. *Maybe I'll ask Jake to proofread it for me.*
3. *He nearly failed his exams last year.*
4. *They have completely forgotten about the deadline.*
5. *The lab is often open at weekends.*
6. *He has just started his report.*
7. *We certainly expect him to be there.*
8. *She will definitely be studying this evening.*
9. *My last assignment is almost finished*
10. *Have you ever studied politics?*

**EXERCISE 5****POSSIBLE ANSWERS**

1. Let's meet **at** noon. Be there **between** 10.30 and 11am.
2. I've met you **before**.
3. The exams are **in** November (**before** / **after** November).
4. I never study **at** the weekend. (**on** the weekend)
5. Most students **at** Macquarie work online **at** some time.
6. They are away **until** next week.
7. I will not be studying **in** the break. (**during** the break)
8. He's not interested **in** sport.
9. The course has been running **since** last week.
10. **By** Friday I will have finished all the readings.

EXERCISE 6**Complete the multi-word prepositions**

1. According **to** this article, it is better to work on one assignment **at a time**.
2. We missed the lecture because **of** the heavy traffic.
3. Instead **of** writing an essay he wrote a report.
4. They arrived ahead **of** everyone else.
5. Except **for** Amir, everyone was at the conference.
6. As a result **of** everyone's hard work, our group got an HD for the project.

EXERCISE 7**Add the correct preposition to the verb**

1. Global migration is often caused **by** wars or other violence.
2. I think it's better to focus **on** one assignment at a time.
3. Minority groups are sometimes discriminated **against**.
4. Are you pleased **with** your marks?
5. I'm nervous **about** the exam.



2. SENTENCES

Complete sentences

Sentences can be short and simple or long and complex. A complete sentence must contain both:

a subject **AND** a finite verb



TEST YOUR
KNOWLEDGE

Choose whether each example is complete sentence or only part of a sentence (*sentence fragment*)

Complete Fragment

- 1 The study conducted by the university
- 2 The result of the research
- 3 Facebook is ubiquitous
- 4 Conducted by the faculty in 2008
- 5 Because we were late
- 6 When they left
- 7 Although it could be difficult to achieve
- 8 Was grammar a major factor
- 9 They knew it
- 10 Every year at this time

KEY TERMS AND DEFINITIONS

Complete sentences

A complete sentence contains a verb, it expresses a complete idea and it makes sense on its own.

Simple sentences

A simple sentence has one clause — with a **subject** and **verb**.

Computers are important. (S+V)

There can be more than one subject and verb:

Computers and other devices are important. (S+S+V)
two subjects, one verb

I **gathered** the data and **analysed** it using a computer.
(S+V+V) *one subject, two verbs*

My **friends** and I **gathered** the data and **analysed** it using new software. (S+S+V+V)
two subjects, two verbs



Compound sentences

A compound sentence has two or more clauses joined with **coordinating conjunctions**. The most common coordinating conjunctions are *and*, *but*, *or* and *so*. One way to remember all the coordinating conjunctions is to use the acronym FANBOYS:

F = *for*

A = *and*

N = *nor*

B = *but*

O = *or*

Y = *yet*

S = *so*

Coordinating conjunctions come **between** the clauses they join:

Smart phones are very convenient, **but** they can be expensive.

Smart phones are very convenient, **but** they can be expensive, **so** choose carefully.

Complex sentences

Complex sentences have one **main** (or independent) clause and one (or more) **subordinate** (or dependent) clauses. The clauses are joined by subordinating conjunctions (or linking phrases) such as:

after
although
because

before
however
since

unless
until
while

A subordinating clause can come second in the sentence or it may begin the sentence.

Although it makes a good point (**subordinate clause**), **the last sentence is too long** (**main clause**).

There is a second argument (**main clause**) which should be considered (**subordinate clause**).

Sentence fragments

A sentence fragment is not a complete sentence. It is part of a sentence that can look or sound like a complete sentence.

Below is one complete sentence and two sentence fragments:

We learned about academic writing (**complete sentence**). The most common mistakes (**fragment**). And the best ways to correct them (**fragment**).

**Clauses**

A clause is part of a sentence that has its own subject and verb.

There are two main types of **clauses**: independent or **main clauses**, which can stand alone as sentences, and dependent or **subordinate clauses**, which require a main clause to form a complete sentence.

The assignment was easy. *one main clause*

The assignment which I submitted last week **was easy**.
Two clauses

The main clause in bold (**The assignment is easy**) is a complete sentence, because it can stand alone and make sense. However, the subordinate (or dependent) clause (**which I submitted last week**) cannot stand alone because it does not contain enough information to make sense.

Phrases

A phrase is a part of a sentence (a sentence fragment). A phrase does not express a complete thought. It does not contain both a subject and a verb.

Examples of phrases are:

sitting at the front really interesting

without any help too tired to go to the tutorial

the laptop on the desk an Internet firewall

Phrases can indicate: *what, when, how, how much, which one, who, where or why*.

Adjective phrases specify *which one, what kind, how much, or how many*:

The lecture **on Tuesday** (**which one**) is about trends **on the New York Stock Exchange** (**which trends**).

Adverb phrases describe *how much, why, when, how – in what way or in what circumstances*:

I was late **because of a traffic jam**. (**why?**)

I can train better **before dinner**. (**when?**)

They will go skiing **in the winter**. (**when?**)

He sat **in silence** the whole time. (**how / in what way**)



SENTENCES IN-DEPTH AND ACTIVITIES

COMPLETE
SENTENCES AND
SENTENCE
FRAGMENTS

Sentence *a.* (below) is a complete sentence:

- a.** Ann writes her assignments quickly.

It contains a verb (writes), it expresses a complete idea and we do not need any further information to understand what it is communicating.

Sentence *b.* (below) is **NOT** a complete sentence:

- b.** When Ann writes her assignments.

The idea is incomplete. It contains a verb, but we need more information to complete the idea and the sentence.

Sentence *c.* (below) is a complete sentence, because the whole idea has been expressed.

- c.** When Ann writes her assignments she writes quickly.

Sentences *d.* *e.* and *f.* are incomplete because the thought is not complete and there is no verb.

- d.** The research from the university
- e.** The result of the study
- f.** Examined by environmental scientists



EXERCISE 1

Is it a complete sentence or a sentence fragment?¹

Complete (C) /
Incomplete (I)

1. Not just finding qualitative evidence
2. They carried out the research without using a control group
3. Undermining the results of the experiments
4. They approved it
5. Many years later
6. With extra resources it is possible
7. Not without proofreading it
8. Whereas a tutorial is face to face interaction in a group
9. Whether they do written surveys or interviews
10. Even though they knew it they didn't say it

¹ Answers to all exercises are found at the end of the chapter

CORRECTING
INCOMPLETE
SENTENCES

A sentence fragment does not contain a subject and/or a verb and it does not make sense on its own.

X Although the findings were inconclusive

This is a sentence fragment. It is an incomplete idea. To complete it, more information needs to be added. For example:

✓ Although the findings were inconclusive, the government approved the policy.

You can correct incomplete sentences by:

1. **Expanding sentence fragments into sentences.** Add the missing elements – subjects, verbs, clauses.

Incorrect: **X** Sometimes appear in magazine articles and books.

Correct: **✓ Sentence fragments** sometimes appear in magazine articles and books.

Incorrect: **X** Even though they sometimes appear in magazine articles and books.

Correct: **✓ Even though they sometimes appear in magazine articles and books, students should avoid using sentence fragments in their written work.**

2. **Incorporating the fragment into another sentence.**

Incorrect: **X** The students were waiting when the tutor arrived. They started asking about the assignments. Anxious to get their results.

Correct: **✓ The students were waiting when the tutor arrived. Anxious to get their results, they started asking about the assignments.**



EXERCISE 2

Mark the complete sentences

Complete ✓

- 1 Because Marc has two degrees
- 2 When we graduate
- 3 The market is falling which is not good news
- 4 A number of invited guests
- 5 She has just marked ten assignments
- 6 I don't want to think about it
- 7 To be specific the distance from the earth to the moon
- 8 They have a Business tutorial in twenty minutes
- 9 The study conducted by the university
- 10 The result of the study

COMPLEX
SENTENCES

Complex sentences have one **main** (or independent) clause and one (or more) **subordinate** (or dependent) clauses. The clauses are joined by subordinating conjunctions or linking phrases. A subordinating clause can come second in the sentence or it may begin the sentence.

Some subordinating conjunctions and linking phrases are:

after	until	until
although	once	when
as	since	whenever
because	so / so that	where
before	than	wherever
if, even if	that	whether
even though	though	while
in order that	unless	why

A subordinate conjunction links the ideas in the sentence and it indicates a **time** or **place**, a **cause** or **effect**.

*Yuji proofread her assignment **after** she completed the Reference List.*

*We use the Library databases **where** we usually find good articles.*

***Because** he was worried about the exam, Doug spent a whole day revising his notes.*

In complex sentences, the most important idea is in the main clause and the less important idea is in the subordinate clause.



EXERCISE 3

Underline the clause with the main idea

1. As Sam was proofreading her essay, she accidentally deleted it!
2. Dan gets stressed whenever we talk about the exam.
3. Even though they left home in time, they missed the bus.
4. Eve shook her head as she tried to follow the instructions.
5. When the phone rang, Nicky shut down her computer.



EXERCISE 4

Underline the subordinate clause in these sentences.

1. Although the findings are interesting they are not convincing.
2. We talked about a long holiday however it won't be this year.
3. Don't quit before you finish!
4. You will not do well in the exam unless you prepare for it.
5. Even if she asks you a lot of questions, don't say very much.
6. My coach taught me some breathing exercises so that I can manage my stress.
7. People take vitamin supplements even though they are not medically proven.
8. I like to listen to music while I'm studying.



EXERCISE 5

Select the type of information provided in these phrases²**WHAT WHICH ONE WHERE WHEN HOW WHY***Type*

1. The plant ***in the corner*** gets a lot of sun.
2. **The Economics lecture** is at 2
3. ***In July*** they're going skiing.
4. ***So far***, three factors have been investigated.
5. His hearing is poor ***because he listened*** to very loud music.
6. She finished the assignment ***in a hurry***.
7. **The best defence** is attack.

² Answers to all exercises are found at the end of the chapter



ANSWERS

TEST YOUR KNOWLEDGE

	Complete	Fragment
The study conducted by the university		✓
The result of the research		✓
Facebook is ubiquitous	✓	
Conducted by the faculty in 2008		✓
Because we were late		✓
When they left		✓
Although it could be difficult to achieve		✓
Was grammar a major factor		✓
They knew it	✓	
Every year at this time		✓

Exercise 1

	Complete	Incomplete (Sentence fragment)
1. Not just finding qualitative evidence		✓
2. They carried out the research without using a control group	✓	
3. Undermining the results of the experiments		✓
4. They approved it	✓	
5. Many years later		✓
6. With extra resources it is possible	✓	
7. Not without proofreading it		✓
8. Whereas a tutorial is face to face interaction in a group		✓
9. Whether they do written surveys or interviews		✓
10. Even though they knew it they didn't say it	✓	



Exercise 2

Complete ✓

- | | | |
|----|--|---|
| 1 | Because Marc has two degrees | |
| 2 | When we graduate | |
| 3 | The market is falling which is not good news | ✓ |
| 4 | A number of invited guests | |
| 5 | She has just marked ten assignments | ✓ |
| 6 | I don't want to think about it | ✓ |
| 7 | To be specific the distance from the earth to the moon | |
| 8 | They have a Business tutorial in twenty minutes | ✓ |
| 9 | The study conducted by the university | |
| 10 | The result of the study | |

Exercise 3

1. she accidentally deleted it!
2. Dan gets stressed
3. they missed the bus
4. Eve shook her head
5. Nicky shut down her computer

Exercise 4

1. **Although the findings are interesting** they are not convincing.
2. We talked about a long holiday **however it won't be this year**.
3. Don't quit **before you finish!**
4. You will not do well in the exam **unless you prepare for it**.
5. **Even if she asks you a lot of questions**, don't say very much.
6. My coach taught me some breathing exercises **so that I can manage my stress**.
7. People take vitamin supplements **even though they are not medically proven**.
8. I like to listen to music **while I'm studying**.

Exercise 5

1. The plant **in the corner** gets a lot of sun. **WHERE**
2. **The Economics lecture** is at 2. **WHAT / WHICH ONE**
3. **In July** they're going skiing. **WHEN**
4. **So far**, three factors have been investigated. **WHEN**
5. His hearing is poor **because he listened** to very loud music. **WHY**
6. She finished the assignment **in a hurry**. **HOW**
- 7.. **The best defence** is attack. **WHAT**



3. VERBS AND VERB TENSES

Verbs describe an action or state of being. The verb is often a single word but, in negative sentences, in most questions and in some tenses, verbs consist of at least two elements: an auxiliary plus some form of the root verb.

TEST YOUR
KNOWLEDGE**Underline the verb(s) in each sentence**

1. We're increasing the temperature.
2. When it boiled, it changed colour.
3. Global warming is clearly the result of human activity.
4. They suggest that there is no clear link.
5. This will continue to be a controversial topic.
6. The debate has continued for many years.
7. We read several reports on this issue.
8. A similar problem exists in the field of molecular biology.
9. Some research has shown ... Other studies have found ...
10. The hypothesis builds on previous research.
11. Many theories are going to be discussed.
12. She volunteered to do the oral presentation.
13. Some theories are always strongly debated.
14. We were not convinced by the arguments that were presented.

KEY TERMS AND DEFINITIONS

VERB TENSES

Verb tense indicates **when**. Tenses express the relationship between time and other factors so we know if an action is in progress (*present*), completed (*past*), or still to happen (*future*).

The 12 verb tenses in English¹

Key: S=Subject V=Verb O=Object

TENSE	PAST	PRESENT	FUTURE
SIMPLE	I studied yesterday. <i>S + V + O</i>	I study everyday <i>S + V + O</i>	I will study tomorrow <i>S + will + V + O</i>
CONTINUOUS	I was studying when they called. <i>S + was / were + (V+ing) + O</i>	I am studying now <i>S + am / is / are + (V+ing) + O</i>	I will be studying this evening <i>S + will + (V+ing) + O</i>
PERFECT	I had studied before I went out. <i>S + had + V + O</i>	I have studied today. <i>S + have / has + V + O</i>	I will have studied everything by tomorrow <i>S + will have + V + O</i>
PERFECT CONTINUOUS	I had been studying for 2 hours when they arrived. <i>S + had been + (V+ing) + O</i>	I have been studying for 2 hours. <i>S + have / has been + (V+ing) + O</i>	I will have been studying for 2 hours when you arrive. <i>S + will have been + (V+ing) + O</i>

PARTICIPLES

Participles are formed from verbs. Past and present participles are sometimes called **verbals**. A verbal is a verb form that can also function as an adjective or as a noun.

Past participles often end with **-ed**, **-d**, **-t**, **-en**, or **-n**.
Present participles end with **-ing**.

PAST PARTICIPLE

In regular verbs the past participle is the same as the past tense, but you will need to learn and remember the past participle of irregular verbs. The past participle is used:

- | | |
|---|--|
| a. as part of the present perfect tense | <i>I have studied statistics.</i>
<i>He has already finished his report.</i> |
| b. to form the passive voice | <i>Their research was completed in six months.</i>
<i>The exam timetables were decided early in the year.</i> |
| c. as an adjective | <i>Bring all the required readings to the tutorial.</i>
<i>She had a broken ankle.</i> |

¹ Table adapted from (<https://www.easypacelearning.com/all-lessons/grammar/1198-12-verb-tenses-table-learning-english-grammar-tenses>)

**PRESENT
PARTICIPLE**

The present participle ends in *-ing*. It can be used:

- | | |
|---|---|
| a. with the auxilliary verb <i>to be</i> to form a continuous tense | <i>I am studying Philosophy.</i> |
| b. as an adjective | <i>This is a working model of the pulley.</i> |
| c. as a noun, called a gerund. | <i>She enjoys researching.</i> |

All present participles and all gerunds end in *-ing*. Their form is identical but their function is different:

- His favorite sport is surfing. (Gerund)
 He is surfing. (Present participle)
 Writing is difficult. (Gerund)
 They were writing a report. (Present participle)

STATIVE VERBS

Stative verbs refer to states rather than time. They indicate possession and describe thoughts, feelings, beliefs, wishes, preferences, perceptions of the senses as well as states of being.

- I think it will rain this evening.
 I am sad.
 I believe the company director made the wrong decision.
 I prefer tea to coffee.
 I hear music.

VERBS IN-DEPTH AND ACTIVITIES

VERB TENSES

Three verb tenses account for approximately 80% of verbs used in academic writing — *simple present* tense, *simple past* tense, and *present perfect* tense. These tenses are used to verb tenses are used to:

- introduce and explain
- report research and evidence
- describe
- persuade or argue

PRESENT TENSE

The **present simple tense** is used to state facts, make generalisations and report the research and ideas of others in your own words. The present tense is used to introduce evidence or supporting information:

There **is** evidence that ...

PRESENT TENSE / introducing evidence

The present tense is used to cite recent sources. Using past tense can suggest that the information is no longer current or not especially relevant to your paper.

In his study of Internet privacy, Johnson **concludes** that individuals can be identified by name using other details.

PRESENT TENSE / current information



EXERCISE 1

Complete the sentence with a verb in the simple present tense.

1. The current study _____ two clear arguments.
2. The latest research _____ previous studies.
3. There _____ evidence to indicate the results _____ invalid.
4. The temperature _____ during the day.
5. Their research _____ different results.
6. Similar problems _____ in other multinational companies.
7. There _____ several interesting reports on this issue.
8. More research _____ to be carried out.

PAST TENSE

The **simple past tense** is used to present specific findings or data from past research (even in recent literature) to support claims or findings in your research. It describes past events or research that is not continuing.

Previous studies focused on Internet security (Black, 2013).

Havilland (2016) found that quality of service was more important than price.

PAST TENSE / previous research discussed in relation to now

The **past tense** is also used to report findings from personal research or to refer to information that was true, but is no longer valid.

Data used by Rhein et al. (2012) showed that 92% of survey participants were concerned about privacy.

PAST TENSE / data gathering was completed in the past

NOTE: This can vary in different subject areas, for example the past tense is used often in the Sciences and Psychology.



EXERCISE 2

Complete the sentence with a verb in the simple PAST tense.

1. The last study _____ convincing.
2. The research _____ previous studies.
3. There _____ evidence to indicate the results _____ invalid.
4. They _____ a secondary analysis.
5. Their study _____ previous findings.
6. Some issues _____ not discussed.
7. We _____ several reports on this issue.
8. More research _____ to be carried out.

**PRESENT
PERFECT TENSE**

The present Perfect Tense is formed with '**has**' or '**have**' plus the past participle of the verb:

Researchers **have found**.

Recent studies **have indicated**.

The **Present Perfect Tense** is used to:

- describe past situations in your current area of research.
- link previous research (the past) to your own study (the present).
- refer **in general** to previous research including your own.

The present perfect is a *present tense*, and it implies that the result is still true and relevant.

Recent research **has shown** similar results.

The latest studies **have indicated** that...

PRESENT PERFECT TENSE / refer in general

We could use the present simple tense in the examples above, but the present perfect tense focuses more on what has been done than on what is known, or true, now (present simple).

Some studies **have shown** that girls perform better than boys (Spencer 2015; Early 2016). Other research **has found** no difference (Tawney 2015; Quirk 2016).

PRESENT PERFECT TENSE / focus on what has been done

We use the Present Perfect with non-specific time expressions such as: **ever**, **never**, **once**, **many times**, **several times**, **before**, **so far**, **already**, **yet**



EXERCISE 3

PRESENT PERFECT TENSE

Complete each sentence with a verb in the present perfect tense

1. I _____ never _____ a course in statistics.
2. They _____ the experiment several times.
3. We _____ not _____ the data yet.
4. She _____ already _____ to her lecture.
5. _____ you _____ any research on that?
6. So far, I _____ the introduction.
7. New research _____ the previous findings were invalid.
8. Their study _____ similar results.

PHRASAL VERBS

Phrasal verbs (like other verbs) are used in more than one context and can have more than one meaning. However, even when two phrasal verbs mean much the same thing, one can still be more formal than the other;

Einstein **came up with** the theory of relativity. (informal)

Einstein **put forward** the theory of relativity. (more formal)

However, many phrasal verbs are too informal to use in academic writing and can be replaced with a more formal verb.



EXERCISE 4

Replace the two-word phrasal verb with a one-word verb that has the same meaning

- | | |
|--|----------------------|
| 1. The final subsection was cut out . | a. requires |
| 2. The test was called off when the computer crashed. | b. cancelled |
| 3. The research will carry on next year. | c. omitted |
| 4. The report left out some important evidence. | d. complete |
| 5. These results bear out earlier findings. | e. removed |
| 6. The student's appeal was turned down . | f. confirm |
| 7. The article builds on the work of other scientists. | g. rejected |
| 8. We phased in the changes gradually. | h. continue |
| 9. The theory was backed up by strong evidence. | i. introduced |
| 10. The argument calls for more research. | j. supported |
| 11. All participants have to fill in the questionnaire. | k. presented |
| 12. The lecturer put forward a new theory. | l. uses |
| 13. Einstein came up with the theory of relativity | m. notice |
| 14. Their analysis did not pick up the inconsistency. | n. reduces |
| 15. Proofreading cuts down on the number of mistakes. | o. developed |

Although phrasal verbs and other multi-word verbs are often informal, some phrasal verbs are appropriate to use in academic writing. For example, the verb **carry out** is preferable in academic writing to the verb do:

Researchers have **carried out** several experiments.
 Tests have been **carried out** in the laboratory.
 We have **carried out** a review of the literature.

In academic writing phrasal verbs can be used for:

Introductions and Explanations	<i>The article refers to the effect of algal blooms in river systems.</i> <i>The essay focuses on Einstein's early life.</i> <i>Their research expands on their own previous work</i>
Referring to other sources (reporting verbs)	<i>Griggs points out ...</i> <i>Larsen puts forward the theory that ...</i> <i>The Blake tests consisted of ...</i>
Incorporating supporting evidence	<i>These recommendations are based on the results of earlier research.</i> <i>These results bear out earlier findings.</i>
Describing methods of research	<i>The interviews were followed up with written questionnaires.</i> <i>The new procedures were phased in gradually.</i> <i>All participants were subjected to the same controls.</i> <i>It was necessary to factor in the effect of increased salinity.</i>
Conclusions	<i>All the evidence points to human error.</i> <i>Their team arrived at the same conclusions.</i> <i>These controls do not apply to our experiment.</i> <i>Large amounts of algae account for the rise in fish deaths.</i>

STATIVE VERBS

Stative verbs refer to states rather than time. Stative verbs indicate possession and describe thoughts, beliefs, feelings, wishes, preferences, perceptions of the senses, as well as states of being. Examples include:

Verbs of perception	appear feel	hear see	seem smell	sound taste
Verbs that refer to states of being (mental, emotional and cognitive)	assume believe consider doubt expect fear forget	guess hate hope imagine intend know like	love mean notice prefer realise recall recognize	refuse regard remember see (i.e. understand) want wonder

Verbs of being and having
(not seen to be limited by time)

<i>be</i>	<i>consist</i>	<i>fit</i>	<i>owe</i>
<i>have (i.e. possess)</i>	<i>contain</i>	<i>hold</i>	<i>own</i>
<i>belong</i>	<i>cost</i>	<i>include</i>	<i>possess</i>
<i>compare</i>	<i>depend</i>	<i>involve</i>	<i>remain</i>
<i>(i.e. similar to)</i>	<i>deserve</i>	<i>lack</i>	<i>require</i>
<i>concern</i>	<i>differ</i>	<i>matter</i>	<i>resemble</i>
	<i>equal</i>	<i>measure</i>	
	<i>exist</i>	<i>need</i>	<i>suit</i>



EXERCISE 5

Are these sentences referring to the past, the present or the future?
Which verbs are stative verbs?

Note: Go beyond the grammatical form and focus on the meaning.

	<i>Past/ present/ future</i>	<i>Stative ✓</i>
1. I'm working.		
2. I'm working next week.		
3. They'll be happier when the exams are over.		
4. I've never failed an exam.		
5. I won't be going on holiday this year.		
6. She's getting married again.		
7. I wish I spoke better English.		
8. We used to speak Japanese well.		
9. On week nights I would study till midnight.		

ANSWERS

TEST YOUR KNOWLEDGE

1. We're **increasing** the temperature. (*are increasing*)
2. When it **boiled**, it **changed** colour.
3. Global warming **is** clearly the result of human activity.
4. They **suggest** that there **is** no clear link.
5. This **will continue** to be a controversial topic.
6. The debate **has continued** for many years.
7. We **read** several reports on this issue.
8. A similar problem **exists** in the field of molecular biology.
9. Some research **has shown** ... Other studies **have found** ...
10. The hypothesis **builds** on previous research.
11. Many theories **are going to be** discussed.
12. She **volunteered** to do the oral presentation.
13. She **volunteered** to do the oral presentation.
14. Some theories **are** always strongly **debated**.
15. We **were** not **convinced** by the arguments that **were presented**.

EXERCISE 1

1. The current study **presents** two clear arguments.
2. The latest research **supports** previous studies.
3. There **is** evidence to indicate the results **are** invalid.
4. The temperature **rises** during the day.
5. Their research **indicates** different results.
6. Similar problems **exist** in other multinational companies.
7. There **are** several interesting reports on this issue.
8. More research **needs** to be carried out.

EXERCISE 2

1. The last study **seemed** convincing.
2. The research **supported** previous studies.
3. There **was** evidence to indicate the results **were** invalid.
4. They **carried out** a secondary analysis.
5. Their study **rejected** previous findings.
6. Some issues **were** not discussed.
7. We **read / wrote** several reports on this issue.
8. More research **needed** to be carried out.

EXERCISE 3

1. I **have** never **done** a course in statistics.
2. They **have repeated** the experiment several times.
3. We **have** not **analysed** the data yet.
4. She **has** already **been** to her lecture.
5. **Have** you **carried out** any research on that?
6. So far, I **have finished** the introduction.
7. New research **has shown** the previous findings were invalid.
8. Their study **has produced** similar results.

EXERCISE 4

- | | |
|---------------|--|
| 1. removed | The final subsection was removed . |
| 2. cancelled | The test was cancelled when the computer crashed. |
| 3. continue | The research will continue next year. |
| 4. omitted | The report omitted some important evidence. |
| 5. confirm | These results confirm earlier findings. |
| 6. rejected | The student's appeal was rejected . |
| 7. uses | The article uses the work of other scientists. |
| 8. introduced | We introduced the changes gradually. |
| 9. supported | The theory was supported by strong evidence. |
| 10. requires | The argument requires more research. |
| 11. complete | All participants have to complete the questionnaire. |
| 12. presented | The lecturer presented a new theory. |
| 13. developed | Einstein developed the theory of relativity |
| 14. notice | Their analysis did not notice the inconsistency. |
| 15. reduces | Proofreading reduces the number of careless mistakes. |

EXERCISE 5

	PAST	PRESENT	FUTURE	Stative
1. I'm working.		✓		
2. I'm working next week.			✓	
3. They'll be happier when the exams are over.			✓	
4. I've never failed an exam.	✓			
5. I won't be going on holiday this year.			✓	
6. She's getting married			✓	

again.

7. I wish I spoke better English.	✓	✓
8. We used to speak Japanese well.	✓	
9. On week nights I would study till midnight.	✓	



4. MODAL VERBS

We use modal verbs to present ideas, conclusions, results or findings, with various degrees of certainty.

Modal verbs are:

can	must	would
could	shall	ought
may	should	had better
might	will	(need)



TEST YOUR
KNOWLEDGE

Underline the modal verbs in these sentences.

1. It can't happen; it's impossible.
2. We don't have to be there until noon.
3. They must be here somewhere – their car is outside.
4. We have to submit the report on Friday.
5. You shouldn't drive so fast – it's dangerous.
6. You might find it in the Index at the back of the book.
7. My birthday will be on a Monday this year.
8. It could happen; anything's possible.
9. Maybe we need to ask the tutor for help.
10. That would be a good solution.

KEY TERMS AND DEFINITIONS

Modal verbs

Modal verbs are also called *modal auxiliaries* or simply *modals*. Modal verbs indicate what is likely or probable, possible or unlikely, necessary or not.

Certainty: a degree of probability

This is the best method. (NO MODAL)

This **might** be the best method. (MODAL)

Ability: a degree of capability

Proofreading your assignment eliminates careless mistakes. (NO MODAL)

Proofreading your assignment **can** eliminate careless mistakes. (MODAL)

**Necessity:** a degree of need or obligation

Acknowledge any sources that you use in your writing. (**NO MODAL**)

You **must** acknowledge any sources you use in your writing. (**MODAL**)

Modality

We use modal verbs to express how definite or sure we are. This is called *modality* and it can range from being unsure or uncertain (low modality) to being very sure or certain (high modality).

Students **learn better** in groups (*100% Yes*)

Students **usually** learn better in groups (*high certainty*)

Students **may** learn better in groups (*lower certainty*)

Students do not learn better in groups (100% No)

High modality

High modality shows a high degree of certainty; obligation; probability; importance; frequency; extent; intensity; confidence or emphasis. **Must, should, shall** and **have to** are examples of high modality auxiliary verbs.

Low modality

Low modality shows less certainty; obligation; probability; importance; frequency; extent; intensity; confidence or emphasis. Low modality auxiliary verbs are **may, might, could** and **would**.

MODAL VERBS IN-DEPTH AND ACTIVITIES

Modal verbs express modality – How certain are you? How true is the information /statement? How desirable or necessary is it? For example:

The Republicans **have won** the election.

This is a statement of fact. However, if we look at the different modal auxiliary verbs – **can, could, must, ought to, shall, should, will, would, may, might** and **need** – we can see the range of different meanings or modalities that they make possible, for example:

The Republicans **[could / would / may / might / should]** have won the election.

Modal verbs are different from other verbs in some important ways. Modal verbs:

- have only one form. They have no *to-infinitive* form, no *-ing* form, and no *-ed* form.
- do not take 's' in the 3rd person singular
She works on Friday. (3rd person *-s*)



She **can** work on Friday. (No 3rd person -s)

- make questions by inversion

We **should** go → **Should** we go?

- use 'not' (after the modal) to make the negative

She **cannot** (can not) work on Friday.

They **should not** do that.

- are followed directly by the infinitive of the second verb (without 'to')

He **should to** finish the report today.

- Often use time words or clauses to show **when**

We **can** do our planning **tomorrow**.

The exams **might** be early **this year**.

They **could** come **later** if they finish.

They **must** resubmit **before December**.

He **could have finished** **last week** but he went to three parties!

MODALITY

Adverbs, adjectives and nouns can also express modality (ability, certainty, frequency, probability, obligation or usualness), as can some non-modal verbs

adverbs and adjectives

indicate *probability, ability or usualness*

surely, certainly, potentially, often, rarely, usually, capable, possible, probable

nouns

indicate *probability, certainty, obligation or ability*

likelihood, possibility, capability, need, necessity, requirement, potential

non-modal verbs

express *obligation, necessity, frequency, probability*

require, permit, want to, wish to, would like to, seem to, appear to, tend to

EXPRESSING DEGREES OF CERTAINTY

Academic study involves speculating and drawing conclusions from evidence and research results. Modals are commonly used in the discussion sections of research papers, for presenting scientific findings, and showing the differences between research results and facts. Modal verbs are also important for presenting arguments or expressing an opinion.

Modals make it possible to qualify statements and avoid absolutes. Using modals, we can express degrees of certainty about our claims or conclusions – a high degree of certainty, a moderate degree of certainty or a low degree of certainty.

Essays with no critical analysis **will** be marked down. (*100% certain*)

Essays with no critical analysis **may** be marked down. (*possible*)

Essays with no critical analysis **could** be marked down. (*possible*)



In your academic writing, it is important to avoid stating results and opinions in absolutes, or with 100% certainty. **Will** indicates a 100% certainty, so you should avoid using **will** to report research results or findings, or to refer to **all** or **every**. You can make it less certain by writing **will possibly**.

Essays with no critical analysis **will possibly** be marked down.

(less than 100% certain)



EXERCISE 1

Are these claims high modality or lower (*tentative*) modality writing?

The first two have been completed as examples

	Lower	High
1. It is always ...		✓
2. It appears likely that ...		✓
3. It is certain that ...		
4. It is highly likely that ...		
5. In most cases ...		
6. It is probable ...		
7. X will definitely ...		
8. The evidence seems to show that ...		
9. Technology can be useful ...		
10. A desalination plant is the best option.		

The degree of certainty (or modality) we use to present a claim, a conclusion, an argument or a point of view depends on the quality and amount of supporting evidence we have.

If there is enough evidence to support an argument, then ‘high modality’ is appropriate. However, in academic writing, the use of high levels of certainty (high modality) depends on the amount of evidence you have. In other words, the level of modality you use to present claims or conclusions must match the level of certainty provided by your evidence.

It might be appropriate to make a high modality claim if evidence from multiple sources supports your opinion.

Several studies (Elvey 2015, Powell 2015, Ullmann 2016) support the view that it is **highly likely** to succeed.



EXERCISE 2

Decide whether each sentence has high or low modality. Rewrite to make it stronger or weaker.

1. If you exceed the word limit you **will** fail. (*high/low*)
-

2. Computer analysis **will possibly be** useful. (*high/low*)
-

3. A desalination plant **is** the best option. (*high/low*)
-

4. That method of data collection **could be** effective. (*high/low*)
-

5. The results **show** a link between A and B. (*high/low*)
-

6. They **must be** in the library. (*high/low*)
-

EXPRESSING
OBLIGATION

Modal verbs are used to express degrees of obligation. **Must** expresses high modality – necessity and obligation. **Must** indicates what is allowed and what is prohibited.

You **must not** plagiarise.

→ This means you are forbidden to use other people's words or ideas without acknowledging them.

SUGGESTING

We use should, ought to, have to and could to express levels of suggestion –lower modality than must.

Universities **have to / need to** do something to address the problem of plagiarism. (strong suggestion)

Students **should not (ought not to)** plagiarise. (strong suggestion)

Tutors **could** take more responsibility. (possibility)

HYPOTHESISING

Modality allows us to hypothesise. A hypothesis is a speculation about something that may or may not happen. Adjectives such as *possible* and *certain*, and adverbs such as *probably* and *definitely* express a hypothesis or speculation:

It is possible there will be a revolution.

The Italian economy is **definitely** heading for a recession.

Words such as **could**, **would** and **must** allow us to express the possibility (or desirability) of something happening.



Would and **could** are used to present hypotheses or to discuss hypothetical situations, for example to discuss the results of an action or an experiment.

Condensation **could be** the cause.

→ (*It may be but it may not be the cause*)

Decreasing the amount of algae **could** reduce the number of fish deaths.

→ (*It may but it may not reduce the number of fish deaths*)

That **must be** her sister.

→ (*I am not certain but I feel sure it probably is*)

CONDITIONAL SENTENCES



EXERCISE 3

Conditional sentences include modal auxiliaries and express possibility, desirability or obligation:

If we work well together, **then** our team could get a very good mark.

Is the sentence referring to the past or to the future?

PAST FUTURE

1. There **must have been** a chemical reaction.
2. You **could manage** your time better.
3. You **could have managed** your time better.
4. The schedule **might be** different this Session.
5. That course **must be** interesting.
6. I **had to** finish my maths assignment on the weekend.
7. You'll **have to** work harder.
8. They **couldn't** submit their paper on time.
9. **Can** you help me tomorrow?
10. He **might** come later.

OTHER WAYS TO EXPRESS MODALITY

As well as modal *verbs*, there are other ways to express modality:

Modal nouns	<i>necessity, requirement, obligation, possibility</i>
Modal adjectives	<i>possible, probable, necessary</i>
Modal adverbs	<i>perhaps, possibly, certainly, definitely, maybe (not the same as the modal <i>may be</i>)</i>
Other adjectives and adverbs	<i>most, many, some; often, usually sometimes</i>
Other verbs	<i>suggest, seem, appear, suppose, need e.g. The evidence suggests ... It seems ... It would appear ...)</i>



EXERCISE 4

Match each group of modals with the correct word class

a. Nouns

b. Adverbs

c. Adjectives

word class

1. positively, possibly, certainly, definitely
2. opportunity, possibility, certainty
3. possible, certain, definite, clear, probable
4. seriously, apparently, obviously, frequently
5. probability, need, clarity, necessity
6. likely, unlikely, critical, essential, absolute, complete
7. frequency, potential, requirement
8. absolutely, surely, usually, occasionally



ANSWERS

TEST YOUR KNOWLEDGE

1. It **can't** happen; it's impossible.
2. We don't **have to** be there until noon.
3. They **must** be here – their car is outside.
4. We **have to** submit our report on Friday
5. You **shouldn't** drive so fast – it's dangerous.
6. You **might** find it in the Index at the back of the book.
7. My birthday **will** be on a Monday this year.
8. It **could** happen; anything's possible.
9. Maybe we **need to** ask the tutor for help.
10. That **would** be a good solution.

EXERCISE 1

	Lower	High
1. It is always ...		✓
2. It appears likely that ...	✓	
3. It is certain that ...		✓
4. It is highly likely that ...		✓
5. In most cases ...	✓	
6. It is probable ...	✓	
7. X will definitely ...		✓
8. The evidence seems to show that ...	✓	
9. Technology can be useful ...		✓
10. A desalination plant is the best option.		✓

EXERCISE 2

Sentence / modality	Rewrite
1. If you exceed the word limit you will fail. (high)	If you exceed the word limit you might fail.
2. Computer analysis will possibly be useful. (low)	Computer analysis will certainly be useful.
3. A desalination plant is the best option. (high)	A desalination plant may be the best option.
4. That method of data collection could be effective. (low)	That method of data collection will be effective.
5. The results show a link between A and B. (high)	The results could show a link between A and B.
6. They must be in the library. (high)	They could/might be in the library.

**EXERCISE 3**

	Past	Future
1. There must have been a chemical reaction.	✓	
2. You could manage your time better.		✓
3. You could have managed your time better.	✓	
4. The schedule might be different this Session.		✓
5. That course must have been interesting.	✓	
6. I had to finish my maths assignment on the weekend.	✓	
7. You'll have to work harder.		✓
8. They couldn't submit their paper on time.	✓	
9. Can you help me tomorrow?		✓
10. He might come later.		✓

EXERCISE 4

	<i>word class</i>
1. positively, possibly, certainly, definitely	b
2. opportunity, possibility, certainty	a
3. possible, certain, definite, clear, probable	c
4. seriously, apparently, obviously, frequently	b
5. probability, need, clarity, necessity	a
6. likely, unlikely, critical, essential, absolute, complete	c
7. frequency, potential, requirement	a
8. absolutely, surely, usually, occasionally	b



5. REPORTING VERBS

In academic writing you are required to refer to or ‘report’ the ideas, writing and research of other people. An important way to do this is by using **reporting verbs**.



TEST YOUR KNOWLEDGE

Underline the reporting verb

1. Du Plessis (2016) argues that critical thinking is essential.
2. This report challenges the claim that critical thinking is essential.
3. Webb (2016) supports the view that critical thinking is essential.
4. Warner (2016) agrees with the position proposed by Renwick.
5. The importance of critical thinking is highlighted in the report.
6. Lyon (2016) rejects the idea that critical thinking is essential.
7. Peterson et al. (2016) acknowledge that Internet privacy is a myth.
8. Jackson (2016) refutes the claim made by Webb.
9. Studies by Campbell (2012, 2016) identify the disadvantages.
10. These findings illustrate the importance of Internet privacy.
11. Brown and Jackson (2016) describe Johnson’s findings.
12. Van Dyke confirms the findings of the research.
13. Joseph et al. (2016) question the previous studies.
14. *Science Today* (2016) discusses the causes of Internet bullying.

KEY TERMS AND DEFINITIONS

Reporting verbs

As their name suggests, reporting verbs ‘report’ what others have said, or previous research that has been done. Reporting verbs show that you are using information or evidence from another source, for example:

X **makes** claims that ...
 N **argues** for ...
 R **presents** findings of ...
 Y **draws** conclusions about ...

Some reporting verbs are very informal and should not be used in academic writing. These include reckon and guess.

Direct reporting

Sometimes you will use the exact words of other writers, in direct quotes:

Booker (2016, p.12) **claims** that “happiness is unattainable”.
 Warne and O’Keefe (2016, p.37) **argue** that “laughter is the best medicine”.

**Indirect reporting**

However, in academic writing, keep direct quotations short, and do not overuse them.

More often, you will ‘report’ the work or ideas of others by summarising or paraphrasing them, in your own words.

Unemployment in Greece is likely to gradually rise over the next two years (Phillipoussis 2014 p.166).

To report this in your own work, you could write:

Phillipoussis (2014) stated that unemployment would rise in Greece in 2015 and 2016.

REPORTING VERBS EXPLAINED + ACTIVITIES

TENSES USED WITH REPORTING VERBS

PRESENT TENSE

Reporting verbs are usually **present simple tense** to introduce evidence or supporting information.

There is evidence that ...

(PRESENT TENSE – introducing evidence)

Present tense is used for recent sources:

Samuels (2016) claims that critical thinking is the key to academic success.

(PRESENT TENSE – current information)

Using the past tense suggests that information is no longer current.

FUTURE TENSE

Future tense is used to express assumptions, speculations and predictions.

Researchers (Jacobi 2015, Levis 2016) **state** (present) that critical thinking and reading **will continue** (future) to be the key to success in university study.

PAST TENSE

We use the **past** tense to report the ideas of others that describe past events – to report what someone actually said, or to report an action or event that took place in the past. This includes writing up research methods and findings, giving examples, writing descriptions and analyses of past events.

Critical thinking **originated** in ancient Greece over 2500 years ago.

Previous studies **focused** on Internet security (Black, 2013).

Hart **found** that quality of service was more important than price.



The **past tense** is also used to report findings from personal research or to refer to research that is not continuing and to report information that was previously true, but is no longer valid.

Data used by Rhein et al. (2012) **showed** that 92% of survey participants were concerned about privacy.

(data gathering was completed in the past)

Complete the sentences with a reporting verb, using the correct tense



EXERCISE 1

1. In 2016 Traynor wrote “The importance of Wagner’s music in the history of opera has been greatly exaggerated”.

Traynor (2016) _____ that the importance of Wagner’s music _____ exaggerated.

2. “Previous studies focused primarily on Internet security.” (Black 2013)

Black (2013) _____ that previous research _____ primarily on Internet security.

3. Some studies have shown that girls perform better than boys (Spencer 2015; Early 2016). Other research has found no differences. (Tawney 2015; Quirk 2016).

Studies by Spencer (2015) and Early (2016) _____ that girls outperformed boys; however, Tawney (2015) and Quirk (2016) _____ no differences.

4. In their findings Rhein et al. (2012) wrote “92% of survey participants were concerned about their privacy”.

Research by Rhein et al. (2012) _____ that 92% of survey participants _____ concerned about their privacy.

5. “The quality of service was more important to customers than price.” (Havilland 2016)

Havilland (2016) _____ that the quality of service _____ more important to customers than price.

GRAMMAR PATTERNS

Grammar patterns used with reporting verbs include.

PATTERN 1: Verb + **that** + clause (sentence)

They **explained that** the experiment had interesting results (Sonnel 2016).

Pilar (2016) **indicated that** he did not support Martin’s proposal.

**PATTERN 2: Verb + Noun (noun phrase)**

They **present** some interesting results from the experiment (Sonnel 2016).

Pilar (2016) **challenged** Martin's theory.

COMMON
REPORTIN
G VERBS

Pattern 1: Verb + that + Clause	acknowledge add affirm agree argue assert assume claim	comment concede conclude demonstrate deny emphasise explain	find highlight maintain note observe point out propose recommend	refute reiterate report reveal show state stress suggest
Pattern 2: Verb + Noun	challenge describe disagree with	discuss focus on present question	refute reject support	



EXERCISE
2

Complete each sentence with a reporting verb following the correct grammar pattern.

More than one answer is possible. Don't forget to include tense.

A: Verb + **that** + Clause
 argue that
 claim that
 state that

B: Verb + **Noun**
 report that
 suggest that
 call for
 define
 discuss
 examine
 present

1. Pilar (2016) _____ he did not support Martin's proposal.
2. The study _____ the number of migrants was decreasing.
3. In Chapter 2, Singh (2016) _____ several methods were possible.
4. Smith _____ the different theories are actually quite similar.
5. Blake _____ new ideas about validity.
6. Ferrer (2015) _____ the proposal was flawed.
7. Weber _____ capitalism as the organisation of free labour.
8. Newham (2016) _____ important differences are not _____ in the paper.
9. Greenbaum (2016) _____ similar results.
10. Phelps et al (2017) _____ a second analysis of the data.

USING REPORTING VERBS IN YOUR WRITING

In academic writing we use and acknowledge evidence and information from different sources. When you refer to the work of others and incorporate this into your own writing, you MUST connect the ideas and evidence in the sources to your own ideas and arguments. Reporting verbs link your ideas, opinions or arguments to the ideas and arguments in the sources you use. This is an essential academic writing skill.



However, when you use another source to support your claims or argument, you need to introduce it appropriately with a reporting verb. This shows that they are words, ideas or information from another source.

Correct	<p>✓ Commonwealth legislation has been passed to support individual rights to privacy on the Internet. This legislation states that “Organisations are required to secure personal information they hold from unauthorised access and disclosure” (Commonwealth of Australia 2015, p.94)</p> <p><i>The quotation is introduced with a reporting verb and its context is clear.</i></p>
Incorrect	<p>✗ Individuals have a right to privacy on the Internet. “Organisations are required to secure personal information they hold from unauthorized access and disclosure”. (Commonwealth of Australia)</p> <p><i>The quotation is included with no introduction, no reporting verb and no explanation.</i></p>

Reporting verbs introduce other people's ideas or work. They show that, in your writing, you are using information or evidence from another source. However, there are many different reporting verbs, and they have slightly different meanings. Some are more certain or stronger than others, and some are neutral. This is because reporting verbs are used to:

- **evaluate** the ideas, information or arguments in the sources
- **incorporate** evidence into your writing
- **demonstrate your own view** of the ideas and arguments in the sources.

MODALITY IN REPORTING

Reporting verbs show the attitude of the writer towards the evidence or the sources. How convincing or credible are they? In your writing the reporting verbs you use show your attitude to your sources.

Reporting verbs can show:

- a neutral position — making no judgement, simply reporting what was claimed or argued
- a strong position — your belief that evidence is convincing or correct
- a tentative or weaker position — your belief that the evidence is not convincing or even incorrect.



	<i>Several studies (xxx) report that ...</i>		
Neutral	<i>describe</i>	<i>note</i>	<i>assume</i>
	<i>show</i>	<i>point out</i>	<i>consider</i>
	<i>reveal</i>	<i>indicate</i>	<i>examine</i>
	<i>study</i>	<i>report</i>	<i>state</i>
	<i>demonstrate</i>	<i>observe</i>	<i>explain</i>
	<i>Several studies (xxx) confirm that ...</i>		
Strong	<i>argue</i>	<i>deny</i>	<i>challenge</i>
	<i>claim</i>	<i>claim</i>	<i>support the view that</i>
	<i>emphasise</i>	<i>refute</i>	<i>strongly believe</i>
	<i>Maintain</i>	<i>reject</i>	<i>assert</i>
	<i>Several studies (xxx) suggest that</i>		
Tentative / weaker	<i>suggest</i>	<i>imply</i>	<i>believe</i>
	<i>speculate</i>	<i>propose</i>	<i>recommend</i>
	<i>hypothesise</i>	<i>question</i>	

EXERCISE
3**Identify the strength of the reporting verbs.****Group 1**

If you think the ideas or claims in a source are **strong** or **convincing**, you should use a positive reporting verb to show this.

Tick the verbs showing that you agree with the source, or the source has a strong argument.

- | | | | |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> argue | <input type="checkbox"/> state | <input type="checkbox"/> explain | <input type="checkbox"/> propose |
| <input type="checkbox"/> observe | <input type="checkbox"/> believe | <input type="checkbox"/> assert | <input type="checkbox"/> suggest |

Group 2

If you think ideas or claims in a source are **weak** or **not convincing**, you should use a negative reporting verb to show this.

Tick the verbs showing that the source does not have a strong argument.

- | | | | |
|--------------------------------|---------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> doubt | <input type="checkbox"/> claim | <input type="checkbox"/> assert | <input type="checkbox"/> report |
| <input type="checkbox"/> state | <input type="checkbox"/> assume | <input type="checkbox"/> discuss | <input type="checkbox"/> believe |

Group 3

If you feel **neutral** about the source you are reporting, you should use a neutral reporting verb.

Tick the verbs that report without commenting on the strength of the argument.

- | | | | |
|--------------------------------|--------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/> state | <input type="checkbox"/> prove | <input type="checkbox"/> discuss | <input type="checkbox"/> imagine |
| <input type="checkbox"/> say | <input type="checkbox"/> claim | <input type="checkbox"/> believe | <input type="checkbox"/> describe |

EXERCISE
4

Change the strength of the claim.

Rewrite the sentences changing the neutral verb to one that expresses a strong position and one that expresses a tentative or weaker position.

Example

Neutral: Several studies report that ...

Strong: Several studies **confirm** that ...

Tentative: Several studies **suggest** that ...

1. a. Neutral: McHale **states** his position.
b. Strong: McHale _____ his position.
c. Tentative: McHale _____ his position.

2. a. Neutral: Dale et al. **describe** the proposal.
b. Strong: Dale et al. _____ the proposal. (strong negative)
c. Tentative: Dale et al. _____ the proposal. (weaker negative)

3. a. Neutral: The survey **revealed**
b. Strong: The survey _____ ... (strong positive)
c. Tentative: The survey _____ ... (weaker positive)

4. a. Neutral: Research **indicates** that
b. Strong: Research _____ ... (strong positive)
c. Tentative: Research _____ ... (weaker positive)

5. a. Neutral: The study **considers** both arguments.
b. Strong: The study _____ both arguments. (strong negative)
c. Tentative: The study _____ both arguments. (weaker negative)

REPORTIN
G
QUESTIONS

Research usually begins with questions that the researcher wants to investigate (hypotheses or research questions). When summarising an academic reading or talking about the research of others, we might want to talk about the questions which are the foundation of the study. In this case, we generally use *reported questions*, which have slightly different grammar patterns to *direct questions*.

- When we report questions, they become *indirect questions*, so the subject comes before the verb.

Direct question: 'Where are you going?'

Reported question: He asked me where I was going.

Direct question: 'Why is he shouting?'

Reported question: He asked me why he was shouting.

Direct question: 'What do you want?'

Reported question: She asked me what I wanted.

- We report yes/no questions with *if* or *whether*.

Direct question: 'Do you want me to help?'

Reported question: I asked him if he wanted me to help.

Direct question: 'Have you finished yet?'

Reported question: She asked me whether I had finished yet.



ANSWERS

TEST YOUR KNOWLEDGE

1. Du Plessis (2016) **argues** that critical thinking is essential.
2. The report **challenges** the claim that critical thinking is essential.
3. Webb (2016) **supports** the view that critical thinking is essential.
4. Warner (2016) **agrees** with the position **proposed** by Renwick.
5. The importance of critical thinking is **highlighted** in the report.
6. Lyon (2016) **rejects** the idea that critical thinking is essential.
7. Peterson et al. (2016) **acknowledge** that Internet privacy is a myth.
8. Jackson (2016) **refutes** the claim **made** by Webb.
9. Studies by Campbell (2012, 2016) **identify** the disadvantages.
10. These findings **illustrate** the importance of Internet privacy.
11. Brown and Jackson (2016) **describe** Johnson's findings.
12. Van Dyke **confirms** the findings of the research.
13. Joseph et al. (2016) **question** the previous studies.
14. *Science Today* (2016) **discusses** the causes of Internet bullying.

EXERCISE 1

1. Traynor (2016) **stated** that the importance of Wagner's music **has been / had been** exaggerated.
2. Black (2013) **explained** that previous research **had focussed** primarily on Internet security.
3. Studies by Spencer (2015) and Early (2016) **showed** that girls outperformed boys; however, Tawney (2015) and Quirk (2016) **revealed** no differences.
4. Research by Rhein et al. (2012) **found** that 92% of survey participants **were** concerned about their privacy.
5. Havilland (2016) **discovered** that the quality of service **was** more important to customers than price.

EXERCISE 2

1. Pilar (2016) **stated that** he did not support Martin's proposal.
2. The study **reported that** the number of migrants was decreasing.
3. In Chapter 2, Singh (2016) **suggested that** several methods were possible.
4. Different theories were **discussed** in the article.
5. Blake **presented** new ideas about validity.
6. Ferrer (2015) **argued that** the proposal was flawed.
7. Weber **defined** capitalism as the organisation of free labour.
8. Newham (2016) **claimed that** important differences are not **examined** in the paper.
9. Greenbaum (2016) **described** similar results.
10. Phelps et al (2017) **called for** a second analysis of the data.

**EXERCISE 3**

Reporting verbs that show you believe the source has a strong argument (you agree or you are convinced)

- | | | | |
|---|---|---|----------------------------------|
| <input type="checkbox"/> argue | <input checked="" type="checkbox"/> state | <input checked="" type="checkbox"/> explain | <input type="checkbox"/> propose |
| <input checked="" type="checkbox"/> observe | <input type="checkbox"/> believe | <input type="checkbox"/> assert | <input type="checkbox"/> suggest |

Reporting verbs that show you believe the source DOES NOT have a strong argument (you are not convinced; you disagree).

- | | | | |
|---|--|--|---|
| <input checked="" type="checkbox"/> doubt | <input checked="" type="checkbox"/> claim | <input checked="" type="checkbox"/> assert | <input type="checkbox"/> report |
| <input type="checkbox"/> state | <input checked="" type="checkbox"/> assume | <input type="checkbox"/> discuss | <input checked="" type="checkbox"/> believe |

Reporting verbs that show you are neutral (you do not agree or disagree) – you are simply reporting ideas or information without making a judgement.

- | | | | |
|---|--------------------------------|---|--|
| <input checked="" type="checkbox"/> state | <input type="checkbox"/> prove | <input checked="" type="checkbox"/> discuss | <input type="checkbox"/> imagine |
| <input checked="" type="checkbox"/> say | <input type="checkbox"/> claim | <input type="checkbox"/> believe | <input checked="" type="checkbox"/> describe |

EXERCISE 4

1. a. neutral: McHale **states** his position.
 b. strong: McHale **argues** his position.
 c. tentative: McHale **presents** his position.

2. a. neutral: Dale et al. **describe** the proposal
 b. strong: Dale et al **do not support** the proposal. (strong negative)
 c. tentative: Dale et al **question** the proposal. (weaker negative)

3. a. neutral: The survey **revealed**
 b. strong: The survey **confirmed** ... (strong positive)
 c. tentative: The survey **illustrated** ... (weaker positive)

4. a. neutral: Research **indicates** that
 b. strong: Research **supports** ... (strong positive)
 c. tentative: Research **implies** ... (weaker positive)

5. a. neutral: The study **considers** both arguments.
 b. strong: The study **rejects** both arguments. (strong negative)
 c. tentative: The study **questions** both arguments. (weaker negative)



ARTICLES, DETERMINERS AND QUANTIFIERS

ARTICLES, DETERMINERS AND QUANTIFIERS

English has two articles: **the** and **a** (or **an**). **The** is the definite article and **a / an** is the indefinite article. The definite article **the** is the same for all genders in singular and in plural.

Articles are the most common determiners, but other general determiners include:

this	those	any	other
that	each	either	which
these	every	neither	another

The possessive adjectives – my, your, his, her, its, our, your, their are also determiners.

Quantifiers are words that state the quantity or amount of something without stating the actually number. They indicate *how much* or *how many*.



TEST YOUR
KNOWLEDGE

Definite article / Indefinite article / No article

Fill in the spaces with an appropriate article (the/a/an) or with no article (0) that is appropriate.

1. It easier to send Tweet than email.
2. These days you can send information anywhere, instantly.
3. access to the Internet is problem in this part of the building.
4. You can enter competition by sending text message.
5. information technology makes it possible for any user to sign up with server, pay fee and gain access to the Internet.
6. Health and education are the business of government.
7. girls often do better in Science than boys.
8. love is the answer.



Determiners and Quantifiers / No Determiner

*this, that, these, those some, any, few, little, more, much, many,
each, every, both, all, enough, little, less*

Complete the sentences with an appropriate determiner or with no determiner if that is appropriate.

1. students chose to do Business Management.
2. They haven't got money for the movies.
3. He ate the food!
4. Jay and Hanna got High Distinctions.
5. are not my notes.

KEY TERMS AND DEFINITIONS

Articles, Determiners and Quantifiers

Articles, determiners and quantifiers precede and modify nouns (or noun phrase).

the lecturer, ***a*** university, ***that*** article,
those students, ***your*** choice

Articles

Articles highlight or refer to nouns.

English has two articles. ***The*** is the definite article and ***a / an*** is the indefinite article:

- ***the*** is used to refer to specific or particular nouns
- ***a/an*** is used to modify non-specific or non-particular nouns.

Determiners

Determiners can be general or specific.

The general determiners are:

a	any	other
an	another	what

The specific determiners are:

- the definite article — ***the***
- possessives — ***my, your, his, her, its, our, their***
- demonstratives — ***this, that, these, those***
- interrogatives — ***which, what, whose***



We use a specific determiner when we know is referred to or we can guess from the context:

The assignment is due this week.
The exams are over.
The announcement was made this morning.

Quantifiers

Quantifiers state quantity or amount without stating the actual number. Like articles, quantifiers precede and modify nouns. They tell us *how many* or *how much*.

Quantifiers include:

many	a few	few
several	enough	a little
no	some	all of
most of	a lack of	none of

Quantifiers can be used with plural countable nouns and uncountable nouns.

ARTICLES, DETERMINERS AND QUANTIFIERS IN-DEPTH AND ACTIVITIES

THE DEFINITE ARTICLE

The definite article **the** is the most frequent word in English. There are many different contexts where we use the definite article.

The is used with any type of noun – plural or singular, countable or uncountable. We use **the** to make general things specific.

Can I look at **a** magazine – any magazine.
Can I look at **the** magazine – a particular magazine.

The definite article is used:

- to refer to the ONLY one – From Space **the** earth looks blue.
- to refer something that is common knowledge – **The** Solar System was formed billions of years ago.
- when we know from the context what is been referred to, for example

The thermostat **in this room** can detect changes in **the** room temperature (**referred to already**) and respond to these.

EXERCISE
1

DEFINITE ARTICLE OR NOT?

1. This is ____ oldest university in ____ country.
2. ____ air conditioning in ____ library is not working.
3. ____ breakfast is ____ most important meal of ____ day.
4. ____ earth is one of ____ planets in ____ Solar System.
5. ____ prime minister will speak this evening.
6. Should I take ____ car to ____ uni today?
7. ____ elephant is ____ largest land mammal.
8. ____ rich are becoming richer.
9. ____ researchers should always work ethically.
10. You need to add a small amount of ____ sodium.
11. Love ____ the answer.
12. Have you got ____ latest version of that software?

THE
INDEFINITE
ARTICLE

The indefinite articles **a** and **an** are used with singular and countable nouns.

An indefinite article is used:

- to introduce new ideas or information, for example:

There is **a** growing awareness of the existence of this disease.

(NOTE: If we refer to this awareness again, we write **the** awareness)

- to make a general statement, for example:

A student should always study hard.

- to refer to quantity or time, for example:

a kilo of soil; twenty dollars **a** kilo; four times **a** day

- referring to jobs, for example:

He is **a** politician. She is **a** philosophy tutor.

- when we name something, for example:

This is **a** bar graph.

NO
ARTICLE

With non-count nouns and abstract nouns, there is no definite or indefinite article. Words like knowledge, education, thinking, oxygen, water, gold, employment, poverty, health are non-countable in English and do not usually take any article:

(0) Clean water is a human right.



We do not use an article for some common nouns that make a general statement:

- **seasons**: This festival happens in autumn.
- **festive seasons**: There are amazing celebrations at New Year.
- **meals**: Lunch is the most important meal.
- **institutions**: hospital, church, school, university, prison

We do not use articles with:

- the names of languages – I am learning Japanese. However, if Japanese refers to the Japanese people in general, we can say the Japanese (people)
– The Japanese eat a lot of fish.
- the names of sports – I play golf and volleyball.
- academic subjects – They are studying Economics and Politics.



EXERCISE 2

INDEFINITE ARTICLE OR NOT?

1. There are too many people in ____ prison.
2. ____ researcher should always work ethically.
3. He can't come because he's in ____ hospital!
4. This is called ____ Venn diagram.
5. Your normal pulse rate is between 60 and 100 beats ____ minute
6. The experiment required ____ small amount of chlorine.
7. About ____ 40% of students come by ____ car.
8. ____ decreasing number of experts support this position.
9. They drank ____ litre of wine.
10. There is ____ growing awareness this disease.
11. I study ____ Psychology and ____ Economics but I want to do ____ Chinese course next year.
12. Do you play ____ tennis?

DETERMINERS AND QUANTIFIERS

Determiners and quantifiers modify a noun. They introduce and provide the context, in particular quantity and possession. Determiners and quantifiers limit the meaning of a noun (or noun phrase) in some way.

Singular count nouns require an article, determiner or quantifier:

- **the report** (the definite article)
- **a mobile phone, an assignment** (the indefinite article)
- **my essay, your feedback** (a possessive determiner)
- **this exam, these notes, that lecture, those students** (a demonstrative pronoun)



Non-count nouns or plural nouns can be used with no article, determiner or quantifier:

Economics is a popular subject.
Health and education are very important.
Girls normally do better than boys.

We use these quantifiers with **both** count and non-count nouns:

all	any	enough	less
a little	more	most	no
none of	some		

Some quantifiers can be used **only** with count nouns:

both	either	each	several
fewer	neither		

In academic writing, you should avoid colloquial quantifiers such as:

<i>a bit of</i>	<i>a couple of</i>	<i>a lot of / lots</i>	<i>hundreds of</i>
<i>a bunch of</i>	<i>a few</i>	<i>of plenty</i>	<i>thousands of</i>

The quantifier **most of** must include the definite article **the** when it modifies a specific noun – count or a non-count:

Most of **the** students at Macquarie are under 25.
Most of **the** water has evaporated.

However, when you are not referring to something specific, **most** can be used alone:

Most universities have an Orientation Day.
Most students apply to more than one university.

Complete the sentences using an appropriate quantifier from the list.

much, many, few, a few, little, a little, most, enough, some

1. _____ books are not in the library.
2. _____ experts say that eating _____ sugar is not bad for you.
3. _____ students prefer online study.
4. There is not _____ time left to finish it.
5. Only _____ of the animals survived the earthquake.
6. There are _____ very intelligent students in my tutorial.
7. All the evidence was analysed but _____ was not collated properly.
8. _____ of the articles were outdated, so _____ information was incorrect.



**EXERCISE
3**



ANSWERS

TEST YOUR KNOWLEDGE

Definite article / Indefinite article / No article

1. It easier to send **a** Tweet than **an** email.
2. These days you can send **information** anywhere, instantly.
3. **Access** to the Internet is a problem in this part of the building.
4. You can enter **the** competition by sending **a** text message.
5. Information technology makes it possible for any user to sign up with a server, pay a fee and gain access to the Internet.
6. Health and education are the business of government.
7. Girls often do better in Science than boys.
8. Love is the answer.

Determiners and Quantifiers / No determiner

1. **These** / **Some** students chose to do Business Management.
2. They haven't got **enough** money for the movies.
3. He ate **all** the food!
4. **Both** Jay and Hanna got High Distinctions.
5. **These** are not my notes.

EXERCISE 1

1. This is **the** oldest university in **the** country.
2. **The** air conditioning in **the** library is not working.
3. Breakfast is **the** most important meal of **the** day.
4. **The** earth is one of **the** planets in **the** Solar System.
5. **The** prime minister will speak this evening.
6. Should I take **the** car to uni today?
7. **The** elephant is **the** largest land mammal.
8. **The** rich are becoming richer.
9. Researchers should always work ethically.
10. You need to add a small amount of sodium.
11. Love is **the** answer.
12. Have you got **the** latest version of that software?

EXERCISE 2

1. There are too many people in prison.
2. **A** researcher should always work ethically.
3. He can't come because he's in hospital!
4. This is called **a** Venn diagram.
5. Your normal pulse rate is between 60 and 100 beats **a** minute.
6. The experiment required **a** small amount of chlorine.
7. About 40% of students come by car.
8. **A** decreasing number of experts support this position.



9. They drank **a** litre of wine.
10. There is **a** growing awareness this disease.
11. I study Psychology and Economics but I want to do **a** Chinese course next year.
12. Do you play tennis?

EXERCISE 3

1. **Some / Many / Most** books are not in the library.
2. **Some / Many / Most** experts say that eating **a little** sugar is not bad for you.
3. **Some / Many / Most** students prefer online study.
4. There is not **enough / much** time left to finish it.
5. Only **a few** of the animals survived the earthquake.
6. There are **some / many** very intelligent students in my tutorial.
7. All the evidence was analysed but **some** was not collated properly.
8. **Some** of the articles were outdated, so **some** information was incorrect.



CONJUNCTIONS

We use conjunctions to join thoughts and ideas within a sentence. Without conjunctions, our ideas (in spoken and written English) can be disjointed and difficult to follow.

Conjunctions are usually single words such as **although** but, sometimes, the ‘conjunction’ might be a two-word phrase such as **even though**.



TEST YOUR
KNOWLEDGE

Underline the conjunctions in these sentences

1. He gave a great presentation so everyone congratulated him.
2. Either you improve your work or you will fail the course.
3. They tried to tell her but she didn't listen to them.
4. After the lecture finished, Marc revised his notes.
5. It's noisy in the library and that's going to affect my study.
6. I think your feedback is good, but sometimes I'm too busy to listen.
7. Neither Hua nor Alice have good writing skills.
8. Although they don't write well now, they'll learn fast.
9. You have five minutes otherwise these files are going to be deleted.
10. He is very organised however he is rude.
11. Social media is not permitted in the lectures, unless it's for research.
12. I learned some breathing exercises so that I can manage my stress.

KEY TERMS AND DEFINITIONS

Conjunctions

Conjunctions are sometimes called *transition words*, *connecting words* or *linking words*. Within sentences, conjunctions join words to words, phrases to phrases, or clauses to clauses:

Most of us like holidays **and** relaxing. (*Word*)
 We can eat in the cafeteria **or** on the grass. (*Phrase*)
 I like writing reports **but** I don't like essays. (*Clause*)

Coordinating Conjunctions

Coordinating conjunctions join two main clauses or ideas of *equal importance*. The coordinating conjunctions are:

and	for	so
as	nor	yet
but	or	

**Subordinating
Conjunctions**

Subordinating conjunctions join two main clauses (or ideas) that are *not equal in importance*, and they show which idea is more important. Common subordinating conjunctions are:

after	how	until
although	however	unless
even though	if, even if	when
as, just as	otherwise	where
because	since	whether
before	though	while

**Conjunctive
adverbs**

Conjunctive adverbs (and phrases) join independent clauses. Here are some common examples:

as a result	in addition	on the contrary
besides	in fact	similarly
consequently	in other words	otherwise
finally	instead	still
for example	hence	then
furthermore	meanwhile	therefore
subsequently	moreover	thus
however	nevertheless	

**CONNECTING
YOUR IDEAS**

In academic writing you are required to discuss and evaluate ideas, evidence and research. Conjunctions help you to write more clearly and cohesively because they connect words, phrases or clauses. In this way, they show the relationship between ideas and this improves the flow of your writing.

Conjunctions link ideas by expressing:

Cause	The findings were invalid because there was no blind testing.
Reason	There was no double-blind testing so the findings were invalid.
Addition	The research methods were sound and the results were clear.
Similarity	The data collection and the analysis were valid and effective.
Contrast	Although he spent a lot of time on his assignment he did not get a good mark.
Opposition	He spent a lot of time on his assignment however he did not get a good mark.
Alternative	They need to start managing their time otherwise they will miss the assignment deadlines



Result	They did not gather enough data therefore their results were invalid.
Consequence	They did not gather enough data consequently their results were invalid.

Notice that only one conjunction is needed to join two clauses together.

Correct two clauses, one conjunction	✓ Because he is intelligent he gets good marks. OR ✓ He is intelligent so he gets good marks.
Incorrect two clauses, two conjunctions	✗ Because he studies a lot so he gets good marks.

COORDINATING CONJUNCTIONS

Coordinating conjunctions join parts of a sentence (main clauses or ideas) that are equal in importance to one another. The parts of the sentence joined together with a coordinating conjunction should each be able to stand alone. That means they make sense alone.

For example:

Bart is angry **and** he gets excited easily.
 Shelley is quiet **but** she is always happy to help.
 They worked hard **so** the tutor finished the class early.

Coordinating conjunctions go between the ideas they join, not at the beginning or the end of the sentence.

NOTE: *Then* and *now* are NOT coordinating conjunctions.



EXERCISE 1

Match the clauses to complete the sentence

AND (ADDS information)

First Clause

Second Clause

- | | |
|---|---|
| 1. I only got a pass for my assignment ... | a and you should feel good about yourself. |
| 2. You are doing a great job ... | b and she gave me some good ideas. |
| 3. I asked the tutor for some feedback today ... | c and also present at least one other point of view. |
| 4. When you're presenting an argument, be clear about your own position ... | d and I don't know why. |

**OR** (*presents an ALTERNATIVE*)

First Clause	Second Clause
1. Are the students following the lecture ...	a or we can make it really hard.
2. She blames everybody else when things go wrong ...	b or if I have to re-do the course!
3. Now we can make this really easy ...	c or there are issues and problems.
4. I will feel upset if I fail the assignment ...	d or are they texting under the desks?

SO (*gives a CAUSE or CONSEQUENCE*)

First Clause	Second Clause
1. Things are not going well with my studies ...	a so I am going to make some changes.
2. Your written English is just not good enough ...	b so we need to learn some new strategies.
3. We've got to change our study habits ...	c so I'm going to give you a lesson on English grammar.

BUT (*presents a CONTRAST*)

First Clause	Second Clause
1. Our lecturer is very intelligent ...	a but you're not really listening to me.
2. I'm happy to discuss the subject with you ...	b but the lectures are not very interesting.
3. It's difficult when we have several deadlines in the same week ...	c but I think we can do it.
4. It won't be easy working together...	d but good time management helps a lot.

Subordinating conjunctions join two main clauses or ideas that are **not equal** in importance, and they show which idea is more important.

The subordinating conjunction can come at the beginning of the sentence or in between the two parts of the sentence that it joins. For example,

Although Hau and Alice don't speak perfect English, they are good students.

Hau and Alice are good students **even though** they don't speak perfect English.

The more important idea is in the main clause – **they are good students** (**Alice and Hau are good students**). The main clause could be a complete



sentence by itself. The subordinate clause, beginning with **Although (even though)**, does not make sense without the main clause. It cannot stand alone. It is subordinate to (it depends on) the main clause.



EXERCISE 2

Fill in an appropriate subordinating conjunction

- | | |
|-------------|--------------|
| a. so | e. while |
| b. unless | f. after |
| c. until | g. however |
| d. although | h. otherwise |

1. _____ it will be difficult, we don't think we will fail the exam.
2. She is very quiet _____ she's with close friends.
3. Submit your assignment today _____ you'll lose marks.
4. Rule number one is no personal use of social media in tutorials; _____ it's OK in the library.
5. Don't stop _____ you finish.
6. I like to listen to music _____ I'm studying.
7. _____ she broke her ankle, Roslyn still came to uni.
8. The tutor gave me some very good advice _____ I can improve my writing.



EXERCISE 3

For each activity, connect ideas using conjunctions. Correct incorrect sentences.

EXAMPLE *When they arrived then we sat together.* Incorrect **✗**
When they arrived we sat together. Correct **✓**

1. Although she tried, but she couldn't finish in time.

2. Because the conclusions are not consistent so the argument is not convincing.

3. Since he was late therefore we left without him.

4. He did not come to university. Because he crashed his car.

5. Mike went to the library. He borrowed three books.

6. I studied for the exams and I failed.



ANSWERS

TEST YOUR KNOWLEDGE

1. He gave a great presentation **so** everyone congratulated him.
2. **Either** you improve your work or you will fail the course.
3. They tried to tell her **but** she didn't listen to them.
4. **After** the lecture finished, Marc revised his notes.
5. It's noisy in the library **and** that's going to affect my study.
6. I think your feedback is good, **but** sometimes I'm too busy to listen.
7. **Neither** Hua **nor** Alice has good writing skills.
8. **Although** they don't write well now, they'll learn fast.
9. You have five minutes **otherwise** these files are going to be deleted.
10. He is very organised **however** he is rude.
11. Social media is not permitted in the lectures, **unless** it's for research.
12. I learned some breathing exercises **so** that I can manage my stress.

EXERCISE 1

AND

- 1 – d I only got a pass for my assignment **and** I don't know why.
 2 – a You are doing a great job **and** you should feel good about yourself.
 3 – b I asked the tutor for some feedback today **and** she gave me some good ideas.
 4 – c When you're presenting an argument, be clear about your own position **and** also present at least one other point of view.

OR

- 1 – d Are the students following the lecture **or** are they texting under the desks?
 2 – c She blames everybody else when things go wrong **or** there are issues and problems.
 3 – a Now we can make this really **easy** **or** we can make it really hard.
 4 – b I will feel upset if I fail the assignment **or** if I have to re-do the course!

SO

- 1 – a Things are not going well with my studies **so** I am going to make some changes.
 2 – c Your written English is just not good enough **so** I'm going to give you a lesson on English grammar.
 3 – b We've got to change our study habits **so** we need to learn some new strategies.

BUT

- 1 – b Our lecturer is very intelligent **but** the lectures are not very interesting.
 2 – a I'm happy to discuss the subject with you **but** you're not really listening to me.
 3 – d It's difficult when we have several deadlines in the same week **but** good time management helps a lot.
 4 – c It won't be easy working together **but** I think we can do it.

**EXERCISE 2**

1. **Although** it will be difficult, we don't think we will fail the exam.
2. She is very quiet **unless** she's with close friends.
3. Submit your assignment today **otherwise** you'll lose marks.
4. Rule number one is no personal use of social media in tutorials; **however**, it's OK in the library.
5. Don't stop **until** you finish.
6. I like to listen to music **while** I'm studying.
7. **After** she broke her ankle, Roslyn still came to uni.
8. The tutor gave me some very good advice **so** I can improve my writing.

Exercise 3

1. **Although** she tried, she couldn't finish in time. OR She tried, **but** she couldn't finish in time.
Feedback: The sentence only needs one conjunction.
2. **Because** the conclusions are not consistent, the argument is not convincing. OR
The conclusions are not consistent **so** the argument is not convincing.
Feedback: The sentence only needs one conjunction.
3. **Since** he was late, we left without him. OR He was late, **therefore** we left without him.
Feedback: The sentence only needs one conjunction.
4. He did not come to university, **because** he crashed his car.
Feedback: A subordinate clause is not a complete sentence. It must be attached to an independent clause.
5. Mike went to the library and he borrowed three books.
Feedback: The two sentences are closely related, so combine them into a single sentence.
6. I studied for the exams **but** I failed.
Feedback: The second clause gives contrasting or unexpected information, so the conjunction should signal this.



PRONOUNS

A pronoun replaces a noun. Pronouns can do everything nouns can do.



TEST YOUR
KNOWLEDGE

Underline all the pronouns in these 2 paragraphs

- According to a French friend of mine, in European universities students don't have to attend their classes! In Australia, however, students like us are required to go to classes and we may be penalised if we don't. Furthermore, in the European system, students usually take just one examination — at the very end of their study. In Australia, on the other hand, students often have numerous quizzes, tests and assignments during their course, plus exams which they often have to do at the end of every semester.
- It seems clear that we are fooling ourselves if we think drugs are not part of elite sport. Dr Anatole Zverev states that, if elite athletes want to win, they have to use drugs. He claims that he has prescribed steroids to hundreds of world class athletes. His position is that an athlete might win once but that he/she cannot continue to win without the help of performance-enhancing drugs.

KEY TERMS AND DEFINITIONS

Pronouns can be divided into several categories:

Personal Pronouns

Personal pronouns can be singular or plural. They can function as the subject or the object of a sentence.

	Subject: singular	Subject: plural	Object: Singular	Object: plural
1 st person	I	we	me	us
2 nd person	you	you	you	you
3 rd person	he, she, it	they	him, her, it	them



Possessive pronouns indicate ownership or possession. They can come before a noun or they can stand alone:

	before a noun	stand alone
Possessive pronouns	my your his her its our your their	mine yours his hers — ours yours theirs
Relative pronouns	A relative pronoun introduces a relative clause. It provides a link between a main clause and a subordinate clause: <i>who, which, that</i> .	
Demonstrative pronouns	Demonstrative pronouns refer to something specific. They can be singular or plural: <i>this, that, these, those</i> .	
Reflexive pronouns	Reflexive pronouns end in <i>-self</i> or <i>-selves</i> : <i>himself, ourselves</i> .	
Reciprocal pronouns	Reciprocal pronouns express mutual actions or relationship. They indicate that two or more people are doing something – when something is done or given in return: <i>each other, one another</i> .	

PRONOUNS IN-DEPTH AND ACTIVITIES

Pronouns usually replace nouns but they can also replace some adverbs, adjectives and other pronouns. Pronouns can be divided into several categories including:

- **Indefinite pronouns** – refer to one or more unspecified objects, beings, or places — *someone, no one, anything*.
- **Personal pronouns** – associated with a certain person, thing, or group; all except you have distinct forms that indicate singular or plural number.
- **Reflexive pronouns** – preceded by the adverb, adjective, pronoun, or noun to which they refer, and ending in *-self* or *-selves*.
- **Demonstrative pronouns** – used to point to something specific within a sentence — *this, that, these, those*.
- **Possessive pronouns** – designating possession or ownership.



- **Relative pronouns** – refer to nouns mentioned previously, acting to introduce an adjective (relative) clause — who, which, that.
- **Interrogative pronouns** – introduce a question — who, whom, whose, what, which.
- **Reciprocal pronouns** – express mutual actions or relationships; i.e. one another.



EXERCISE 1

Match the possessive pronouns with the correct personal pronouns and possessive adjectives.

yours, mine, theirs, ours, hers, his, its

Subject	Object	Possessive adjectives	Possessive pronouns
<i>I</i>	<i>me</i>	<i>my</i>	a.
<i>You</i>	<i>you</i>	<i>your</i>	b.
<i>He</i>	<i>him</i>	<i>his</i>	c.
<i>She</i>	<i>her</i>	<i>her</i>	d.
<i>It</i>	<i>it</i>	<i>its</i>	e.
<i>We</i>	<i>us</i>	<i>our</i>	f.
<i>They</i>	<i>them</i>	<i>their</i>	g.



EXERCISE 2

Complete each sentence by choosing the correct pronoun.

1. _____ is making my computer crash.
 - Anyone
 - Something
 - Each
 - Everyone
2. Does _____ know what's happening next week?
 - Anybody
 - Anyone
 - Someone
 - A, B, and C
3. _____ student gave an oral presentation in class.
 - The
 - One
 - Each
 - A, B and C
4. We don't know _____ of the answers.
 - Anyone
 - Any
 - Everyone
 - No one
5. _____ happens for a reason.
 - Anybody
 - Everything
 - Some
 - Somebody

RELATIVE
PRONOUNS

Relative pronouns introduce a relative clause. They provide a link between a main clause and a subordinate clause. *Who* and *which* are relative pronouns.

The student **who** phoned this morning is from Indonesia.

The relative pronoun *who* provides a link between the two ideas '*The student is from Indonesia*' and '*The student phoned this morning*'.

The report *which* Sam wrote was about safety regulations.

The relative pronoun *which* provides a link between the two ideas '*The report was about safety*' and '*Sam wrote the report*'.



EXERCISE 3

Combine the two sentences by linking them with the relative pronoun *who* or *which*.

Example The library employed two new staff. The new employees will help students with their assignments.

→ The library employed two new staff **who** will help students with their assignments.

At university some students use Facebook during the tutorials. Using Facebook in class is not allowed.

→ At university some students use Facebook during tutorials, **which** is not allowed.

- 1 Hau works at reception. Hau's working at reception is strange because he doesn't speak English.
→ Hau works at reception _____ is strange because he doesn't speak English.
- 2 Omar is sympathetic and kind. Being sympathetic and kind makes Omar a good tutor.
→ Omar is sympathetic and kind _____ makes him a good tutor.
- 3 At the Info desk Louise speaks to lots of students. These students are anxious or worried about their assignments.
→ At reception Louise speaks to lots of people _____ are anxious or worried about their assignments.
- 4 Roslyn sends personal emails at work. Sending personal emails at work is against the office rules.
→ Roslyn sends personal emails at work _____ is against the office rules.
- 5 Alice is good at managing difficult customers. Difficult customers complain or are demanding.
→ Alice is good at managing difficult customers _____ complain or are demanding.


**PRONOUN
ANTE-
CEDENTS**

A pronoun takes the place of a noun which has already been mentioned. This noun is called the **antecedent**. A pronoun should have only **one** antecedent. That antecedent should be clear and unmistakable. Usually, the pronoun refers to the closest antecedent.

However, if you use a pronoun WITHOUT a clear, obvious noun antecedent, your academic assignments can be unclear or confusing.

When Mark and Omar eat out **he** pays.

In this sentence we do not know who pays: **Mark** or **Omar**. The pronoun **he** has two possible antecedents. To clarify the meaning of the sentence, substitute the correct noun for the pronoun **he**.

When Mark and Omar eat out **Mark** pays.

OR

When Mark and Omar eat out **Omar** pays.

**EXERCISE 4**

Correct these sentences so the antecedent is clear.

1. The tutors told the students that **they** would receive an award.

2. Jack is intelligent but he doesn't use **it**.

3. Chella told Pam that **her** assignment was really good.

4. When I drove the car through the garage door, I damaged **it**.

5. Australian students are different from overseas students because **they** expect more personal attention.

6. All the students attended the workshop and everyone passed the exam. **This** made Penny happy.

**RELATIVE
PRONOUN
'WHAT'**

'WHAT' AS SUBJECT

The relative pronoun **what** is not used like **which** or **who**. **What** means the thing(s) that and it can be **the subject of the sentence**. This is useful in academic writing because when we use **what** as the subject we put more emphasis on the thing or activity and less emphasis on the person doing it.



Examples

I hope to finish the report today. (emphasis on **I**)

What I hope to do is finish the report today. (emphasis on **finish the report**)

The tutor wants to see more critical thinking. (emphasis on **the tutor**)

What the tutor wants to see is more critical thinking. (emphasis on **more critical thinking**)



EXERCISE 5

Answer each question focusing on *what*, not the person.

Example: Clarifying the meaning

a. What do you mean?

→ *What I mean* is I can't finish it before Friday.

b. What did she mean?

→ *What she meant* was she'd submit her assignment on Friday.

1. Describing actions

a. What will you do?

→ _____ is resubmit the assignment.

b. What will you tell them?

→ _____ is to resubmit the assignment.

2. Indicating what is needed

a. What do you have to be able to do?

→ _____ is think and write critically.

b. What do we have to do?

→ _____ is follow the instructions.

3. Explaining situations

a. What do you want help with?

→ _____ is writing a Literature Review.

b. What upsets you

→ _____ is people talking loudly in the library.

4. Stating outcomes

a. What does it demonstrate?

→ _____ is that most people answered correctly.

b. What should we do?

→ _____ is take a break for 20 minutes.



ANSWERS

TEST YOUR KNOWLEDGE

According to a French friend of **mine**, in European universities students don't have to attend **their** classes! In Australia, however, students like **us** are required to go to classes and **we** may be penalised if **we** don't. Furthermore, in the European system, students usually take just one examination — at the very end of **their** study. In Australia, on the other hand, students often have numerous quizzes, tests and assignments during **their** course, plus exams which **they** often have to do at the end of every semester.

It seems clear that **we** are fooling **ourselves** if **we** think drugs are not part of elite sport. Dr Anatole Zverev states that, if elite athletes want to win, **they** have to use drugs. **He** claims that **he** has prescribed steroids to hundreds of world class athletes. **His** position is that an athlete might win once but that **he/she** cannot continue to win without the help of performance-enhancing drugs.

EXERCISE 1

Subject	Object	Possessive adjectives	Possessive pronouns
<i>I</i>	<i>me</i>	<i>my</i>	a. mine
<i>You</i>	<i>you</i>	<i>your</i>	b. yours
<i>He</i>	<i>him</i>	<i>his</i>	c. his
<i>She</i>	<i>her</i>	<i>her</i>	d. hers
<i>It</i>	<i>it</i>	<i>its</i>	e. its
<i>We</i>	<i>us</i>	<i>our</i>	f. ours
<i>They</i>	<i>them</i>	<i>their</i>	g. theirs

EXERCISE 2

1. **Something** is making my computer crash.
2. Does **anyone** know what's happening next week?
3. **The/ One/ Each** student gave an oral presentation in class.
4. We don't know **any** of the answers.
5. **Everything** happens for a reason.

EXERCISE 3

1. Hau works at reception, **which** is strange because he doesn't speak English.
2. Omar is sympathetic and kind **which** makes him a good tutor.
3. At reception Louise speaks to many students **who** are anxious or worried about their assignments.



4. Roslyn sends personal emails at work **which** is against the office rules.
5. Alice is good at managing difficult customers **who** complain or are demanding.

EXERCISE 4

1. The tutors told the students that **they** would receive an award.
The tutors told the students that **the students / the tutors** would receive an award.
2. Jack is intelligent but he doesn't use **it**.
Jack is intelligent but he doesn't use **his intelligence**.
3. Chella told Pam that **her** assignment was really good.
Chella told Pam that **Pam's / Chella's** assignment was really good.
4. When I drove the car through the garage door, I damaged **it**.
When I drove the car through the garage door, I damaged **the door / the car**.
5. Australian students are different from overseas students because **they** expect more personal attention.
Australian students are different from overseas students because **Australian students / overseas students** expect more personal attention.
6. All the students attended the workshop and everyone passed the exam. **This** made Penny happy.
All the students attended the workshop and everyone passed the exam. **The fact that all the students attended** made Penny happy. **OR** **The fact that everyone passed the exam** made Penny happy.

EXERCISE 5**1. Describing actions**

- a. What will you do? → **What I will do** is resubmit the assignment.
- b. What will you tell them to do? → **What I will tell them** to do is resubmit the assignment.

2. Indicating what is needed

- a. What do you have to be able to do? → **What you have to be able to do** is think and write critically.
- b. What do we have to do? → **What we have to do** is follow the instructions.

3. Explaining situations

- a. What do you want help with? → **What I want help with** is writing a Literature Review.
- b. What upsets you? → **What upsets me** is people talking loudly in the library.

4. Stating outcomes

- a. What does it demonstrate? → **What it demonstrates** is that most people answered correctly.
- b. What should we do? → **What we should do** is take a break for 20 minutes.



VOCABULARY

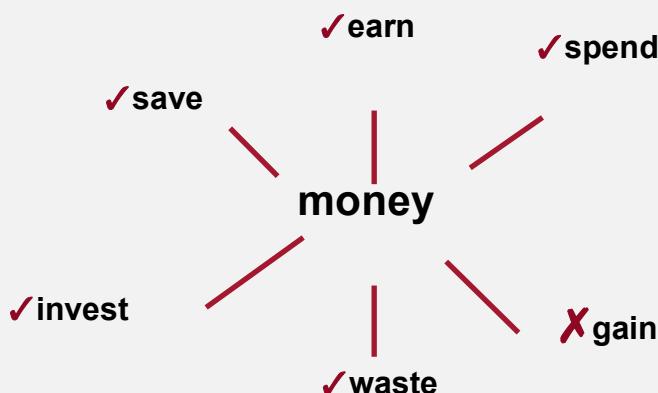
Building your academic vocabulary is an important part of university study. Textbooks, journals, lectures and presentations all use academic vocabulary and for most assignments and exams you are required to use the vocabulary of your academic subject.

However, your vocabulary does not improve simply by reading and listening. You have to actively work to learn and remember new words and phrases.



TEST YOUR KNOWLEDGE

This diagram shows some words commonly used with the word **money**.



For each of the topics below, brainstorm words that commonly combine with the main word:

1. evidence
2. research

FEATURES OF ACADEMIC VOCABULARY

FORMAL AND
PRECISE
VOCABULARY

An important feature of academic writing is using formal, precise (and sometimes technical) vocabulary.

The AWL (Academic Word List) is a list of academic words that was compiled by analysing several hundred written academic texts (about 3.5 million words) to identify the most common words. You can access the AWL at:

<http://www.victoria.ac.nz/lals/resources/academicwordlist/>



EXERCISE 1

Match the colloquial words with more formal, academic equivalents

Colloquial

1. amazing **d**
2. answer _____
3. ask _____
4. begin _____
5. big _____
6. do _____
7. end _____
8. famous _____
9. get _____
10. help _____
11. part _____
12. right _____
13. show _____
14. wrong _____

Formal / academic equivalent

- a. question, request
- b. well-known, renowned, celebrated, distinguished
- c. assist, support, aid, benefit
- d. incredible, improbable
- e. incorrect, inaccurate, mistaken, unsuitable, inappropriate
- f. portion, component, piece, section, fraction, fragment
- g. correct, accurate, factual, true, proper, suitable, appropriate
- h. reply, respond
- i. display, exhibit, present, point to, indicate, reveal, demonstrate
- j. acquire, obtain, secure, procure
- k. start, initiate, commence, originate
- l. execute, enact, carry out, finish, effect, accomplish, achieve
- m. large, enormous, huge, immense, vast, substantial
- n. finish, terminate, conclude

FINDING THE MEANING OF NEW VOCABULARY

USING A DICTIONARY

A good dictionary can help you check your **understanding** (comprehension) of English (your reading and listening) and your **use** of English (your speaking or writing).

CHECK YOUR UNDERSTANDING – YOUR READING AND WRITING

- confirm the meaning(s) of a word you hear or read
- confirm your own guesses (from context, your experience)

CHECK YOUR WRITING

- check that the word you are using actually exists
- find an alternative for a known one (a synonym)
- find the opposite of a known word (an antonym)
- check grammar, collocations
- confirm spelling.



Using an English-English dictionary

Different dictionaries provide different information and in a different order. Some dictionaries are structured around *headwords*. For example, if you look up the word **doctor** as well as the definition of **doctor**, you will also find related words and concepts like **physician**, **GP**, **specialist**, **surgeon**, **intern**. In addition, you may find information about different kinds of doctors under headings such as *doctor who treats mental illnesses*, *doctor who treats children*. More detailed information gives you a better understanding of which words to use in your writing to be precise and accurate.

An English-English dictionary will contain much more information about each word than a bilingual dictionary, however, the definitions themselves may contain unknown words. In a good dictionary you will find¹:

1. **Spelling:** the headword itself is given in its normal spelling. Headwords are arranged alphabetically.
2. **Pronunciation:** phonetic script [given within parentheses () or slash // brackets] explains how to pronounce the word (The pronunciation is transcribed using the International Phonetic Alphabet [IPA]).
3. **Part of speech:** the word class (part-of-speech) and other grammatical information is provided using abbreviations, such as **n** for Noun and **v** for Verb.
4. **Meaning(s):** when a word has more than one meaning, the different meanings are often numbered and a definition given for each one. The definition is an explanation of the meaning.
5. **Collocations and syntactic function:** examples are given of how the headword may be combined with other words in everyday language use.

Whatever type of dictionary you use, read the pages at the front that explain the information provided in the dictionary, the layout of the entries, and the symbols used.

Using a Subject-based dictionary

A subject-based dictionary is useful as it can help to define unfamiliar subject-specific terms. A list of these dictionaries can be found in <http://une.au.libguides.com/reference/dict>.

GUESSING
MEANING
FROM
CONTEXT

Although dictionaries are an important tool, often you can accurately guess the meaning of a word from the context (i.e. from other words in the sentence or from other sentences). For example:

Some trees in the Redwood National Park in California are **gargantuan**. In fact, they are the tallest trees on earth.

¹ The information on features of dictionaries is drawn from <http://awelu.srv.lu.se/grammar-and-words/dictionaries/general-information-on-dictionary-use/>



We can logically guess from the context that *gargantuan* means very big. Below are some clues that can help you guess the meaning of new words.

Definitions / Synonyms	The sultan, <i>a kind of king</i> , rules a vast Empire
Examples	...the company's assets <i>such as land, buildings, machinery, people</i>
Contrasts (Opposite)	The question was <i>important</i> to the student but it seemed <i>trivial</i> to the lecturer.
Inferences based on the genre or topic	There were no real raindrops, just a <i>drizzling mist</i> in the air. They <i>did not have enough money</i> to buy the car so they <i>paid in instalments</i> .
Diagrams, figures and tables	Use these to understand how ideas are organised, and what categories of information are being discussed.

Sometimes it is not possible to guess the meaning of a word – if the context is limited. If the word is essential use an English-English dictionary. However, another strategy is to look at the *form* of the word, discussed below.

GUESSING MEANING FROM FORM

Many words in English are formed by adding prefixes (at the start of a word) and suffixes (at the end of a word).

Change the word form but keep the same basic meaning	economy - economic sustainable - sustainability	equal - equally examine - examination
Add a prefix to change the meaning	friendly - un friendly respect - dis respect regular - ir regular	legal - il legal possible - im possible secure - in secure
Add a suffix to change the meaning	thoughtful - thoughtless meaningful - meaningless	painful - painless harmful - harmless

Knowing these prefixes and suffixes can help you to guess the meaning of unfamiliar words.

They thought it was a *non*-event so they didn't go.
Microscopic particles of food can cause tooth decay.

For a list of common prefixes and suffixes, visit this page:
<http://ilearn.mq.edu.au/mod/page/view.php?id=2477547>



LEARNING NEW VOCABULARY

Three methods for learning words by association are *collocations*, *clines* and *clusters*.

COLLOCATIONS

Collocations are common pairs (or combinations) of words. Collocations are not grammatical rules but they are important language conventions. In English, certain words are used only with certain other words, and some words are rarely or never used together. For example, we use the adjective **regular** with a number of different nouns. We say regular exercise, regular meals, regular holidays, and regular check-ups.

However, we do not use **regular** with some other nouns, for example, we do not say regular health. So we can say that regular **collocates** with exercise or meals but not with health.

We can say a successful civilisation but we do not say an efficient civilisation. So we can say civilisation collocates with successful but not with efficient.

Many mistakes in collocations occur when learners translate phrases or expressions from their first language that are not used in English.

Grammatical features of collocations

When you are using a dictionary you will often find common collocations as the first example given for using the word in a phrase or expression.

Some of the most common types of English collocations are:

verb + noun	sit an exam take responsibility open / close a discussion explore an issue	make a mistake do your best take action
adjective + noun	good idea	convincing argument
adverb + verb	completely forget	strongly disagree
adverb + adjective	completely satisfied totally incorrect	absolutely perfect
adverb + adverb	very often	quite frequently
noun + noun	business arrangement a win-win situation	social-media policy
noun + verb	an argument flows	
verb + adverb	examine carefully	



Some useful collocations in academic writing

ongoing debate	research suggests	shared knowledge
raise the topic	cultural values	cultural identity
critical thinking	critical analysis	state a preference



EXERCISE 2

Combine these words to create appropriate English collocations.

More than one correct combination is possible.

- | | |
|---------------|------------------|
| 1. critical | a. system |
| 2. accurate | b. communication |
| 3. effective | c. information |
| 4. typical | d. research |
| 5. additional | e. resources |
| 6. major | f. features |
| 7. complex | g. thinking |
| 8. existing | h. factor |

Academic Collocations

The Academic Collocation List (ACL) comprises 2469 most frequent collocations in written academic English. It was compiled from the Pearson International Corpus of Academic English comprising over 25 million words. The ACL can be accessed at:

<https://pearsonpte.com/organizations/researchers/academic-collocation-list/>

CLINES

A cline is a graded sequence of words or phrases which express shades of meaning or degrees of difference, from one extreme to the other, for example, from positive to negative or from weak to strong.

A cline shows a range or scale of different meanings for the same idea or concept. Many adjectives, even though they are close in meaning, are not true synonyms. They express grades or shades of meaning of the same concept or idea.

If we are talking about the temperature of a liquid, a cline from the highest to the lowest temperature could be:

freezing cold cool lukewarm hot boiling




If you were talking about price, a vocabulary cline from the lowest cost to the highest cost could be:

cheap inexpensive reasonable overpriced expensive



Creating clines can help you see subtle differences in meaning and write more precisely.



EXERCISE 3

1. Order these sets of words in a cline from most to least

- a. obese fat thin skinny overweight
- b. certain possible unlikely likely very unlikely
- c. assert suggest claim prove propose

2. Create a cline by including three words on a scale between these two extremes

completely unsure _____ absolutely certain

CLUSTERS

Words can be clustered together in many ways. They may be linked on the basis of a common theme, meaning (similar or opposite), or form (difference, different, differ).

Clusters can include words that are grouped because they:

- have the same or almost the same meaning (**synonyms**)
- have opposite meanings (**antonyms**)
- belong to the same class or category
- show different **degrees of meaning**



EXERCISE 4

Circle the word that does not belong in each row.

Synonyms

- | | | | | |
|----|------------|-----------|-------------|------------|
| a. | critical | trivial | important | crucial |
| b. | understand | explain | know | comprehend |
| c. | key | principal | majority | central |
| d. | argument | analyse | investigate | research |

Same category (types of...)

- | | | | | |
|----|---------|---------|-------|----------|
| a. | bus | car | train | plane |
| b. | meaning | results | data | evidence |

Degrees of meaning

- | | | | | |
|----|---------------|--------------|-------------|-----------|
| a. | probable | possible | actual | likely |
| b. | controversial | disagreement | contentious | debatable |
| c. | appears | shows | seems | argues |

SYNONYMS

English has a large number of synonyms or near-synonyms. A synonym is a word (or phrase) that means exactly or nearly the same as another word (or phrase). When there are a large number of synonyms, we can express shades of meaning. For example, begin, start, commence, initiate. This is very useful in academic writing, which must be clear and precise.

One useful tool is a thesaurus (whether online, or as part of software packages like Microsoft Office). A Thesaurus is not the same as a dictionary. A Thesaurus groups words together with *synonyms*, according to *similarity of meaning*. The main purpose of a Thesaurus is to help you find the word(s) or phrase(s) to best express your idea.

Note: Some academic terms have very specific meanings, and cannot be replaced by a synonym. Other academic terms like culture, economy, science, and society have no effective synonyms. In both of these situations, a synonym might change the meaning of your sentence in a way you don't expect. So sometimes it is better not to use a synonym but to continue using the original word.



EXERCISE 5

Match the words below with their synonyms in the table.

remove	aim	findings	critique	area of study	reinforce
restrict	idea	structure	demonstrate	modify	focus
topic	decrease	help	possibility	keep	part

1. goal	10. reduce
2. results	11. change modify
3. discipline	12. evaluate critique
4. strengthen	reinforce 13. assist
5. component	part 14. concept idea
6. concentrate	focus 15. limit
7. show	16. delete
8. option	possibility 17. frame structure
9. subject	18. retain

COMPOUND WORDS

Another way to guess the meaning of a new word is to look at the words it contains: many words in English are compound words, sometimes joined with a hyphen and sometimes not.

Two words written as a single word

database	toothbrush	football
online	homemade	airport
standby	keyboard	worldwide
timetable	seafood	upcoming
supermarket	notebook	
secondhand	afterlife	

Two (or more) words joined with a hyphen

up-to-date	over-the-counter	well-made
mother-in-law	eight-year-old	six-pack
high-level	English-speaking	first-rate

Two words written separately

post office	high school	full moon
dining table	blood pressure	eye contact
light year	vice president	

You will find that this is not always consistent! Once a compound word is created, a common pattern is that, over time, the words may be joined by a hyphen and then joined to become one word, e.g. train wreck → train-wreck → trainwreck.



ANSWERS

TEST YOUR KNOWLEDGE

Evidence – find, collect, present, provide, available, synthesise

Research – conduct, extensive, empirical, current, primary, basic, carry out

EXERCISE 1

COLLOQUIAL		FORMAL / ACADEMIC EQUIVALENT
1. amazing	<u>d</u>	a. question, request
2. answer	<u>h</u>	b. well-known, renowned, celebrated, distinguished
3. ask	<u>a</u>	c. assist, support, aid, benefit
4. begin	<u>k</u>	d. incredible, improbable
5. big	<u>m</u>	e. incorrect, inaccurate, mistaken, unsuitable, inappropriate
6. do	<u>l</u>	f. portion, component, piece, section, fraction, fragment
7. end	<u>n</u>	g. correct, accurate, factual, true, proper, suitable, appropriate
8. famous	<u>b</u>	h. reply, respond
9. get	<u>j</u>	i. display, exhibit, present, indicate, reveal, point to, demonstrate
10. help	<u>c</u>	j. acquire, obtain, secure, procure
11. part	<u>f</u>	k. start, initiate, commence, originate
12. right	<u>g</u>	l. execute, enact, carry out, finish, effect, accomplish, achieve
13. show	<u>i</u>	m. large, enormous, huge, immense, vast, substantial
14. wrong	<u>e</u>	n. finish, terminate, conclude

EXERCISE 2

1. - g. critical thinking
2. - c. accurate information
3. - b. effective communication
4. - f. typical features
5. - e. additional resources
6. - h. major factor
7. - a. complex system
8. - d. existing research

EXERCISE 3

MOST	↔					LEAST
a. obese	overweight	fat	thin	skinny		
b. certain	likely	possible	unlikely	very unlikely		
c. prove	assert	claim	suggest	propose		
completely unsure		unsure	sure	certain	absolutely certain	

**EXERCISE 4****Synonyms**

a.	critical	trivial	important	crucial
b.	understand	explain	know	comprehend
c.	key	principal	majority	central
d.	argument	analyse	investigate	research

Same category (types of...)

a.	bus	car	train	plane
b.	meaning	results	data	evidence

Degrees of meaning

a.	probable	possible	actual	likely
b.	controversial	disagreement	contentious	debatable
c.	appears	shows	seems	argues

EXERCISE 5

1. goal	aim	10. reduce	decrease
2. results	findings	11. change	modify
3. discipline	area of study	12. evaluate	critique
4. strengthen	reinforce	13. assist	help
5. component	part	14. concept	idea
6. concentrate	focus	15. limit	restrict
7. show	demonstrate	16. delete	remove
8. option	possibility	17. frame	structure
9. subject	topic	18. retain	keep



COMMON GRAMMATICAL ERRORS

Every language has its own grammar, its own design, and its own organisation. In any language, when a speaker or writer makes errors, it can be difficult for the listener or reader to understand the message.

Errors can interrupt communication to a greater or lesser degree. They can range from minor to serious:

- **minor** or not significant — they do not interfere with communication (e.g. spelling, punctuation, formatting or typographical errors) but they will create a negative impression of your writing.
- **serious** — they interfere with communication (e.g. they are confusing, difficult to understand or send incorrect messages)

But what exactly IS an error? Errors can be:

- **incorrect** (wrong grammar, syntax or vocabulary)
- **grammatically correct** but they interfere with communication (e.g. they do not convey the intended meaning)
- **inappropriate** vocabulary – style or tone is informal, colloquial or for some other reason not acceptable in academic writing.

This chapter will focus on errors involving incorrect grammar or vocabulary.



TEST YOUR
KNOWLEDGE

Identify and correct the error in each sentence.

1. The method and the result is invalid.

2. Our goals include passing the exams and good marks in assignments.

3. This article, together with the set texts, are essential reading.

4. The report presented facts, analysing results and evaluated data.

5. They always are late.

6. If students fail these exams, they must not be very good.



7. The article discussing the B-theory of time.

8. Some Aboriginal dances imitate emu walking.

9. Everyone accept Lily submitted the assignment on time.

10. The new theory is claiming that time does not move forward, but that everything in time is always present.

COMMON GRAMMATICAL ERRORS IN-DEPTH AND ACTIVITIES

Certain English grammar errors in academic writing are more common than others. These include:

- word order
- subject-verb agreement
- parallel forms
- run-on sentences
- comma splice
- sentence fragment,
- dangling modifiers
- unclear pronoun references

WORD ORDER

Many errors in academic writing are related to sentence structure and word order. English has a strict word order which is rarely altered. There are some exceptions but the pattern is usually **subject-verb-object (SVO)**.

The paper reviews theories of climate change.

Subject = paper Verb = reviews Object = theories of climate change

Two-part verbs

Two-part verbs consist of two words – a verb (V) and a particle (p), e.g. carry out, get through, bring up. The word order or grammar pattern for two-part verbs could be:

Noun + Verb+ particle	Peter <i>came in</i> .
Noun + Verb+ particle + Noun	He <i>took out</i> his keys. She <i>knocked over</i> the statue.
Noun + Verb + Noun + particle	We <i>gave it back</i> She <i>knocked it over</i> .



EXERCISE 1

Replace the noun or phrase in bold with the pronoun (in brackets) and rewrite the sentence using the correct word order.

EXAMPLE

- a. The lecturer handed back the **assignment**. [it]
- b. *The lecturer handed it back.*

- 1a. She turned off **her phone**. [it]

1b. She _____

- 2a. We left **our friends** behind. [them]

2b. We _____

- 3a. They submitted **their paper** to the journal. [it]

3b. They _____

- 4a. The tutor gave some good advice **to the students**. [them]

4b. The _____

- 5a. I will lend you my **grammar book**. [it]

5b. I _____

SUBJECT - VERB
AGREEMENT

There are three grammatical persons in English. Each person can be singular or plural. When the subject and verb ‘agree’, they have the same number (singular or plural) **and** the same person (1st, 2nd, or 3rd).

1st person	singular plural	I we
2nd person	singular plural	you
3rd person	singular plural	he, she, it they

If the subject of the sentence is singular, the verb must also be singular. If the subject is plural, the verb must also be plural. This is known as subject-verb agreement.

Academic English often deals with generalisations and abstractions and uses the 3rd person. Therefore a common error is that the subject and the verb do not agree.



Examples of subject-verb agreement

This essay shows ... (*singular subject, singular verb*)
These findings show ... (*plural subject, plural verb*)

Their paper reviews theories of climate change.
(singular subject, singular verb)
Their papers review theories of climate change.
(plural subject, plural verb)

The author claims that recycling is beneficial to the environment.
(singular subject, singular verb)
The authors claim that recycling is beneficial to the environment.
(plural subject, plural verb)

**NOTES ON
SUBJECT - VERB
AGREEMENT**

1. Words that come between the subject and verb DO NOT CHANGE the subject-verb agreement rule. For example:

The set reading, as well as the journal articles, is essential for the assignment. (*singular subject, singular verb*)

These journal articles, together with the set reading, are essential for the assignment. (*plural subject, plural verb*)

2. A compound subject (subjects joined by **and**) takes a plural verb.

Scientists and researchers often **work** in more than one field.
Qualitative and quantitative research techniques **are** used.

3. When the subject is joined by **or, nor, either/or, or neither/nor**, the verb agrees with the subject word closest to the verb.

Neither the lecturer nor the students **understand** the results.
Neither the students nor the lecturer **understands** the results.



EXERCISE 2

Complete the sentences using the correct form of the verb (in the brackets). The subject and the verb must agree.

1. There is a lot of other research that _____ our results. (*to confirm*)
2. Neither the data nor the methods _____ relevant. (*to be*)
3. The set readings, along with this journal article, _____ essential for the assignment. (*to be*)
4. The article, as well as the set reading, _____ a long time to read. (*to take*)
5. This group of students _____ together. (*to study*)
6. Reflection as well as critical analysis _____ important in this essay. (*to be*)
7. Neither the students nor the tutor _____ with the findings. (*to agree*)
8. Each of the students _____ to give a presentation. (*to have*)

PARALLEL
FORMS

When you express two or more matching ideas in a sentence, you need to use grammatically equal elements. These are called parallel forms or structures. Understanding parallel structure makes it easier to understand and to write complex sentences.

All verbs in a complex sentence must take the same form. There are two verbs in this sentence:

Proofreading **can reduce** errors and **(can) improve** results.

The two verbs are linked to the same subject, *Proofreading*, so they must take the same form.

In the following sentences, the two verbs are linked to the same subject, *the lab equipment*, so they must take the same form.

- The lab equipment is wearing out** and **(is) becoming** inefficient.
- The lab equipment will wear out** eventually and **(will) become** inefficient.

In example a. the verbs are both in the present continuous tense. In example b. the two verbs are both in the future tense.

There are three verbs in the following sentence – *presented*, *analysed* and *evaluated*.

In their report the students **presented**, **analysed** and **evaluated** the data.

All three verbs are linked to the same subject, *the students*, so all three verbs must take the same form – in this case it is the past tense.

As well as elements in compound sentences, items in a list must also be in the same parallel form.

There is no set form for lists but, whatever form you choose, ALL points in the list must follow that form. They must be grammatically the same.

Examples of parallel structure in a list

✓ Correct

All points have the same structure — in this case all begin with a noun

‘Green’ features include:

- **use** of sustainable materials
- **provision** of rainwater tanks
- **use** of recycled water
- **installation** of solar panels
- **replanting** of trees

✗ Incorrect

Each point has a different structure

‘Green’ features include:

- materials should be sustainable
- rainwater tanks
- using recycled water
- installing solar panels
- Trees will be replanted



EXERCISE 3

Rewrite these three lists using the correct parallel forms.

1. Are you a good writer? Consider whether your writing:

- is clear
- uses a range of different sentence structures
- you develop your ideas in an organized and logical way
- supports the main points with examples and evidence
- There are no errors in grammar or spelling.

2. The student's goals include:

- passing exams
- good marks in assignments
- graduation in the minimum time.

3. The accuracy of results depends on:

- the number of elements used
- how big are the elements
- constructing a model.

RUN-ON SENTENCES

Run-on sentences contain two complete thoughts which are placed together with no punctuation, or connector / transition to mark the break between them.

X I come from Nigeria I study Economics at Macquarie University.

✓ I come from Nigeria **and** I study Economics at Macquarie University.

Run-on expressions also include phrases such as and so forth, and so on, and the rest or etc. Try to avoid using these in your academic writing. Instead, complete the sentence by rephrasing it, and using words like including, such as and for example.

X The increase in global temperature may also be caused by volcanoes, solar activity, **etc.**

✓ The increase in global temperature may also be caused by natural phenomena, **such as** volcanoes and solar activity.



EXERCISE 4

Rewrite these sentences without the run-on expressions.

1. We need to consider diet, possible allergies, medications, medical conditions **and so on.** _____
2. Public transport includes buses, train, trams **etc.** _____
3. Students should attend lectures and tutorials, meet assignment deadlines, participate in tutorials and seminars **and the rest.** _____
4. Acceptable identification includes a driver's licence, a passport or **any other photo ID.** _____
5. In the meeting we will discuss work issues like hours, pay, leave **and so forth.** _____

COMMA SPLICE

In comma splices, a comma is inappropriately used to connect two independent clauses (complete thoughts). There are a few ways to correct this error.

1. Make them into two sentences using a full stop.

- X** Oliver is a very friendly person, he gets on well with everybody.
✓ Oliver is a very friendly person. He gets on well with everybody.

2. Use a conjunction to connect the sentences. In this way, you make the connection between the two sentences more explicit.

- X** Oliver is a very friendly person, he gets on well with everybody.
✓ As Oliver is a very friendly person, he gets on well with everybody.

3. Use a semicolon only if the two clauses are closely related.

- X** Oliver is a very friendly person, he gets on well with everybody.
✓ Oliver is a very friendly person; he gets on well with everybody.



EXERCISE 5

Edit these sentences to correct the comma splice error.

1. Engineering feats have propelled mankind forward, they may also have caused a huge divide between the developed and the developing countries.
2. Wind energy is clean energy, however it requires space.
3. Caffeine is the main stimulant, it can increase a person's muscular and mental ability without harmful reaction.
4. The need for digital marketers has grown increasingly, therefore more education institutions are offering programmes in this field.
5. The goal of the marketing plan was to help the department get the product sold, it was a good plan.

SENTENCE
FRAGMENT

EXERCISE 6

A sentence fragment occurs when the sentence cannot stand on its own and does not contain an independent clause (subject-verb relationship).

X Although the unit assignments are difficult.

✓ Although the unit assignments are difficult, I am determined to complete them well.

Mark C if the sentence is *complete* and an F if a sentence is a *fragment*. If possible, give a reason why a sentence is incomplete.

- _____ 1. The poem was beautifully written. Such as the gentle sunshine filtering through the trees and enhancing the lovely shades of yellow, orange and red of the withering leaves.
- _____ 2. He gave his lecture by talking for three hours. Like other teachers in that department, he did not stop to elicit questions from students.
- _____ 3. Being a friend of mine like she was when we first met in kindergarten. Together we have been through a lot.
- _____ 4. Although the new apartment only cost \$50.00 more. My friends and I decided to rent the apartment further away.
- _____ 5. As 2017 draws near to a close, I find myself looking back at the twelve months of joys and disappointments.
- _____ 6. When the competition started, every contestant went all out to give their best. To showcase their talents.
- _____ 7. They were all having a good time until Lola got a little drunk and hit someone.
- _____ 8. Within this assignment, a wide range of topics to choose from. It was difficult to tell the difference.
- _____ 9. After having decided to change her daily habits, Joy sat down to create a study plan and complete her accounting assignment.
- _____ 10. Since I was going home for Christmas. I decided to take my belongings with me.

DANGLING
MODIFIERS

A dangling modifier is a word or phrase that modifies a word not clearly stated in the sentence. A modifier describes, clarifies or gives more information about a concept.

X After reading the original study, the article remains unconvincing.

After reading expresses an action but the doer of the action has not been clearly stated. In English sentences, the doer must be subject of the main clause that follows.

✓ After reading the original study, I find the article unconvincing.



There are a few ways to correct this error:

Having arrived late for the final exam, needed to appeal to sit for a supplementary exam.

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

Having arrived late for the final exam, **the student** had to appeal to sit for a supplementary exam.

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

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

Because the student arrived late for the final exam, she had to appeal to sit for a supplementary exam.

3. Change the phrase that dangles into a subordinate clause:

The student **who arrived late for the final exam** appealed to sit for a supplementary exam.

4. Ensure that the doer of the modifier is the same as the doer in the main clause:

✗ Having collected the answers, the results were surprising.

✓ Having collected the answers, **the researchers** found the results surprising.



EXERCISE 7

Rewrite the sentences to correct the dangling modifiers.

1. Walking toward the beach, the sun began to set.

2. After writing the essay, the arguments remain unsupported.

3. Not having planned the road trip properly, it was a disaster.

4. While sleeping, the fire alarm went off.

5. Having completed her exams, a shopping trip was planned.

UNCLEAR
PRONOUN
REFERENCES

Pronouns are words that stand in for a noun in a sentence. When a pronoun is used, it must clearly refer to a definite noun referent. Use *it*, *they*, *this*, *that*, *these*, *those* and *which* to prevent confusion.

✗ When Zoe dropped the mug onto the glass table, it broke.
(*It is unclear whether “it” refers to the mug or table.*)

✓ The mug broke when Zoe dropped it onto the glass table.



EXERCISE 8

Rewrite the following sentences to make the pronoun references more clear.

1. Because Mark is less interested in the study of history than in mathematics, he sometimes neglects it.

2. Analysing the assignment question and researching the topic are two very important steps in writing an assignment. When you are doing it, it is best to check that your understanding of the expectations is correct.

3. Labour and rent are two of the highest costs for businesses in Australia. It needs to be improved.

4. Steve Jobs was a brilliant innovator. This was how he was able to create the iPhone.

5. Jim told Nathan that Dr. Josef suspected that he cheated on the final exam.

COMMONLY
CONFUSED
WORDS

A common vocabulary mistake is choosing a word which looks or sounds similar to another word but means something completely different, for example *affect / effect*.



EXERCISE 9

Complete each sentence with the correct word.

1. **assured — ensured**
 - a. He _____ her it was a good assignment.
 - b. The security guard _____ the doors were locked.
2. **between — among**
 - a. _____ the students only two understood the question.
 - b. I couldn't decide _____ the two research methods.
3. **averse — adverse**
 - a. We are not _____ to trying another method.
 - b. Failing the exam had an _____ effect on my study.
4. **proceed — precede**
 - a. Formal introductions will _____ the Keynote address.
 - b. After registration _____ to the graduation Hall.
5. **alternate — alternative**
 - a. The workshops are on _____ Tuesdays.
 - b. We took the standard approach but others take an _____ approach.
6. **accept — except**
 - a. I _____ you point.
 - b. Everyone _____ me was there!



ANSWERS

TEST YOUR KNOWLEDGE

1. The method and the result **are** invalid. **subject-verb agreement**
2. Our goals include passing the exams and **getting** good marks in assignments. **parallel forms**
3. This article, together with the set texts, **is** essential reading. **subject-verb agreement**
4. The report presented facts, **analysed results** and evaluated data. **parallel forms**
5. They are **always** late. **word order**
If students fail these exams, **the exams** must not be very good.
If students fail these exams, they must not be very good **exams**.
If students fail these exams, they must not be very good **students**.
6. They are **unclear** about the pronoun antecedent
If students fail these exams, they must not be very good **students**.
7. The article discussing the B-theory of time. **incomplete sentence**
8. Some Aboriginal dances imitate **emus** walking. **no apostrophe**
9. Everyone **except** Lily submitted the assignment on time. **incorrect vocabulary**
10. The new theory **claims** that time does not move forward, but that everything in time is always present. **incorrect verb tense**

EXERCISE 1

- 1b She turned it off.
- 2b. We left them behind.
- 3b They submitted it to the journal.
- 4b The tutor gave them some good advice.
- 5b I will lend it to you.

EXERCISE 2

1. There is a lot of other research that **confirms** our results.
2. Neither the data nor the methods **are** relevant.
3. The set readings, along with this journal article, **are** essential for the assignment.
4. The article, as well as the set reading, **takes** a long time to read.
5. This group of students **studies** together.
6. Reflection as well as critical analysis **is** important in this essay.
7. Neither the students nor the tutor **agrees** with the findings.
8. Each of the students **has** to give a presentation.

EXERCISE 3

1. Are you a good writer? Consider whether your writing:
 - is clear
 - uses a range of different sentence structures
 - develops your ideas in an organized and logical way
 - supports the main points with examples and evidence
 - has no errors in grammar or spelling.



2. The student's goals include:
 - passing exams
 - gaining good marks in assignments
 - graduating in the minimum time.

3. The accuracy of results depends on:
 - the number of elements used
 - the size of the elements
 - the construction of a model.

EXERCISE 4

1. We need consider possibilities such as diet, allergies, medications and medical conditions.
2. Public transport includes vehicles for public use, such as buses, trains and trams.
3. Students should attend lectures and tutorials, meet assignment deadlines and participate in tutorials and seminars.
4. Acceptable identification is some form of photo ID, such as a driver's licence or a passport.
5. In the meeting we will discuss work issues such as hours, pay and leave.

EXERCISE 5

1. Engineering feats have propelled mankind forward, **but** they may also have caused a huge divide between the developed and the developing countries.
2. Wind energy is clean energy; however, it requires space.
3. Caffeine is the main stimulant **and** it can increase a person's muscular and mental ability without harmful reaction.
4. The need for digital marketers has grown increasingly. **Therefore**, more education institutions are offering programmes in this field.
5. The goal of the marketing plan was to help the department get the product sold, **so** it was a good plan.

EXERCISE 6

- F 1. The poem was beautifully written. Such as the gentle sunshine filtering through the trees and enhancing the lovely shades of yellow, orange and red of the withering leaves. (**dependent clause**)
- C 2. He gave his lecture by talking for three hours. Like other teachers in that department, he did not stop to elicit questions from students.
- F 3. Being a friend of mine like she was when we first met in kindergarten. Together we have been through a lot. (**dependent clause**)
- F 4. Although the new apartment only cost \$50.00 more. My friends and I decided to rent the apartment further away. (**dependent clause**)
- C 5. As 2017 draws near to a close, I find myself looking back at the twelve months of joys and disappointments.
- F 6. When the competition started, every contestant went all out to give their best. To



showcase their talents. (**dependent clause**)

- C 7. They were all having a good time until Lola got a little drunk and hit someone.
- F 8. Within this assignment, a wide range of topics to choose from. It was difficult to tell the difference. (**no main verb**)
- C 9. After having decided to change her daily habits, Joy sat down to create a study plan and complete her accounting assignment.
- F 10. Since I was going home for Christmas. I decided to take my belongings with me. (**dependent clause**)

EXERCISE 7

1. Walking toward the beach, I **watched** as the sun began to set.
2. After **the student** wrote the essay, the arguments remain unsupported.
3. **As we** did not plan the road trip properly, it was a disaster.
4. While **the guests were** sleeping, the fire alarm went off.
5. Having completed her exams, **she** planned a shopping trip.

EXERCISE 8

1. Because of his interest in Mathematics, Mark sometimes neglects the study of history.
2. Analysing the assignment question and researching the topic are two very important steps in writing an assignment. When you are analysing the question, it is best to check that your understanding of the expectations is correct.
3. Labour and rent are two of the highest costs for businesses in Australia. They need to be improved.
4. Steve Jobs, who was a brilliant innovator, used his sense of originality to create the iPhone.
5. Jim told Nathan that Dr. Josef suspected that Jim cheated on the final exam.

EXERCISE 9

- 1a. assured
- 1b. ensured
- 2a. Among
- 2b. between
- 3a. averse
- 3b. adverse
- 4a. precede
- 4b. proceed
- 5a. alternate
- 5b. alternative
- 6a. accept
- 6b. except



STRATEGIES TO CORRECT ERRORS

Many students know the grammar rules of English, but still make errors in their language use and writing. This chapter

- helps you to find patterns of errors in your writing
- suggests strategies to help you correct your own errors
- gives you strategies to proofread your writing in a systematic way

At the end of the chapter, you will find a helpful overview of common errors in academic writing.

LEARN FROM YOUR ERRORS

Errors in your academic writing can interfere with communication, send incorrect messages and negatively affect the person reading your work. You cannot always avoid making errors but you can learn from your errors. One way to learn from your errors is do your own error analysis. One way to do that is to follow this check list:

- Identify the error
- Describe the error (what kind of error is it?)
- Explain the cause of the error (if you can)
- Evaluate the seriousness of the error.

1. Identify the error

Many errors are grammatical errors – they are incorrect, e.g. *He rung the bell*. However, some errors are not grammatical errors. An error may be incorrect or it may be inappropriate. It may be a mistakes because it is not appropriate in academic writing or it does not correctly communicate what you intend.

Is the error:

2. What kind of error is it?

- an omission or an addition
- incorrect grammar (e.g. incorrect verb form)
- incorrect sentence structure or word order
- an error of vocabulary
- inappropriate language?

3. How serious is the error?

Errors can be minor or not significant (e.g. spelling, formatting or typographical errors) or they can be serious in their effect. Is it a careless mistake, a systematic error? What is the effect of the error? A serious error will:

- interfere with meaning and create confusion or misunderstanding
- create a negative impression (irritation)

**4. What is the reason for the error?**

Errors occur when you are processing information (listening or reading) **and** when you are using language (speaking or writing). In other words, errors can occur in your understanding of English and in your production of English.

Errors in production can occur if we do not know the rule, however, there are many exceptions to the rules in English grammar, so even if you know a rule it may not always apply. Systematic errors occur when we **apply the wrong rule** (or even the right rule) incorrectly.

PROOFREADING

Proofreading means examining your text carefully to find and correct mistakes in grammar, style, vocabulary, and spelling.

BEFORE YOU START

- Leave some time (15 minutes, a day, a week) between finishing your writing and proofreading. This will help you find mistakes more easily.
- Know the kinds of mistake you often make. Take note of the comments on your marked assignments. Make a list of mistakes you need to look out for.
- Proofread a hard copy. Some computer functions can help you find certain kinds of mistakes.
- Start by checking the whole paper. Before you correct sentences and words, read your paper to see how well you have organised and developed the whole paper, introductions, conclusion, sections and paragraphs.
- Read out loud. You may **hear** problems that you do not **see** when reading silently, for example run-on sentences.
- Use a blank sheet of paper to cover up the lines below the one you are reading. This technique keeps you from skipping over mistakes.
- Use the search function of the computer to find some mistakes. For example, search for pronouns (this, it, they, them) and make sure the link to its antecedent is clear.
- Check through several times – looking for one kind of error each time.
- For example, read through once (backwards, sentence by sentence) to check for sentence fragments; read through again (forward) to be sure subjects and verbs agree, and again to check verb tenses are correct,
- Check spelling. Read backwards word by word. Use a computer spellcheck, but remember that a spellcheck won't find mistakes with homonyms (such as *they're*, *their*, *there*), or typos (such as *she* for *the*).

AS YOU PROOFREAD



COMMON ERRORS IN ACADEMIC WRITING

This checklist contains a list of the most common grammatical and language use errors in academic writing. Use this list to help you look for errors in a systematic way.

Grammar Item/ Language Use	Explanation & What to Look Out For
Article	<p>Types of article:</p> <ul style="list-style-type: none"> Definite article: the (used to refer to specific or particular nouns) Indefinite article: a/an (used to modify non-specific or non-particular nouns) Zero article: Ø (some nouns do not take an article) <p>What to look out for: missing or incorrect use of article.</p> <p>For example:</p> <p>✗ Internet is good source of information. ✓ <i>The</i> Internet is <i>a</i> good source of information. ✗ The mathematics is my favourite subject in high school. ✓ Mathematics is my favourite subject in high school.</p>
Comma Splice error	<p>What to look out for: a comma that is inappropriately used to connect two independent clauses (complete thoughts).</p> <p>For example:</p> <p>✗ Oliver is a very friendly person, he gets on well with everybody. ✓ Oliver is a very friendly person. He gets on well with everybody. ✓ As Oliver is a very friendly person, he gets on well with everybody. ✓ Oliver is a very friendly person; he gets on well with everybody.</p>
Commonly Confused Words	<p>What to look out for: check for words with similar spelling or pronunciation but have different meanings. For example, they're/there/their.</p> <p>For example, <i>affect</i> and <i>effect</i>. <i>Affect</i> is normally used as a verb meaning <i>to make a difference to</i>. <i>Effect</i> is used as both a noun (meaning <i>a change that results from an action or cause</i>) and as a verb (meaning <i>to cause or bring about something</i>).</p>
Connector & Transition (Conjunctions)	<p>Connectors, or transitions, help to signal relationships between ideas. Some examples include <i>for</i>, <i>and</i>, <i>nor</i>, <i>but</i>, <i>or</i>, <i>yet</i>, <i>however</i> and so on. They can indicate relationship from sentence to sentence, or paragraph to paragraph.</p> <p>What to look out for: check that the links and connectors between ideas are expressed clearly.</p>



Dangling Modifier error	<p>A modifier describes, clarifies or gives more information about a concept.</p> <p>What to look out for: a dangling modifier (a word or phrase that modifies a word that is not clearly stated in the sentence).</p> <p>For example:</p> <p>✗ After reading the original study, the article remains unconvincing. <i>After reading</i> expresses an action but the doer of the action has not been clearly stated.</p> <p>✓ After reading the original study, I find the article unconvincing.</p>
Modal Verbs	<p>A modal verb, such as <i>can</i>, <i>could</i>, <i>will</i>, <i>would</i>, <i>shall</i>, <i>should</i>, <i>may</i>, <i>might</i>, is used in a verb group to express possibility, intention, necessity, certainty and so on.</p> <p>What to look out for: check that the correct modal verb is used to express the level of certainty correctly.</p> <p>For example:</p> <p>I <i>might</i> go for a run this evening. (<i>less certain</i>) I <i>will</i> go for a run this evening. (<i>more certain</i>)</p>
Noun	<p>Regular nouns are pluralized by the addition of -s. For example, <i>chairs</i>, one of the most important <i>factors</i>. Uncountable nouns are singular in form, for example, <i>advice</i>, <i>feedback</i>, <i>information</i>.</p> <p>What to look out for: check that the nouns are correct in number.</p> <p>For example:</p> <p>✗ Many student enrolled in the unit. ✓ Many students enrolled in the unit.</p>
Parallel Form error	<p>Parallel constructions are used to express a similarity or contrast between two or more related ideas.</p> <p>What to look out for: match nouns with nouns, adjectives with adjectives, phrases with phrases and clauses with clauses.</p> <p>For example:</p> <p>✗ Mary likes hiking, swimming and to ride a bicycle. ✓ Mary likes hiking, swimming and riding a bicycle.</p> <p>✗ The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and his motivation was low.</p> <p>✓ The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and lacked motivation.</p>



Preposition	<p>A preposition (for example, <i>on</i>, <i>at</i>, and <i>in</i>) shows the relationship between the nouns, verbs, and adjectives in a sentence.</p> <p>What to look out for: check that the correct preposition is used, or in some cases, a preposition is not required.</p> <p>For example:</p> <ul style="list-style-type: none"> ✗ We discussed about the matter. ✓ We discussed the matter.
Pronoun	<p>Pronouns are words that stand in for a noun in a sentence. Some examples of pronouns include:</p> <ul style="list-style-type: none"> he, him, his (personal pronouns) this, that, these, those (demonstrative pronouns) who, which, that (relative pronouns) <p>What to look out for: check that the (1) pronoun agrees with its antecedent and (2) pronoun reference is clear (<i>see Unclear Pronoun References error</i>).</p> <p>For example:</p> <ul style="list-style-type: none"> ✗ Prime Minister Turnbull delivered her speech today. ✓ Prime Minister Turnbull delivered his speech today. (Prime Minister Turnbull is the antecedent of the pronoun <i>his</i>.)
Unclear Pronoun References error	<p>When a pronoun is used, it must clearly refer to a definite noun referent. The pronoun should agree with the subject/noun it refers to.</p> <p>What to look out for: check that the pronoun reference is clear.</p> <p>For example:</p> <ul style="list-style-type: none"> ✗ When Zoe dropped the mug onto the glass table, it broke. (It is unclear if <i>it</i> refers to the mug or the table.) ✓ The mug broke when Zoe dropped it onto the glass table.
Run-on sentence error	<p>Run-on sentences contain two complete thoughts which are placed together with no punctuation, or connector/ transition to mark the break between them.</p> <p>What to look out for: check that two or more independent clauses are not joined together without an appropriate conjunction or punctuation mark.</p> <p>For example:</p> <ul style="list-style-type: none"> ✗ I come from Nigeria I study Economics at Macquarie University. ✓ I come from Nigeria and I study Economics at Macquarie University.



Sentence Fragment error	<p>What to look out for: sentences that do not contain an independent clause, that is, the sentence is incomplete and cannot stand on its own.</p> <p>For example:</p> <ul style="list-style-type: none"> ✗ Although the course assignments are difficult. ✓ Although the course assignments are difficult, I am determined to complete them well.
Subject-Verb Agreement error	<p>What to look out for: check that the verbs agree in number with their subjects. Errors can also occur with collective nouns (words that imply more than one person but are considered singular and take a singular verb) and with phrases that come between the subject and the verb.</p> <p>For example:</p> <ul style="list-style-type: none"> ✗ The book and the pen is in the drawer. ✓ The book and the pen <i>are</i> in the drawer. ✗ The committee decide how to proceed with the case. ✓ The committee decides how to proceed with the case. ✗ The book, including all the chapters in the first section, are boring. ✓ The book, including all the chapters in the first section, is boring.
Verb Form	<p>The forms are:</p> <ul style="list-style-type: none"> • Present (take/takes) • Past (took) • Past Participle (taken) • Present Participle (taking) • Infinitive (<i>take/ to take</i>) <p>What to look out for: check that tenses are formed correctly and appropriate auxiliaries such as <i>be, has, have, and do</i>, are used when necessary. Refer to The 12 Verb Tenses for examples.</p>
Verb Tense	<p>Tense means the correspondence between the form of the verb and the concept of time. For example, <i>past, past perfect, past progressive/continuous, present perfect, future continuous</i> and so on.</p> <p>What to look out for: check that tenses are not mixed inappropriately in a piece of text.</p> <p>For example:</p> <ul style="list-style-type: none"> ✗ At the start of his presentation, Bill stood up and greets the audience. ✓ At the start of his presentation, Bill stood up and greeted the audience.



Word Form	<p>A word can be a noun, adjective, adverb or verb, and affixes (prefixes and suffixes) are used to form the correct word form.</p> <p>What to look out for: check that the form of the word is appropriate to the part of speech.</p> <p>For example:</p> <p>Jack disappointed (verb) Jill. Everyone noticed Jill's disappointment (noun) as she slumped disappointedly (adverb) on the bench nursing the bruises from her tumble.</p>
Word Order error	<p>Most English sentences have a <i>subject-verb-object</i> word order pattern.</p> <p>For example: The paper reviews theories of climate change.</p> <p>When multiple adjectives are used, they are ranked according to opinion, size, age, shape, colour, origin, material and purpose.</p> <p>For example: The beautiful big red sun.</p> <p>What to look out for: the order of words should conform to the appropriate rules.</p>



MACQUARIE
University



Learning Skills is a friendly team of highly qualified language and literacy experts. Our services can help you take the next step in your studies:

STUDYWISE

A self-enrol iLearn unit with information and resources to build your reading, writing and assignment-based skills.

ACADEMIC INTEGRITY MODULE FOR STUDENTS

A self-enrol iLearn unit designed to raise awareness of academic integrity and introduce you to correct referencing practices.

WORKSHOPS (face to face and online)

Activity-based sessions held during O-Week, session Weeks 1-3, mid-semester break and session Week 10. Topics include: study essentials, assignment writing, academic language and effective referencing. Timetable can be found on the website.

LIBRARY INFODESK DROP-INS

15-20 minute consultations provide you with advice about all aspects of university study, including researching and writing assignments, referencing sources and academic language. Drop-in consultations run 12-2pm Mon-Fri, Weeks 3-13 during session.

E-CONSULTS

Your assignment questions answered by email, usually within 48 hours. Send through your questions using the form online.

FIND OUT MORE

Learning Skills Unit, Library
Macquarie University NSW 2109
Australia
mq.edu.au/learningskills