Leon Barkho

Where You May Get it Wrong When Writing English

A Practical Guide for Students, Teachers and Professionals

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LEON BARKHO

WHERE YOU MAY GET IT WRONG WHEN WRITING ENGLISH

A PRACTICAL GUIDE FOR STUDENTS, TEACHERS AND PROFESSIONALS

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Where You May Get it Wrong When Writing English:
A Practical Guide for Students, Teachers and Professionals
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INTRODUCTION

This book is based on my experience both as English language teacher and editor. I joined Sweden's Jönköping International Business School in 2001. The milieu of the school is truly international. Many members of its faculty (more than 70%) come from abroad. Its student population is even more diverse. The school, which offers all its courses in English, attracts hundreds of foreign students every year, taking advantage of English as a medium of instruction, but more importantly, benefiting from the generosity of Sweden's education system, which forbids collection of tuition fees from students whether Swedes or non-Swedes.[1]

As part of my English language teaching tasks at the school, I had to edit dissertations, scholarly papers, articles and reports and polish them from the language point of view. The corrections I made helped some of my colleagues at the university to get printed in some of the most prestigious scholarly journals and publications. But as I was editing and teaching, I found that many of the errors were recurrent in the scores of dissertations and hundreds of papers, articles and reports I was asked to have a look at. Then, I began collecting these errors and tabulating them. In the course of time, the corpus grew to thousands of examples, many of which I included in the handouts I gave to my students. Talking about errors in the class and how to identify and correct them is something students enjoy most. But one word of caution: teachers will have to present the errors to their students as anonymously as possible. As teachers, our job is not to embarrass our students. Our job is to encourage and motivate them.

The Purpose

This book is specifically written to improve the skill of writing in English. It is the product of almost a decade of teaching, editing and researching at the university. There is no shortage of books written in English and targeting English language learning errors. But I regret to say that most of the stuff I have seen is rarely based on authentic material and samples gathered over a long period of time. This book is corpus-based and is meant primarily to help readers write English properly, without errors if possible. It is designed both as a textbook and a publication that can be used by the majority of people as a guide on how to improve their English writing skills.

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Readers

I have a wide spectrum of readers in mind, ranging from high-school and university students, to teachers, academics and professionals. Exercises and tips on how to identify erroneous instances and pitfalls and ways to correct them make up the bulk of the book. There are special chapters on different writing tools and skills in English. There are special chapters on how to write, along with tips on how to link sentences and paragraphs together to produce an essay. University students and academics have special chapters on quoting and paraphrasing – the tools whose mastering is essential when writing.

The erroneous instances I discuss and analyze in the book are not selected haphazardly. They are among the most frequent samples which I have come across in my teaching and editing. Each of the book's 15 chapters deals with one particular area which I have found to be problematic when writing English.

Grammar in Action

The book can be seen as "a grammar in action". Grammatical concepts are simplified but not at the expense of accuracy. The book differs from mainstream English grammar and English language teaching publications in several aspects. First, it heavily relies on language usage rather than language theory. Second, it analyses and discusses authentic samples of language, i.e. the errors foreign English learners may make when writing English. Third, it provides plenty of exercises, all arranged and designed in a manner that differs from its traditional English language teaching counterparts. Fourth, readers are not left on their own to struggle with the exercises. Each example starts with an explanation and a sample of relevant error, which I hope they will try to solve on their own before moving to the correct versions.

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Another fundamental difference is the use of citations for the grammar points the book tackles. I have relied almost solely on mainstream British and American media outlets, such as The New York Times (NY Times), The Washington Post, Newsweek, TIME, The Economist, BusinessWeek, the Financial Times (FT), the BBC, The Wall Street Journal (WSJ), The Guardian, The Daily Telegraph, the Los Angeles Times, Scientific American, The Independent, NPR (National Public Radio), and The Christian Science Monitor (Monitor). I am not aware of the degree of significance non-English language scholars give to mainstream media when compiling their lexicons and writing their grammar books in their own languages. But in English, we see the outlets mentioned above as the benchmark of proper English. How The New York Times, for instance, uses a word or constructs a sentence is one of the better ways to tell what is prevalent in current English. For this reason, English lexicographers and linguists cite profusely from these outlets when writing.

Thanks

I owe a great deal to my colleague Lars-Olof Nilsson for the time he spent copy-editing the book. My thanks go to Carol-Ann Soames and her tips and suggestions. I am indebted to my undergraduate students who came to me praising my initial handout "One Hundred and One Errors," and asking whether I could turn it into a book. I am glad that their dream has now come true.

Leon Barkho, Ph.D.
Jönköping University (Sweden), and Qatar University

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1 QUOTING AND PARAPHRASING – INTRODUCTION

This chapter examines the notions of quoting and paraphrasing in English. The remarks here serve as a basis for the following two chapters, one on quoting and the other on paraphrasing. Most of the examples I use to demonstrate the different ways these two very important writing skills are cultivated in English are drawn from mainstream English publications, like The New York Times. I have made certain changes, particularly in the use of sources and reporting verbs, to make these examples of use to the wide spectrum of readers the book targets.

We use quoting and paraphrasing frequently whether in speech or writing. When we quote, we need to repeat exactly what someone else has said or written, usually with the acknowledgement of the source. When we paraphrase, we try to restate or express in a shorter or clearer way what someone has said or written, usually with the acknowledgement of the source. In other words, quoting involves direct repetition of what others have said or written while paraphrasing repeats what others have said and written but in different words. Paraphrasing, or expressing the ideas of others in your own words, is an important part of writing. It allows you to extract and summarize essential points, while at the same time making it clear from whom and where you have got the ideas you are discussing.

It may be desirable to quote the author's original exact words. If you do so, keep the quotations as brief as possible and only quote when you feel the author expresses an idea or opinion in such a way that it is impossible to improve upon it, or when you feel that it captures an idea in a particularly succinct and interesting way.

Also try to keep direct quotations at a minimum. Good authors paraphrase more than quote and if they are obliged to use direct quotations, they mainly do it in the following instances:

- when the wording of the original is particularly pertinent to an idea they are discussing and cannot be improved upon
- when they want to mention or accept authority to support their line of argument
- to avoid any ambiguity or misrepresentation of source material.

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It is essential to acknowledge any material quoted directly or indirectly. Be careful to use borrowed material sparingly and selectively. The indiscriminate use of quotations is as bad as a lack of them. You will certainly not make a good impression by submitting work which is full of quotations.

TOOLS

In English, we have certain linguistic tools at our disposal to quote and paraphrase at ease. Here is a summary of these tools with examples from major U.S. and British media outlets, which you can easily apply when writing reports, articles, research papers or dissertations.

USE OF PUNCTUATION MARKS

Since our main concern is writing rather than speech, it may be useful to start by a short review of the punctuation marks we need when quoting or paraphrasing (see Chapter 7).

Any quotation needs punctuation marks (single or double inverted commas). These should enclose what is quoted. Other punctuation marks placed inside the quotation by the writer include commas, periods, question marks and exclamation marks. Note that the inverted commas indicating a quotation in English may be single or double, but always try to be consistent and follow the style sheet of your institution. The role punctuation marks play in quoting and paraphrasing is examined thoroughly in the next two chapters.

GRAMMAR POINT

English grammar books tackle quotation and paraphrasing under the heading of direct and indirect speech. The subject is broad and sometimes difficult to grasp when only seen from a linguistic point of view, but it has wide practical applications in speaking and writing. The following is a summary of the major points of grammar which you need to consider when quoting or paraphrasing. They are discussed in much greater detail with ample examples in the chapters dedicated to quoting and paraphrasing (see Chapters 4, 5, 11, and 12).

NOTES ON THE USE OF TENSE

- ◊ The use of tenses (form of the verb) is important when quoting and paraphrasing. What form reporting verbs such as **say**, **ask**, **argue**, **tell**, **add**, etc., have in different situations is essential to credibility and meaning and the tenses of the text in general (see Chapter 2).
- ◊ The reporting verb of a quotation may be in the present or past. This often but not always affects the tenses of the paraphrase (see 1.4–1.9).
- ◊ Tense changes often occur when paraphrasing since the original spoken or written words are changed and the meaning is preserved. But remember you need to be consistent in the use of tense (see Chapter 8).

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- You can achieve continuity when paraphrasing through the use of linking phrases like: **The author went on to say that**, **he continued that**, **he added that**, etc. Such forms remind the reader that the text is a paraphrase.
- When paraphrasing you do not repeat the speaker or writer's exact words. Paraphrasing usually takes place in the past, so the reporting verb is often in the past. As a result, the tenses of the reported clause are usually 'moved back.' This 'moving back' of tenses is called **backshift** in linguistics. A useful general rule is 'present becomes past and past becomes past perfect.' But past modals and the past perfect are unchanged, since no further backshift is possible (see Chapter 3).
- You often need to change your pronouns when paraphrasing, depending on the meaning of the text and what the pronoun refers to (see Chapter 3).
- You may need to make some necessary time and place changes when paraphrasing in relation to the changes in tense (see Chapter 3).
- You also need to change your modal verbs from present to past. But you have to be careful because modals are not always easy to use in English.
- The rules about tense sequence (see Chapter 8) also apply to questions: **X asked whether/if family-owned companies were happy with the presence of foreign investors.**

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- ◊ You need to change the inversion of subject and reporting verb in quoted questions if you want to paraphrase them back to a statement word order (subject + verb): **X wondered whether/if medium-sized firms relied on foreign labour.**
- ◊ Note that Do/Does/Did disappear when paraphrasing quoted Yes/No question**: "Did the investors help in the provision of public utilities?" X asked whether the investors helped in furnishing the region with municipal services.**
- ◊ **If** and **whether** are interchangeable after reporting verbs like **ask, want to know, wonder,** etc., but **whether** conveys slightly greater doubt. Some verbs, like **discuss,** are followed by **whether**. Unlike **that, if** and **whether** (see 15.37) cannot be omitted after reporting verbs.
- ◊ When paraphrasing, you also need to change the inversion of subject and reporting verb in quoted questions starting with **where, why, what, who, when and how** back to a statement word order (subject + verb): **"Why have the multinationals invested so heavily in emerging markets?" X wanted to know why the multinationals had poured so much money into the emerging markets**.
- ◊ There is no inversion of subject and reporting verb when the question is about the subject: **"Who invests in emerging markets?" X asked which firms invested in emerging markets. "Which firm makes these parts?" X asked which firm made these parts.**

General Prose and Academic Writing

1.4 In general prose (and to a lesser degree in academic writing), the prime verb in a sentence is often in the past tense. Newspapers generally tend to report past events. Consistency (see Chapter 8) in the sequence of verbs means that the governing verb in a sentence decides the tense of other verbs in the same sentence. When paraphrasing, the reporting verb functions as the prime verb if the attribution comes at the beginning of the sentence:

> Warren E. Buffett **said** he **planned** no major changes to Berkshire's management practices. (NY Times)

1.5 But it is acceptable in today's English to have the governing verb in the present tense though the reference is the recent past:

> Gary Kennedy, the director of geriatric psychiatry at Montefiore Medical Center in the Bronx, **says** psychological care **is** "equally if not more important than" medical care for this group. (NY Times)
>
> Much existing literature on the aging population has been negative, he **says**. (NY Times) And yet the medical dictum **says** that for incurable diseases, the only recourse **is** prevention. (NY Times)

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1.6 In academic writing, the prime verb (when quoting or paraphrasing, see Chapters 2 and 3) can be in the present tense though the reference is to works written in the past. But you have to be consistent in the sequence of your tenses. Do not vacillate between the present tense and past tense with your prime verbs when quoting and paraphrasing:

> Damasio (1994: 256) **wrote**, "The effort to understand the mind in general biological terms has been retarded by several decades, and it is fair to say it has barely begun."

> Damasio (1994: 256) **writes**, "The effort to understand the mind in general biological terms has been retarded by several decades, and it is fair to say it has barely begun."

1.7 We can refer to things or events in the future even if the reporting verb is in the past tense:

> Senator Arlen Specter of Pennsylvania **said** he **would** switch to the Democratic party. (NY Times)

NOTE *The tense in the paraphrase from The New York Times is in the past said and would, but it means that the senator will join the Democratic party after he made the statement.*

1.8 Consistency (see Chapter 8) in tense sequence is not necessary when describing eternal truths:

> He **said** the sun **rises** in the east and **moves** toward the west and there **sets**.
> The scientist **said** the earth **is** round.

1.9 The governing or reporting verb controls the sequence of tense if the attribution comes at the beginning of your sentence (paraphrase). As we shall see, it is possible to move the reporting verb to the middle or the end of your sentence. In that case it can lose its governing or controlling function of tense sequence:

> They also **said** that radiation levels **would fall** over the next two months with the disappearance of short-lived iodine 131. (NY Times)

> Radiation levels **will fall** over the next months, they also **said**, with the disappearance of the of short-live iodine 131. (NY Times)

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Courtesy Titles

1.10 Differences between general prose and academic prose surface at several levels in writing. One important level is quoting and paraphrasing. If you are writing a general report or an article for a newspaper, you do not need to pursue the tools that are necessary for academic essays and dissertations. I have tried my best in this book to point out, whenever necessary, where the two types of writing meet and where they diverge.

One area of divergence occurs when treating courtesy titles. In academic writing, we rarely use titles like *Mr., Mrs., Miss,* or *Ms.* with surnames. In general prose, they are a must in some media outlets like The New York Times, for instance. Courtesy titles as those mentioned above appear in several credible outlets in English for second and later references to people who do not bear specialized titles. In general prose, it is important to write the first name, middle initial (if any) and the surname on first reference; this is not required in academic writing where the surname is enough inside the text for both quoting and paraphrasing on first reference and later references:

> At the annual gathering of Berkshire Hathaway's investors here this weekend, **Warren E. Buffett** made it clear that, as far as he is concerned, it's back to business as usual. But a former top manager for him, **David L. Sokol**, may make that a difficult goal to accomplish.

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> **Mr. Buffett** said at a news conference on Sunday that while he viewed the controversy caused by **Mr. Sokol's** abrupt departure a month ago as sad, he saw little reason to dwell on the matter for very long. (NY Times)

1.11 Specialized titles like *Dr, Prof., Gov. Lt. Gen.*, etc. are treated differently. These titles, which are normally deleted in academic writing, appear in first reference (specialized title + first name + initial name – if available – + surname). In second and later references, use only the specialized title plus the surname:

> **Prof. Richard Muller** of Berkeley, a physicist who has gotten into the climate skeptic game, has been leading the Berkeley Earth Surface Temperature project…
>
> Instead, however, **Professor Muller** reported that his group's preliminary results find a global warming trend "very similar to that reported by the prior groups." (NY Times)

1.12 But note that on certain occasions, when the specialized title is as significant or sometimes even more important than the holder (the surname), the title may replace the surname in second and later references:

> Osama bin Laden, the mastermind of the most devastating attack on American soil in modern times and the most hunted man in the world, was killed in a firefight with United States forces in Pakistan, **President Obama** announced on Sunday night.
>
> In a dramatic late-night appearance in the East Room of the White House, **Mr. Obama** declared that "justice has been done".
>
> "For over two decades, Bin Laden has been Al Qaeda's leader and symbol," **the president** said in a statement televised around the world. (NY Times)

1.13 There is no need to add titles to surnames of historic figures (Hitler, Lenin, Napoleon):

> Remains of Lenin, father of Russian Revolution, still lie in state in mausoleum that dominates Red Square. (NY Times)

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The use of *that* (conjunction) in Quoting and Paraphrasing

1.14 It is possible in today's English to omit *that* after reporting verbs like say, disclose, announce, etc.

> **President Obama** said he had decided to release his full birth certificate. (NY Times)
> **The president** said he decided to release the long-form birth certificate two weeks ago. (NY Times)

1.5 But if the noun after any reporting verb can be the direct object of the same verb, I recommend that you retain **that** for the sake of clarity:

> American companies **disclosed that** their information is increasingly disconnected from the desires of investors and the marketplace. (NY Times)

1.6 that is necessary when an adverb of time follows the reporting verb:

> The Paris fashion house **announced on Tuesday that** Olivier Rousteing will succeed Christophe Decarnin. (NY Times)

NOTE *The presence of **that** in the above sentence shows that the element of time applies to the part of the sentence after it.*

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2 QUOTING

Quoting is the presence of actual elements of other texts in the text you are writing. It is vital to demonstrate to your readers that the actual elements you have taken from others do not belong to you. Quoting, or including other people's texts in your own, is a skill in English. Quoting sets boundaries between your voice as a writer and the voice or voices of others that you want to insert in your text. The quoted texts are marked differently in speech and writing. In speech, they are marked by intonation or vocal quotation marks. In writing, the area with which we are concerned, they are singled out by quotation marks. These marks, whether single or double inverted commas, tell the reader that you as a writer have preserved the original wording. You have made no change in the tense of verbs or words referring to time and place and demonstratives such as **this** and **that**.

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In English, there are some tools which you will need to use when quoting. These are called orthographic tools. They are symbols, or marks, meant to differentiate, or draw a boundary, between you as the writer and the actual texts you insert in your own writing. Here are the marks which you need to employ in English when quoting:

- Three dots… we use them to break up the quotation for the words that we choose to omit from the original text. In academic writing, the three dots are usually placed between square brackets.
- Double inverted commas **“ ”** the standard clues that nothing of the text included in them is yours.
- Single inverted commas **‘ ’** can also be used for quoting but can mean a number of things as we shall see.
- Semi-circular brackets **( )** are used when writers insert their own changes or indicate the source.
- Square brackets **[ ]** are sometimes used to enclose three dots or to indicate a different publication year.
- The comma (**,**) is used to separate subject and reporting verb.
- The colon (**:**) could also work as a comma in quoting.

HOW TO QUOTE

To help you master the skill of quoting in English, let us assume that you want to use some actual elements or texts from the following source:

“*Taxpayers and the Auto-industry*” by Danan Parana, Hampton Press, 2008

You have already highlighted the following two sentences from Parana’s book and would like to include them as they are in your text:

> **Long-term financing must be conditioned on the principle that taxpayers should only assist automakers executing a credible plan for long-term viability. We’ll continue to work with members on both sides of the aisle to achieve legislation that protects the good faith investment by taxpayers.**

Apart from the tools mentioned above, you will need a source and a reporting verb for the quotation. The source, which in this case is Parana, grammatically has the function of a subject. It is not necessary for the source to be human. Non-human sources, such as names of radios, television networks, journals, etc., can also function as subjects in a quotation.

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The source or subject of your quotation needs a verb, but not any verb. Only reporting verbs are possible with the subject of your quotation. There are many reporting verbs that go with the subject (source) in English. It is necessary that you understand their meanings properly.

Remember that these verbs are often attitudinal in nature. This means that they have different levels of emphasis. And remember that not all of them are suitable for quoting. Some are only suitable for paraphrasing (see Chapter 3). If in doubt, use the neutral ones like *say*, *add*, *go on*, *continued*, etc. Here is a list of the most frequent reporting verbs in English. We will return to their use in quoting and paraphrasing later:

acknowledge	*complain*	*encourage*	*pledge*	*remark*
admit	*conclude*	*ensure*	*predict*	*repeat*
agree	*condemn*	*estimate*	*presume*	*request*
allege	*confirm*	*forecast*	*promise*	*suggest*
announce	*denounce*	*hold*	*question*	*suspect*
argue	*describe*	*indicate*	*reckon*	*think*
ask	*disagree*	*lash out*	*recommend*	*vow*
caution	*discourage*	*maintain*	*regret*	*warn*
claim	*doubt*	*note*	*reiterate*	*write*

PRACTICAL GUIDE

Now let us move to the way quoting is done in English. The samples presented below will help you master the techniques of quoting in English, and at the same time show the differences and similarities between English and your native tongue.

2.1 When quoting, we need a subject (source) and a reporting verb. The two may come at the beginning of the quotation where they must be separated either by a comma (,) or a colon (:). Remember, it is essential that you cite the page number from which you take the quoted material in academic writing:

> **Parana (2008: 30) said, "**Long-term financing must be conditioned on the principle that taxpayers should only assist automakers executing a credible plan for long-term viability.**"**

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2.2 Subject and reporting verb may be placed at the end of the quotation. A comma separates the double inverted commas and the subject and reporting verb. In academic writing, you can do away with the reporting verb when the subject is placed at the end of your quotation:

> "Long-term financing must be conditioned on the principle that taxpayers should only assist automakers executing a credible plan for long-term viability**," Parana (2008: 30) said**.

2.3 You can proceed with your text after the unquote marks. In this case, you do not need a comma to separate the double inverted commas:

> **Parana (2008: 30) said, "**Based on such measures, Sony is planning to reduce investment in the electronics business by approximately 30 percent**" in the fiscal year ending March 2010.**

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2.4 You can add to the quote without closing it and then place the subject and reporting verb at the end of your sentence:

> **"**Based on such measures, Sony is planning to reduce investment in the electronics business by approximately 30 percent " **in the fiscal year ending March 2010, Parana (2008: 30) said.**

2.5 You can break up your quotation into two parts by placing subject and verb somewhere in the middle:

> **"**Long-term financing must be conditioned on the principle that taxpayers should only assist automakers executing a credible plan for long-term viability**," Parana (2008: 30) said**. **"**We'll continue to work with members on both sides of the aisle to achieve legislation that protects the good faith investment by taxpayers**."**

2.6 Use three dots … to replace the words which you choose to omit and leave space at both ends. Another way is to enclose the three dots with parentheses or square brackets:

> **Parana (2008: 30) said,** "Long-term financing**…**should only assist automakers executing a credible plan for long-term viability."

2.7 When the text you want to quote includes a quotation, place it inside the quotation between single inverted commas. If the inside quote ends the paragraph, close it with single inverted commas, leave space and then end with double inverted commas:

> That message can be a hard sell**, Parana (2008: 30) acknowledges. "**A lot of people are driven by wanting to have imaging**,"** he says. **"**They are miserable as hell, they can't work, and they can't sit. We look at you and say**, '**We think you have a herniated disk. We say the natural history is that you will get better. You should go through six to eight weeks of conservative management**.' "**

2.8 If you end the quotation which omitted parts add another dot to the three dots:

> **Parana (2008: 30) said, "**Long-term financing must be conditioned on the principle that taxpayers should only assist automakers…."

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2.9 The reporting verb and subject can change position when placed at the end of the quotation, but remember you can do away with the reporting verb in academic writing in this case:

> **"**Long-term financing must be conditioned on the principle that taxpayers should only assist automakers executing a credible plan for long-term viability**," said Parana (2008: 30).**

2.10 When you choose to omit words at the beginning of the sentence there is no need for the three dots, but make sure the quoted part fits the correct flow of syntax:

> **Parana (2008: 30) said it was necessary that** "taxpayers should only assist automakers executing a credible plan for long-term viability**."**

2.11 The reporting verb may be in the present or past. In academic writing the present is preferable:

> **Parana (2008:30) says, "**Long-term financing must be conditioned on the principle that taxpayers should only assist automakers executing a credible plan for long-term viability**."**

2.12 If a quotation ends with a question mark (?) or an exclamation mark (!) there is no need for a comma to separate the end quotes from the subject and reporting verb:

> **"**Long-term financing must be conditioned on the principle that taxpayers should only assist automakers but who will eventually pay the money back?**" Parana (2008: 30) said.**

2.13 You can use different reporting verbs, but always try to make sure that you have the right one. As explained earlier, most reporting verbs express the attitude of the writer and not the source you are quoting. Here are a few examples:

> **Parana (2008: 30) asks**, **"**Would you trust assurances that there won't be any more terrorist attacks on America?**"**

> **In another article Parana (2007: 30) writes**, **"**Over recent months, Lady Thatcher has suffered a number of small strokes. That meant there would be no more public speeches.**"**

> **Parana (2008: 30) told Russian auto-makers**, **"**We are not going to be able to settle this as quickly as the Americans would like, because there are serious technical problems.**"**

> **"**They are not too hard to make,**" Parana (2008: 30) told** a conference on the Manhattan Project at Los Alamos, N.M. **"**They will be universal if people wish to make them universal.**"**

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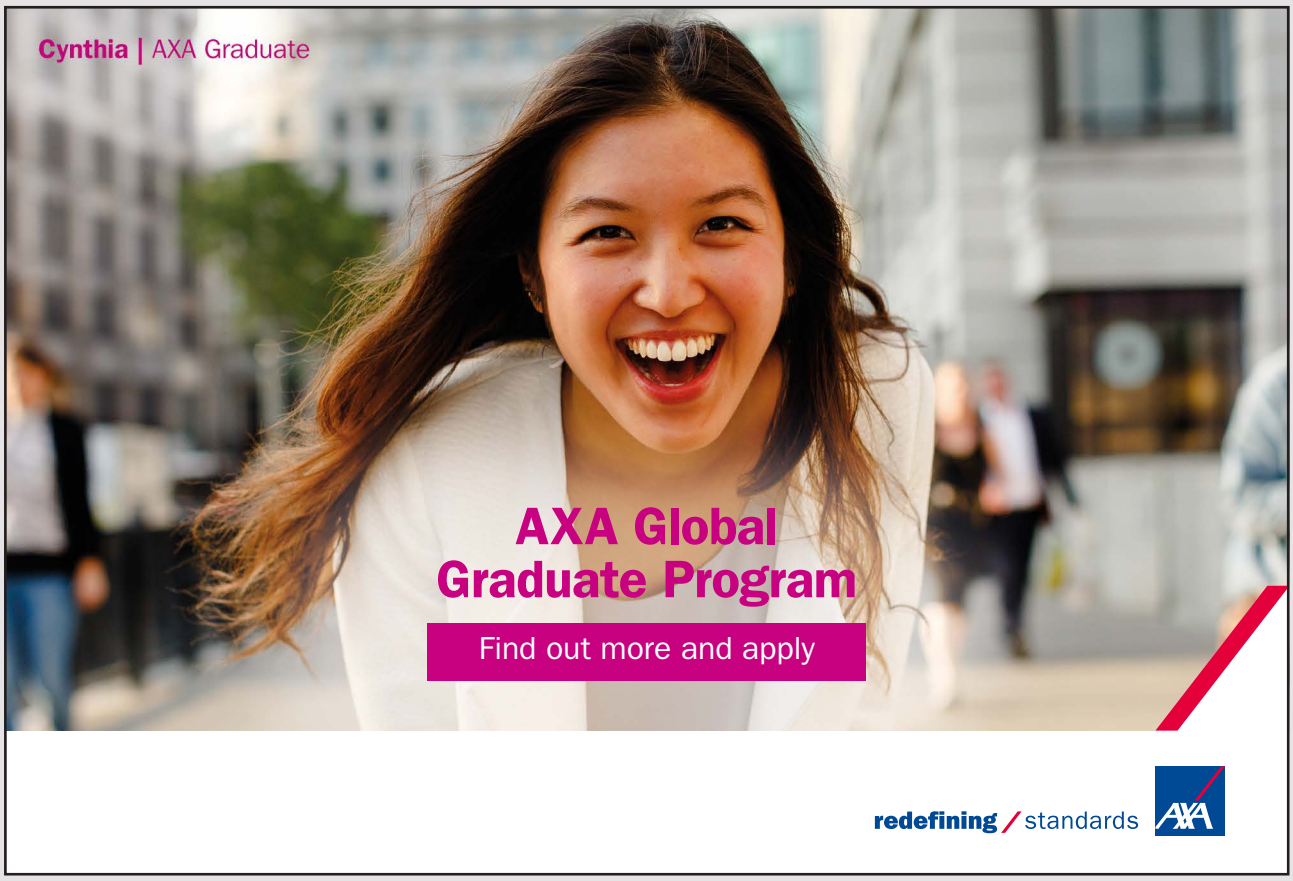
2.14 Watch for the flow of your sentence if you try to break it up into two parts. Note the position of commas and the use of the lower or upper case with which the second part of the quotation starts:

> "Since the birth of the nuclear age," **Parana (2008: 30) writes,** "no nation has developed a nuclear weapon on its own, although many claim otherwise."

> "It took only two weeks and three days for the Pakistanis to field and fire a nuclear device of their own," **Parana (2008: 30) notes**. In another disclosure, **Parana (2008: 50) says China** "secretly extended the hospitality of the Lop Nur nuclear test site to the French."

> Parana (2008: 30) adds that, in the autumn of 1966, Israel conducted a special, non-nuclear test **"2,600 feet under the Negev desert."**



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2.15 Scare Quotes

These are the parts of text placed mainly between single inverted commas or italics. They are used to attract the reader's attention to a particular word, term or phrase. Make sure the reader does not mistake them for quotations. Their effect is mainly to warn readers that these expressions are problematic in some way and that you as a writer do not want to be associated with them. Here, and as elsewhere, you will need to follow style book instructions which often advise writers on how to quote, how to scare quote and how to paraphrase. Thus, it is important that you do not confuse your scare quotes with partial quotes. Remember, partial quotes are sourced, while scare quotes are not, as the following examples show:

> **Parana (200: 30) described** the negotiations with auto makers as **"constructive and positive."**
>
> **Parana (2008: 30) said** the meetings with car industry executives were **"frank and useful."**
>
> The **'terrorists'** Western media talk about may be the freedom fighters of other nations.
>
> This **'war on terror'** is totally unjustified.

NOTE *Double quotation marks can also be used for scare quotes. The decision to use single or double inverted commas depends on the publication manual your institution adopts and the guidelines to authors, which may differ from one journal to another. For instance, The Washington Post uses quotation marks with words and phrases that are used in an ironic or opposite sense. The quotation marks in the following examples do not indicate direct speech or writing:*

> Freeman has also erected five "eco-cabins" based on designs by Frank Lloyd Wright. (Washington Post)
>
> Almost three months after rebels expelled the forces of Moammar Kadafi, life goes on in "liberated" Libya with a state of mind that might be described as precarious elation. (Washington Post)

2.16 When quoting in academic writing always provide the author, year and the specific page of the citation. The reporting verb is not always necessary in academic writing:

> "We can never say that that could never happen here," **said Parana** (2003: 55).

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> "In the future, every time a developer decides to build in the city of Los Angeles, he will go to City Hall and solicit politicians' help to get subsidies from the city, with support from many powerful parties who will benefit from the project," (**Parana** 2003: 55).

2.17 If your quotation contains fewer than 40 words, when writing a scholarly paper or a dissertation, include it into the text and unquote with double inverted commas. If it comprises 40 or more words, start your quotation on a new line and indent the whole paragraph. There is no need for quotation marks. Place the source and the page in parentheses after the period:

> American nuclear facilities have backup power systems, and backups to those. All plants are required to have batteries to provide power in the event of a loss of power and failure of backup generators. In the United States, 93 of the 104 operating reactors have batteries capable of providing power for four hours; the other 11 have eight-hour batteries. Fukushima had eight-hour batteries. It wasn't enough. (**Parana 2008: 50–52**)

2.18 If your attribution appears at the end of your sentence, unquote with quotation marks, provide the source and then end your sentence with a period:

> "These sorts of big numbers can tell you which plants need to take steps first to fix general problems, or which plants might have wider margins if a problem were to occur," **Parana (2009: 60) said**.

NOTE *In academic writing, the above quote may appear as follows:*

> "These sorts of big numbers can tell you which plants need to take steps first to fix general problems, or which plants might have wider margins if a problem were to occur" **Parana (2009: 60)**.

2.19 Online material must be credited in the same way. In academic writing, you will need to provide the author, the year and the page number in brackets. If the electronic material has no page number, mention the number of the paragraph you are citing:

> Parana (2002: **paragraph 9**) went on: "Regulators and federal courts have discounted the likelihood of multiple crises hitting a nuclear facility at the same time."

NOTE *In the reference list you will need to provide the link and the date you had retrieved the material.*

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2.20 If the pages are not visible in the electronic material, mention the paragraph as well as headings or subheadings:

> "The commission has determined that the chance of such a bizarre concatenation of events occurring is extremely small," (Parana 2002: **Theoretical Framework, paragraph 10**).

2.21 As mentioned earlier, you must follow the exact wording of your quotations in terms of spelling and punctuation. It may happen that the quotation contains errors or inaccuracies in grammar, spelling, punctuation, etc. which you think might distract or confuse the reader. In that case, you will need to introduce the Latin word *sic*, which means *thus* or *so*, in italicized form and place it in parentheses. The word indicates that the error has been retained in its original form:

> "These sorts of big numbers can tell you which plants need to take steps first to fix general problems, or which plants might has **(*sic*)** wider margins if a problem were to occur," Parana (2011: 29).

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2.22 But there is at least one exception to the rule in 2.21. You can change the first letter in your quotation to an uppercase or lowercase for the smooth and correct flow of your syntax. All other changes, such as introducing a word or a phrase to provide context for your readers, italicizing certain words for emphasis or omissions, quoting a book which is still in manuscript form or in press, etc., should be clearly indicated:

> Parana (1999: 69) went so far as to suggest the need for "**[t]**he public to be even more afraid of radiation than the experts who work with it every day."
>
> "A fault line discovered in 2008, called the Shoreline Fault, runs about half a mile from the front door of Diablo Canyon," (Parana 2009: 23, **in press**).
>
> "Opponents want new seismic studies before the plant's license is renewed," (N. Parana, **personal communication**, June 23, 2010).

NOTE *Since the material and the sources gathered through personal communication cannot be recovered by readers, there is no need to include them in the reference list.*

> According to Parana (2001: 90), "This is about irreducible irrationality, if you like. We are *irrational*, every last one of us." **(Emphasis added)**

NOTE (***Emphasis added***), *means you are the one who has italicized the word, and* (***Emphasis in original***) *means italicization was there in the original text.*

2.23 If citations are there in the original text, do not omit them:

> "**Dalana (2007)**, the director of both facilities, said that all plants are designed to withstand substantial earthquakes, **but argued that** none of them are actually considered to be in significant earthquake zones," Parana (2011: 123) said.

2.24 If you quote from work by two authors, cite both authors whenever quoting them. If you quote from a work by more than two authors, the general rule in academic writing is to cite all of them and the year when first referred to. In second reference, cite the first author followed by *et al.*, a Latin abbreviation which means *and others*:

> **Parana and Dalana** (2000: 45) write: "With 104 American reactors now running, that would mean such an event once every 1,000 years or so."

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Dalana, Halana, Parana and Warana (2001: 145) note: "The challenge that we confront is that external events obviously can occur that may be larger than you expected." (first reference)

Dalana et al. (2001: 145) note, "Earthquakes are a challenge because the historical record is so short. The Richter scale is only 75 years old." (second reference)

2.25 If you translate a conversation or a text into English, you will need to indicate that in your citation:

Parana (2005: 41) said, "There were serious arguments between the various sections about whether to go, how to use electrical lines, which facilities to use and so on." **(Author's translation from German)**.

2.26 In English, it is preferable to use single quotation marks in headlines, banks, subheadings, chart headings and caption overlines. This is how The New York Times and the BBC indicate direct speech or writing in their headlines:

Obama Calls World **'Safer'** After Pakistan Raid (NY Times headline)
Rice crops **'have single origin'** (BBC headline)

NOTE *The structures between single inverted commas in the above headlines indicate a quotation because they are included within longer quotations lower down in the same articles. When the words or phrases in the inverted commas do not appear in quotations in the body of the article, they are treated as scare quotations* (*see 2.15*). *In this case, the use of quotation marks may not necessarily indicate direct quotation or speech in English. For instance, the BBC encloses certain words in its headlines with single inverted commas to show that the broadcaster has no independent confirmation of the information enclosed between them:*

Bahrain medics **'promoted unrest'** (BBC headline)
Row over Gandhi **'atrocity'** claims (BBC headline)

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3 PARAPHRASING

When quoting, you set a boundary between your text and the text of another author or source. As we have seen, there are explicit orthographic tools to demarcate this boundary. Thus, there are two levels of writing, your own writing level and that of the source. You and the source do not speak at the same time because you employ tools that set the source's actual elements quite apart from yours. In other words, you and the source you are using do not speak and think simultaneously.

In paraphrasing, this boundary blurs. You and the source you are using speak and think simultaneously. The source's actual elements are no longer there. You only have your own writing level, as the words are yours but the ideas are not. Therefore, there are so many shifts, orthographic and otherwise, that must occur when paraphrasing.

There is no need to insert a quotation if the source's grammar or theme is unsuitable, the subject hard to understand, and the topic not directly relevant to what you want to say. It is always a good idea to paraphrase awkward passages rather than carrying them verbatim in your text.

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There are many differences that set quotations and paraphrases apart. In quoting, the writer erects an orthographic barrier in which the source's actual elements are confined. No such barrier exists in the paraphrase of the same quotation. But the removal of boundaries (orthographic tools) is not enough for the writer and the source to speak on the same level. Major shifts, particularly in the use of some deictics, such as **here**, **there**, **now**, **this**, and **those**, need to be introduced in order to transform a source's actual elements into a paraphrase. Other necessary shifts cover the use of pronouns as well as terms and expressions referring to time and place.

PRACTICAL GUIDE

The following is a practical guide on the necessary tips and tools you will need when paraphrasing in English. It is important that you master these tips and tools as well as those related to quoting, before you wade through the accompanying exercise:

3.1 As you read the following quotation and its paraphrase, note how **this** and **those** in the quotation are replaced by what they stand for when the quotation is paraphrased. Also note the removal of the orthographic tools (the doubled inverted commas) in the paraphrase. But what is most interesting is the way the source's actual elements (quotation) are transformed into those of the writer, making both speak and think simultaneously. Paraphrasing is much more demanding than quoting, as the example below illustrates:

> **"**This city has honored **this man here two days** ago and **I** cannot understand the stand of **those disapproving this occasion,"** Parana (2008: 30) said. (Quotation)
>
> Parana (2008), in remarks on the celebration honoring the former **Prime Minister Halana Daman**, said **he** could not understand that there were people who criticized **the gathering held in Stockholm on December 23, 2007**. (Paraphrase)

3.2 Observe the shift in the use of pronouns in the following quotation from **I** to **he** in the paraphrase. Also note how the source's actual words in the quotation are transformed. The source's actual elements are not there. What remains in the paraphrase is the gist of the source's ideas:

> Parana (2008: 30) said**, "I** am not going to negotiate with **them** on **those terms**." (Quotation)
> Parana (2008) said **he** was not ready to talk to **the Russians** if **they** insisted **on the same conditions**. (Paraphrase)

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3.3 The paraphrases above show how the writer and the source speak in one voice. But remember that the transformation should be confined to turning the source's actual words into your own. You must preserve the source's ideas. You are free to transform the source's actual elements in the quotation into whatever elements you deem necessary to express the gist of the source's ideas. But certain shifts are obligatory, namely in the tense of the verb, in the use of pronouns and when the quotation contains words or phrases referring to time and place. Note the pronoun shifts that are obligatory when turning the quotation below into a paraphrase:

> Parana (2008: 30) said, "**I** do not think **I** am pleased when **I** see **others** having a stake in my firm."
> Parana (2008) said **he** would not want to see **foreign investors** owning shares in **his** company.

3.4 You need to change the inversion of subject and verb in quoted questions if you want to paraphrase them back to a statement word order (subject + verb). Also note the shifts that take place in the tense of the verbs:

> Parana (2008: 30) asked, "**Do medium-sized companies** in England rely on expatriates?"
> Parana (2008) wondered whether/if **medium-sized firms in England depended** on foreign labour.

3.5 Note that **Do/Does/Did** disappear when paraphrasing a quoted Yes/No question:

> Parana (2008: 30) said, "**Did** the investors help in the provision of public utilities."
> Parana (2008) asked whether the investors had helped in furnishing the region with municipal services.

3.6 If and **whether** are interchangeable after reporting verbs like **ask, want to know, wonder,** etc., but **whether** conveys slightly greater doubt:

> Parana (2008: 30) said, "**Who** will live **there**?"
> Parana asked whether there was anyone willing to settle down **in Somalia**.

3.7 The use of **that** after reporting verbs **say**, **add**, **note**, etc., is optional. Also note the shift in the deictic **this**:

> Parana (2008: 30) said, "**This** is not the author **I** recommended to you."
> Parana (2008) said **Graham Fairclough** was not the writer **he** had told **his students** to read.

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3.8 When paraphrasing, you also need to change the inversion of subject and reporting verb in quoted questions starting with **where, why, what, who, when and how** back to a statement word order (subject + verb):

> Parana (2008: 30) said, "**Why have the multinationals** invested so heavily in emerging markets?"
> Parana (2008) **wanted to know why** the multinationals poured so much money into the emerging markets.

3.9 There is no inversion of subject and reporting verb when the question is about the subject:

> Parana (2008: 30) said, "**Who invests** in emerging markets?"
> Parana (2008) **asked which firms invested** in emerging markets.
> Parana (2008: 30) said, "**Which firm makes** these parts?"
> Parana (2008) asked **which firm made** those parts.

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3.10 You cannot use more than one source for one quotation unless the quoted statement has multiple authors. For instance, the multiple sourcing in the following quote is unacceptable:

> "We are unanimous that the economy is in the throes of harsh and tough recession and that bad times are ahead," **British analysts** said. ☒

3.11 But multiple sourcing is possible if you were quoting a book by several authors or a statement signed by these analysts:

> "We are unanimous that the economy is in the throes of harsh and tough recession and that bad times are ahead," **British analysts** said in a written statement.
> "We are unanimous that the economy is in the throes of harsh and tough recession and that bad times are ahead," **Parana and Darana (2008: 30) said**.

3.12 It is possible to have multiple sourcing when paraphrasing:

> **Most British analysts agree** that the economy is suffering from recession and that the future does not look that promising.
> **Parana (2003) and Darana (2008) agree** that the economy is suffering from recession and that the future does not look that promising.

3.13 You can use prepositions instead of reporting verbs for both quoting and paraphrasing:

> **For** Parana (2008: 30), "The car industry has lost its shine and it will take many years for it to recover."
> **For** Parana (2008), such talk just proves that U.S.'s leadership is intent on domination.

3.14 Note that paraphrasing gives room to add context. If used properly, this will help you to shed more light on the context and bring the paraphrased material much closer to your own voice:

> Parana (2008), **director for adult education and literacy for Iowa**, said that there had been strong interest in the on-demand program among disabled people, older adults and people who need flexibility as they look for work.

3.15 It is important in paraphrasing to have consistency of the tense of the verb:

> Parana (2008) said he **was** told that he **would** not be promoted because he **did** not graduate from high school.

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A quotation of the above paraphrase could be:

> "**I** am told **I** will not get a better position since I lack a degree," Parana (2008: 30) said.

3.16 The following versions are also possible:

> Parana (2008) **says** that while he **was** able to become good friends with courtroom opponents, Mr. Miller **was** the exception.
> And while Parana (2008) previously succeeded in limiting consumers' rights to sue financial institutions, he **says** he now **favors** offering that remedy in certain circumstances.

3.17 As in quoting, the position of the source and the reporting verb varies:

> One violation occurred over the portion of the disputed Himalayan region of Kashmir that is controlled by Pakistani forces, **according to Parana's (2008) account**.
> **According to Parana's (2008) account,** one violation occurred over the portion of the disputed Himalayan region of Kashmir that is controlled by Pakistani forces.
>
> One violation occurred over the portion of the disputed Himalayan region of Kashmir that is controlled by Pakistani forces, **Parana (2008) said**.
> **Parana (2008) said** one violation occurred over the portion of the disputed Himalayan region of Kashmir that is controlled by Pakistani forces.

3.18 Note that we do not separate the reporting verb from the rest of the paraphrase by a comma when the source and the reporting verb come at the beginning of the paraphrase. When they occur at the end of the paraphrase, the comma is necessary:

> **Parana (2008) said** one violation occurred over the portion of the disputed Himalayan region of Kashmir that is controlled by Pakistani forces.
> One violation occurred over the portion of the disputed Himalayan region of Kashmir that is controlled by Pakistani forces**, Parana (2008) said**.

3.19 As in quoting, the source and the reporting verb may break a sentence into two parts. Note how they are separated by two commas from the rest of the sentence:

> A husband and wife**, Parana (2008) said,** were both fired the same day from Goldman Sachs.
> In a cascading financial crisis**, Parana (2008) said,** a pastor can discard a sermon prescribed by the liturgical calendar and directly address the anxiety in the air.

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3.20 You can add to the paraphrased author relevant information in different ways. Note the following:

> **In an interview**, Parana (2008) said that until the recent market turmoil, he did not fully appreciate how much risk Wall Street had assumed and how much damage its practices could inflict on ordinary Americans.

> **In a book he wrote with Professor George A. Akerlof of the University of California, Berkeley,** Parana (2008) argues that current circumstances call for a couple of intermediate targets.

3.21 It is possible to have one source and two reporting verbs in the same sentence when paraphrasing:

> Parana (2008), a former S.E.C. commissioner, **said** the amendment he won was troubling, **adding that** it could block the S.E.C. from punishing a credit-rating agency that consistently issued unreliable ratings.

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3.22 It is possible to support your paraphrase with a quotation following it immediately:

> Parana (2008: 30), in the interview, acknowledged his full-speed-ahead approach. **"Any job I do, I work hard at and I try to succeed at," he said.**

> In the preface, Parana (2008: 30) gives a searing critique of what he calls the "**blinkered and disjointed pre-war planning for Iraq's reconstruction**" and the botched expansion of the program from a modest initiative to improve Iraqi services to a multibillion-dollar enterprise.

3.23 You can use a variety of reporting verbs when paraphrasing. But remember, the choice of the appropriate reporting verb is important. Reporting verbs express your attitude as an author. This attitude should reflect that of the source as far as possible. Here are a few examples:

> Parana (2008) **denies** putting any pressure on the banks to demand extra guarantees for the loan.

> Parana (2008) **alleges** that senior executives told their employees to destroy thousands of documents within days of notice.

> City analysts (2008) **predicted** the shares would suffer further unless Marconi rapidly sorted out its finances.

> Parana (2008) **demands** the return of foreign investors to the region and has hinted that the town hall might issue new regulations to make that possible.

> Parana (2008) **questioned** the validity of the Monterey agreement.

EXERCISE

Here are some samples of the pitfalls learners usually fall into when quoting or paraphrasing in English.

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IMPORTANT NOTE

The symbol (☒) *is used in English for "incorrect," but some European languages use it for "correct." The symbol* (☑) *is used in English for "correct," but in some European languages it is used opposite the English way, i.e. for "incorrect." Readers are also asked to note that the presence of the symbol* (☒) *in this book does not always mean that the sample is grammatically wrong.* (☒) *might mean that the version is in need of rewriting. Similarly, the symbol* (☑) *may be taken to mean that the version, according to the author, is the most suitable and reasonable. Some of the corrections are what the author sees as better versions, suggestions or rewrites.*

3.24 The writer of the following paragraph fails to set orthographic boundaries between the two voices in the quotation from the CEO:

> The CEO **explains: "**You check that from time to time, you know. And then you say "wow, they have purchased a new machine.**"** That's what I do not want to happen.**"** ☒
> The CEO **explains: "**You check that from time to time, you know. And then you say**,** **'**wow, they have purchased a new machine.**'** That's what I do not want to happen.**'"** ☑

3.25 There are three problems with the following quotation. First, the verbs **engage** and **understand** do not agree with their subject (see Chapter 4). Second, we have the date of the publication of the source's work and the page number in two different places. Third, we are not sure whether "**proactive**" as a scare quote (see 2.15) belongs to the source or the writer:

> Miller (**1983**) thinks of an entrepreneurial **firm** as one that "engage in product-market innovation, undertake somewhat risky ventures, and are *first* to come up with "**proactive**" innovations, beating competitors to the punch" (**p. 771**). ☒
> For Miller (**1983: 771**), entrepreneurial **firms** "engage in product-market innovation, undertake somewhat risky ventures, and are *first* to come up with "**proactive**" innovations, beating competitors to the punch". (Emphasis in the original) ☑

NOTE *In academic writing, you will need to say whether placing "proactive" between double inverted commas and italicizing* ***first*** *were there in the original text or they are of your own making.*

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3.26 This is a sentence which is indeed very hard to read. Part of the ambiguity is due to the wrong use of quotation marks. First, we are not sure whether the structures between double inverted commas are used for attribution, because at the end of the sentence the writer cites several authors. Second, note the confusion which **unhealthy organizations** causes where, besides the round brackets, the writer adds double inverted commas. Third, it is recommended that you separate the dependent clause with a complex sentence marker from the independent clause by a comma (see 7.4). Fourth, the sentence is too long (58 words). In short, the sentence needs rephrasing:

> Hence, when organizations are **"healthy"** i.e. work enables meaning, structure, identity, self-respect of employees as well as material awards (Watson, 1995) the working situation and the workplace are "spices of life" rather than **"kisses of death" ("unhealthy organizations")** for individuals and organizations that also organizations may also become "financially healthy" (see Lennart, 2002: Mchugh & Brotherton, 2000; Randel, 1998). ☒

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> Hence, when organizations are *healthy* – work enables meaning, structure, identity, self-respect of employees as well as material awards (Watson, 1995) – the working situation and the workplace become *spices of life* rather than *kisses of death* for individuals and organizations. This renders them financially viable. (See Lennart, 2002; Mchugh & Brotherton, 2000; Randel, 1998). (Emphasis in the original) ☑

3.27 Do we have one author for the same work or two? If both authors have written the same work, we should use **and**. If each is the writer of a separate work, then we need to mention the year for the first, too:

> Learning or knowledge gathering is based on cultural factors within **a** organization (**Popper, Lipsichtiz, 1998**). ☒

> Learning or knowledge gathering is based on cultural factors within **an** organization (**Popper and Lipsichtiz, 1998**). ☑

3.28 If you have the names of the authors, you do not need to say **by the authors** and there is no need for **i.e.**:

> It is doubtful if it can be used to the full as discussed by the authors, i.e. Lave & Wenger (1991). ☒
> Lave and Wenger (1991) doubt whether it can be used to the full. ☑

3.29 There is no need for the first mention of **Miller and O'Leary, 1987** since we have them at the bottom, which is the right thing. We usually separate quotations from the rest of the text and indent them when they are three lines or more (approx. 40 words or more). Finally, there is usually no need for the inverted commas when a quotation is separated from the rest of the text as the indentation and the white spaces before and after the quotation set the necessary orthographic boundary between your voice and the source's voice:

> Standards became common in the scientific management school and the Taylorism and were often related to time and working studies (Miller and O'Leary, 1987).

> "Cost accounting could now embrace also the individual person and make them accountable by reference to prescribed standards of performance"
> (Miller and O'Leary, 1987, p. 241) ☒

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> Standards became common in the scientific management school and Taylorism, and were often related to time and working studies. "Cost accounting could now embrace also the individual person and make them accountable by reference to prescribed standards of performance." (Miller and O'Leary, 1987, p. 241) ☑

3.30 A similar problem arises in the following sample but this time with the first mention of the author, and particularly with **Motivational purpose is summarized by Drury (1997)**. Note that it is important for the quotation, when separated in this way, to read from the point of view of syntax as if it were part of the structure preceding it. Get rid of the passive construction **is summarized by Drury** and the slash **planning/simplifying**:

> The purposes of standards are divided into two groups, **the motivational and the planning/simplifying** purpose. Motivational purpose is **summarized** by Drury (1997):
>
> > "If people know in advance that their performance is going to be judged, they are likely to act differently from the way they would done if they were aware that their performance was not going to be measured."
> >
> > (Drury, 1977, p 545) ☒
>
> Standards are of two purposes, the motivational and the planning. Drury (1997, p. 545) writes:
>
> > If people know in advance that their performance is going to be judged, they are likely to act differently from the way they would if they were aware that their performance was not going to be measured. ☑

3.31 Two things are wrong with the following sentence. The first relates to the quotation which starts with a capital letter. You only start your quotation with a capital letter if it grammatically can stand by itself, independent from the rest of the sentence. Here it cannot. It is grammatically part of what precedes it. For the smooth flow of the text, you will need to replace the uppercase **A** with a lowercase placed between square brackets **[a]**. This will tell the reader that you, as the author, have reduced the original **A** to **a** for the sake of reading. Moreover, the source and the date of the publication of the source's work are missing:

> The term feature used in conjunction with feature models has "**A** prominent or distinctive and user-visible aspect, quality, or characteristic of a software system or systems." ☒

> The term feature used in conjunction with feature models has "**[a]** prominent or distinctive and user-visible aspect, quality, or characteristic of a software system or systems." (source + year + page) ☑

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3.32 The source is mentioned twice in the same sentence. There is no need for that at all:

> **Hall and Richter (1988)** define flexibility as "the extent to which the physical time and locations markers, such as working hours and workplace, may be changed." **(Hall & Richter, 1988, p. 125).** ☒
> **Hall and Richter (1988, p. 125)** define flexibility as "the extent to which the physical time and location markers, such as working hours and workplace, may be changed." ☑

> **Kossek, Noe and Demarr (1999)** describe boundary management as "the strategies, principles and practices one uses to organize and separate role demands and expectations into specific realms." **Kossek, Noe, & DeMarr, 1999, p. 106).** ☒
> **Kossek, Noe, & DeMarr (1999, p. 106)** describe boundary management as "the strategies, principles and practices one uses to organize and separate role demands and expectations into specific realms." ☑

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3.33 Separate your quotation by a (,), or colon (:), and place it immediately after the reporting verb when you have your subject and the reporting verb at the beginning of your sentence. But please note that you do not need to separate your paraphrase with a comma or any other punctuation symbol when you have your subject and reporting verb at the beginning of the paraphrase. Also you will need to mention the date of the publication of Bachman's work and the page number from which you got the citation:

> **Bachman suggests** "Trust works on the basis of positive assumptions…" ☒
> **Bachman (1998: 145) says**, "Trust works on the basis of positive assumptions…" ☑

3.34 Page numbers are usually separated from years by a colon (:). But remember the choice of these writing tips often depends on the instructions publishers and institutions have for authors:

> **Gietzman (1996, 613) states "Traditional** management accounting practices do not provide managers with necessary information to assess whether…" ☒
> **Gietzman (1996: 613) says, "Traditional** management accounting practices do not provide managers with necessary information to assess whether…" ☑

3.35 It is not logical to use multiple sourcing for the same quotation. It is very rare for two people to say exactly the same thing:

> However, this was not met with enthusiasm. "We were pretty thorough when things were rough…" **they** said. ☒

3.36 Remember, a quotation starts with double inverted commas and ends with double inverted commas:

> This will help it to cut costs and focus on its strengths,**"** said the UBS. ☒
> **"**This will help it to cut costs and focus on its strengths,**"** said the UBS. ☑

3.37 We usually start a quotation with a capital letter unless it is part of the preceding clause or phrase. We separate the reporting verb "say" by a (,) or a colon (:):

> Mats Lagerqvist thinks that Banco complements Swedbank, and **says "we** can also make our offers even wider when it comes to keeping the investments, with the help of Banco". ☒
> Mats Lagerqvist thinks that Banco complements Swedbank, and says**, "We** can also make our offers even wider when it comes to keeping the investments, with the help of Banco". ☑

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3.38 You will need a reporting verb before the subject (the source) **Irene Krohn, Telia**. Also note the wrong use of (-):

> "We'll look at each case and take an independent decision, but we will not compensate generally**"-Irene Krohn, Telia.** ☒
> "We'll look at each case and take an independent decision, but we will not compensate generally**," said Irene Krohn, Telia.** ☑

3.39 It is good to provide context to our quotations, but you will need to do it properly from the language viewpoint. Here, there is a problem with the part introducing the quotation:

> **When asked about whether it is important that a subcontractor is well known in the market for the company to choose it the CEO is reluctant to agree.** "Reputation is not enough. Other factors must be taken into account." ☒
> **Asked whether the company thought it was important for a subcontractor to be well known in the market, the CEO reluctantly said,** "Reputation is not enough. Other factors must be taken into account." ☑

3.40 The confusion in the following is mainly due to the presence of the passive construction. Try to turn the passive into active and bring the subject **the CEO** to the beginning of the sentence:

> Customers need a more holistic view of the company and, **which is suggested by the CEO, "get a feeling for" the supplier.** ☒
> Customers need a more holistic view of the company, **and the CEO suggests that they** "get a feeling for" the supplier. ☑

3.41 Do not separate titles from sources. Do not forget to open and end quotations with double inverted commas. There is also a problem with the phrase **oilprices**.

> **The oilprices** face uncertain future**" Peter Becket says, chief analyst at JP Morgan, New York.** ☒
> **"Oil prices** face an uncertain future**," says Peter Becket, chief analyst at JP Morgan, New York.** ☑

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3.42 Do not forget to separate your source (subject) and reporting verb from your quotation by either using a comma or a colon. Remember, you will need to start your quotation with a capital letter if it can stand by itself:

> The president of the oil cartel OPEC has said **"there** is a risk of oversupply because of the Iraqi crisis" ☒
> The president of the oil cartel OPEC has said**, "There** is a risk of oversupply because of the Iraqi crisis**.**" ☑

3.43 It is not clear whether the structures between single inverted commas mark a quotation or something else:

> Maruyama and Odagiri (2002) test whether this **'persistence of profits' persist'**. The results again reveal that profits converge although this convergence is incomplete. ☒
> Maruyama and Odagiri (2002: 30) test whether this **"persistence of profits" persists**. The results again reveal that profits converge, although this convergence is incomplete. ☑

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3.44 I do not think the verb **mean** is an appropriate reporting verb. I suggest that you simply replace it by **say**:

> Dixon (1998) **means** that if there is going to be success by organizational learning it is important that the individuals within organizations are given both time and space. ☒
> Dixon (1998) **says** that if there is going to be success by organizational learning, it is important that the individuals within organizations are given both time and space. ☑

> Wenger (1998) **mean** that it is just in a meeting like this when it is the most effective to develop knowledge. ☒
> Wenger (1998) **says** that a meeting like this is the most effective to develope knowledge. ☑

3.45 Place year of publication beside the author's name:

> **In his *Den redigerende makt*, Eide describes (2000: 302)** the history of the editor's role as "a history of the emergence of a societal power, about the development of a journalistic field'. ☒
> **In his *Den redigerende makt*, Eide (2000: 302) describes** the history of the editor's role as "a history of the emergence of a societal power, about the development of a journalistic field". ☑

3.46 Consistency in the tense of the verb is important when paraphrasing (see Chapter 8):

> When I asked the individual responsible for granting Gamma loans what the essential factors in her lending decision were, she said that the things that **are** essential are written in the **banks** lending policy. ☒
> When asked about the essential factors determining her decisions to provide loans, the woman in charge said the guidelines **were** written in the **bank's** lending policy. ☑

3.47 The following is a classic example of bad paraphrasing. There is confusion with the use of pronouns because one cannot tell whether **he** refers to Ingesson or somebody else:

> During the latest informal discussion with **Iget Ingesson** 2004, **he** indicated that they try to make the business plan more explicit encouraged and perhaps even enforces. ☒
> During **his** latest informal discussion with **Iget Ingesson** in 2004, **he** indicated that they tried to make the business plan more explicit encouraging and perhaps enforceable. ☑
> In an informal conversation, **Iget Ingesson** (2004) indicated that **he** tried to make the business plan more explicit, encouraging and enforceable. ☑

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3.48 Here are two more examples of poor paraphrasing. Can you rewrite them in a better way:

When asking the participants in the end of the process what they had learned from the others, no one of the participants could mention one concrete issue. ☒
Asked whether they had learned from each other, the participants said "no." ☑

When asking directly if the participants saw any connection between the special education and the process as a whole, no one expressed that there was a connection. ☒
The participants said they saw no connection between their specialized education and the process as a whole. ☑

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4 SUBJECT AND VERB AGREEMENT

Subjects in English have certain features in common with verbs. This relationship is usually referred to in English grammar as concord or agreement. And the most important agreement between grammatical units in English occurs between singular subjects and singular verbs, and plural subjects and plural verbs. This type of concord, which is a source of trouble for many learners of English, occurs when the verb is in the present tense. The following examples show grammatical concord, i.e., the verbs formally agree with the number (singular or plural) of their subjects:

Irish budget airline Ryanair **reports** an increase in annual profit of 23%. (BBC)
Asian leaders **agree** nuclear pact. (BBC headline)
The leaders **have** met on an informal basis for a decade. (BBC)
Thailand **has** been trying to boost growth after civil unrest last year. (BBC)
The election **is** expected to be closely fought. (BBC)
New promises **are** being made in election campaign literature. (BBC)
The final votes **were** being counted. (BBC)
The eruption **was** on a different scale to the one in Iceland last year. (BBC)

But in today's English, the rules determining grammatical concord are not enough. Learners must be made aware that we have other types of concord, namely notional concord and concord of proximity. In notional concord the verb agrees with the singular or plural meaning of the subject and not its form. In concord of proximity, the verb agrees with the singular or plural noun that is nearest to it. Note the following examples:

The government describes them as independent, state-funded schools. (BBC)
The US government have deemed the BBC worthy recipients of the money due to their ability to reach a broad base across the globe. (NewStatesman)
The family **have** got a new song to reveal their Christmas wishes. (BBC)
His family **have** been informed. (BBC)
Family **Works** to Prove Its Ties to Jefferson (NY Times headline)
The Assad **family has** ruled Syria for 40 years. (AP)

In the following, the verb agrees with the number (singular or plural) of the nearby noun:

Hunger strikes harm no one except the **person** who **denies** food to themselves.
Hunger strikes harm no one except the **persons** who **deny** food to themselves.

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One major source of difficulty for learners of English regarding subject and verb agreement is the tendency to apply the rule of concord or proximity to the nearby noun instead of the head noun in a complex noun phrase. Many of these errors occur when the verb in the sentences they write is far removed from its subject and one or several other nouns intervene. In dealing with sentences like these, learners usually fail to identify the subject or the main noun. Note the following examples:

> **Workers** at Honda plants **take** 14 days off.
> **A worker** at Honda plants **takes** 14 days off.

The exercises in this book include several tips on how to avoid these errors. This chapter specifically deals with erroneous samples containing such errors.

EXERCISE

Here are some examples of the most frequent subject and verb agreement errors English language learners may make when writing English along with the necessary tips on how to correct them:

4.1 One important tip is that the verb agrees with the head noun of the main noun phrase. In the following example, the head noun is **use** and not properties:

> The **use** of properties **are** important. ☒
> The **use** of properties **is** important. ☑

4.2 Two successive names coordinated by **and** are treated like a plural noun, i.e. they agree with a plural verb. The sentence below is a bit hard to read mainly because it starts with **what**. It is not wrong to use **what** for non-question sentences provided they are short and clear:

> What Lave and Wenger **points out** to be important when building a CoP is that learning should be situated and contextual. ☒
> Lave and Wenger (year of publication of the book or journal is necessary in academic writing) **point out** that it is important to situate and contextualize learning when building a CoP. ☑

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4.3 Here is a sentence which is too long. At the same time it has an error in agreement. For better reading, I first advise that you divide the sentence into two parts and then correct the error related to subject and verb agreement:

> As the delimitations for the change and the specifications of goals **influences** the possibilities for results and ergonomic improvements in different ways there is a need to discuss the underlying assumptions for the change effort with arrangement involved. ☒
> Change delimitations and goal specifications **influence** the possibilities of improving ergonomic results. Thus, there is a need to discuss the underlying assumptions for change. ☑

4.4 Here is another example of lack of agreement. Remember the verb agrees with the head of the noun phrase; in this case **picture**. For better reading, try to bring the agent **Eakin** to the beginning of the sentence. The shift in the position of the agent solves the problem and makes reading easier:

> A striking **picture** of the main components in these attitudes **were** described by **Eakin (1992)**. ☒
> A striking **picture** of the main components in these attitudes **was** described by Eakin (1992). ☑
> **Eakin (1992)** gives a striking picture of the main components in these attitudes. ☑

4.5 Always remember that the verb agrees with the main noun or the head of the noun phrase, which is **factors** in the following sentence:

> The **factors** in the equation **offers** no proof. ☒
> The **factors** in the equation **offer** no proof. ☑

4.6 It is sometimes difficult to tell which is the head noun when the noun phrase is very long. In the following sentence, the noun phrase, written in bold, is 11 words with three nouns of which **chapters** is the head:

> **These chapters which are concluded in a number of research questions represents** the framework for the thesis. ☒
> These **chapters,** concluded in a number of research questions, **represent** the framework of the thesis. ☑

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4.7 Identifying the head of a noun phrase is very important to address pitfalls in subject-verb agreement in English. One main clue is that the noun immediately preceding the preposition in a complex noun phrase is usually the head noun. **parts** in the noun phrase written in bold is the head noun and immediately precedes the preposition **of**:

> In this chapter the brand concept and **parts of its history** is presented. ☒
> In this chapter the brand concept and **parts of its history are** presented. ☑

4.8 The following sentence is hard to read, partly because of the way **that** and **what** are used. Also, note that the sentence has two errors in agreement between subject and verb:

> The following quote **suggest** a very basic logic for understanding marketing communications towards industrial customers that **does** not proclaim limits for what tools are useful. ☒
> The following quote **suggests** a basic logic for the understanding of marketing communication with industrial customers that sets no limit for the tools they see as useful. ☑

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4.9 A relative clause modifies the head noun it follows (see 12.7). The head noun agrees with the verb in the modifying relative clause. One way to solve the problem is to have a reduced relative clause, one in which the relative pronoun has been omitted, modifying the head noun:

> Here in particular the analytical focus is on media **texts**, which **is** regarded as cultural and symbolic discourses. ☒
> The analysis particularly focuses on the media **texts, which are** regarded as cultural and symbolic discourses. ☑
> The analysis particularly focuses on the media **texts regarded** as cultural and symbolic discourses. (With a reduced relative clause). ☑

4.10 In the following **behavior** and not **customers** is the head noun:

> The buying **behavior** of customers **affect** the potential to gain competitive advantages. ☒
> The buying **behavior** of customers **affects** the potential to gain competitive advantages. ☑

4.11 In the following sentence **acquisition** is the head noun:

> The **acquisition** of raw materials and capital goods **are** more centralized. ☒
> The **acquisition** of raw materials and capital goods **is** more centralized. ☑

4.12 In the following, the head noun is **strength**:

> The **strength** of these dependencies **diminish** with distance. ☒
> The **strength** of these dependencies **diminishes** with distance. ☑

4.13 The verb **tend** must agree with **size** which is the head noun:

> The average **size** of these firms **tend** to be lower than in the municipalities that have a long history of large-scale manufacturing. ☒
> The average **size** of these firms **tends** to be smaller than in the municipalities that have a long history of large-scale manufacturing. ☑

4.14 Explanation is the head of the noun phrase in the following sentence:

> The **explanation** of the three steps **are** fairly simple. ☒
> The **explanation** of the three steps **is** fairly simple. ☑

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4.15 One common error in agreement of subject and verb is related to names of countries. You will need to remember that names of countries are singular in English and agree with a singular verb. Names of organizations in English are mostly treated like singular nouns:

The European Union **are** to blame. ☒
The European Union **is** to blame. ☑

The United States **have** no intention to stay in Iraq. ☒
The United States **has** no intention to stay in Iraq. ☑

4.16 The pronouns referring to names of organizations have to be singular, too:

OPEC has promised that **they** will increase **their** production. ☒
OPEC has promised that **it** will increase **its** production. ☑

4.17 But this particular rule may have exceptions, namely with company names. Company names are singular but notionally are sometimes treated as plural, particularly in business English. This is the case, for instance, with the Financial Times and the Wall Street Journal, where names of companies occasionally get a plural verb or a plural pronoun. Here are a few examples from mainstream English publications:

Volvo have had a bit of a problem in the past with image. (BBC)
Why can't **Microsoft** and **their** 'partners' compete with iTunes? (WSJ)
Microsoft are doing exactly the right thing. (FT)
Microsoft and their own startup businesses. (NY Times)
If you trust **Microsoft and their** partners not to slip a trojan horse spyware application onto your computer, there's no guarantee that a less trustworthy company won't do that or worse. (WSJ)
Microsoft and their ilk have their way. (FT)

4.18 The following is a sample taken from an English text written in Sweden. **Ford**, as a name of a company, agrees with a plural verb while **Volvo**, which is also a name of a company, is treated as singular since it is referred to by the singular pronoun **its**. Always try to be consistent. Besides, the use of the present continuous tense **are demanding** is inappropriate (see Chapter 10).

Ford are demanding **Volvo** to make some change in **its** cost structure to achieve better economy. ☒

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Ford demand that **Volvo** make some change in **their** cost structure to achieve better economy. ☑
Ford demands that **Volvo** make some change in **its** cost structure to achieve better economy. ☑

4.19 The gerund (-ing) at the beginning of a sentence is treated like the main or head noun of the noun phrase in subject-verb agreement. Note that it is always singular and agrees with a singular form of the verb. In the following sentence, the nouns **knowledge, flows** and **localities** are part of the bolded complex noun phrase following the main word **introducing**:

Introducing potential knowledge and information flows between different localities imply that there might be substantial spatial dependence between localities. ☒
Introducing potential knowledge and information flows between different localities **implies** that there might be substantial spatial dependence between **them**. ☑

4.20 Some learners invert the subject and verb after adverbs of time, place or manner when writing or speaking English. This may be due to direct interference from their mother tongue:

Therefore **has US** started preparing **their** troops for an attack. ☒
Therefore **the US has** started preparing **its** troops for an attack. ☑

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4.21 We have inversion of subject and verb in English but it only occurs after certain words and expressions. The following are examples drawn from mainstream English publications, demonstrating some of the words and expressions which require subject and verb inversion in English when they occupy the initial position in a sentence:

> **Nowhere will** the tributes be more exuberant than Warsaw for he was born close to the city and gave his first recital there just before his eighth birthday. (The Times)
>
> **Little do you** realise they will shortly engage the entire family in a power struggle for the soul of your business and your very health. (BBC)
>
> **Seldom have** so many stars, major playwrights, good directors been scheduled on-and-off-Broadway. (LA Times)
>
> **Not once did** I say to myself 'I can't go on.' I used to say 'I'm tired,' but you'd have people running with us at different points around the world, and they would talk to us and give us a lift. (BBC)
>
> "**Never did** I imagine I would be doing something like this," says the 27-year-old luk thung (country music) singer. (TIME)
>
> **No longer do** players and not-so-perfect strangers point a finger at Moe Drabowsky (right) of the Baltimore Orioles and say, "There he is. There's the guy who gave up Stan Musial's 3,000th hit, the guy who was the losing pitcher when Early Wynn finally got his 300th victory, the guy who was born to be a loser." (Sports Illustrated/CNN)
>
> **Not since** Buckingham Palace took so long to respond to Princess Diana's death in 1997 **has** an organisation so badly misjudged the mood of the public. (BBC)
>
> **Nowhere will** you find a more succulent piece of meat. (CNN)
>
> **Little did** Stewart Cink know how much it meant. (Sports Illustrated/CNN)
>
> **Seldom have** I read such a stupid and totally wrong statement. (Economist)
>
> **Not once did** he look as if he was exerting any effort. (NY Times)
>
> **Hardly ever do** we take interest in other people who are violating United Nations resolutions. (CNN)
>
> **Rarely do** you get three guys like that together. (USA Today)

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5 THE POSSESSIVE

The possessive or genitive is marked in writing in English by adding an (s) and an apostrophe ('). It takes two forms in English: *boy's*, *boys'*. Learners sometimes fail to use the right possessive form, confuse between the two forms and occasionally replace the apostrophe with other punctuation marks (see below). Let us first go over a few tips on how it is used in English, relying on examples from mainstream British and American publications, and then discuss the errors you may make when using the possessive in English:

5.1 The possessive form in English is used with nouns, representing people, animals or things:

> US President Barack **Obama's** Middle East envoy, George Mitchell, arrived in the region on Monday. (BBC)
> **Japan's** Nikkei index shed 3.1%. (BBC)
> **The world's** biggest bond investor… (BBC)
> The **country's** central bank said it would inject more than $20bn (£13bn) in short-term loans to commercial banks to boost liquidity. (BBC)
> He said another five people had been rescued from the **building's** balcony. (BBC)
> He moved the **newspaper's** operations to a new skyscraper on 42nd Street at Longacre Square. (NY Times)

5.2 The possessive form ('s) is placed after names of people ending in an (s).

> Prince Charles's wife emerges from Diana's shadow. (Reuters)
> If you missed **James's** show on BBC Two last night, then catch it here on the BBC iPlayer. (BBC)

5.3 It is possible to add only an apostrophe or an apostrophe and an (s) to the possessive form of singular nouns representing things and ending in an (s):

> N.Y. **Times'** Dowd Admits Lifting Blogger's Words (AP headline)
> The New York **Times's** *Green Inc*. Has a New Name and Mission (NY Times headline)

5.4 Plural nouns get only the apostrophe:

> GATT seeks to tie all the **dogs'** tails together. (Scientific American)
> During the **Members'** Forum Period you may also present any questions. (FT)
> What happened to the **readers'** comment forum? (Washington Post)

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5.5 Acronyms and abbreviations are treated like singular nouns.

A weak government might not be able to implement policies quickly to reduce the **UK's** high budget deficit. (BBC)
Congress Takes Aim at **Wall St.'s** Wild Trading (NY Times headline)
OPEC's producers have since stuck to a rigorous playbook. (NY Times)
US's Geithner is to discuss Greece with G7 colleagues. (Reuters)
Companies fail **UN's** Global Compact. (FT)
The **BBC's** Jonny Dymond in Brussels says… (BBC)

5.6 In the case of joint ownership it is preferable to give the possessive form to the final name only:

Kym and Jack's wedding day in pix (BBC headline)
The series finale features the return of **Captain John** and **Jack's** brother Gray. (BBC)
The weapons threat was key to **Blair and Bush's** case for war. (BBC)

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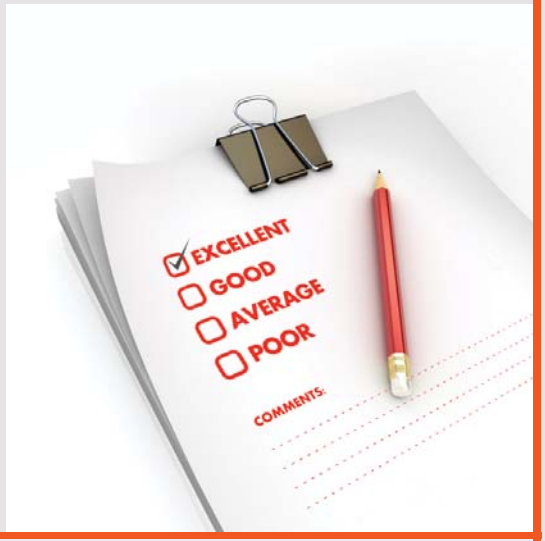

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NOTE *The rule in 5.6 might have exceptions. When two nouns are in joint ownership, it is possible for both to have the possessive form:*

The fact that **Blair's and Bush's** governments face parallel but separate inquiries from their own legislatures operates, in some ways… (Time)

5.7 Add ('s) to plural nouns not ending in (s):

Classic editions of **children's** folk tales… (NY Times)
Geno Auriemma laments the lack of attention **women's** basketball receives. (NY Times)

5.8 In case of inanimate nouns which are plural in form but singular in meaning (i.e. physics, mathematics, measles, news, shingles, diabetes, acoustics, species, crosswords, General Motors, the United States), you may add an apostrophe if you follow the manual of style and usage of major U.S. publications, particularly The Associated Press. If you follow the BBC, the standard bearer of British English (BrE), and even The New York Times, the standard bearer of American English (AmE), there is no need for the apostrophe:

We do not have **mathematics** difficulties. (BBC)
Using an applying **mathematics** website (BBC)
The number of **measles** cases continues to rise. (BBC)
United States wealth has plunged 12 percent since 2007. (NY Times)
General Motors profits decrease during 12 months (NY Times)

NOTE *You may come across the words* ***mathematics, measles, United States*** *and* ***General Motors*** *in the above sentence written with an apostrophe in AmE* (***mathematics'*** *rules,* ***measles'*** *cases,* ***United States'*** *wealth and* ***General Motors'*** *profits*).

NOTE *When writing English try to avoid the personalization of inanimate objects. Therefore, using the possessive excessively with inanimate objects is not recommended in English. Try to give preference to the* ***of construction*** *in cases involving inanimate nouns. For example, write* ***rules of mathematics*** *instead of* ***mathematics rules*** *and* ***cases of measles*** *instead of* ***measles cases****.*

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5.9 The (s) and the apostrophe are not the only markers to express the possessive (genitive case) in English. There is a close similarity between the meaning of a noun in the possessive form and the same noun in which the possession is expressed by *of construction* (the of-genitive). The choice between them, grammarians say, is mostly an issue of gender and style. However, there are a few rules. The (s) and the apostrophe are normally reserved for personal nouns, higher animals and geographical names. The *of construction* is mainly reserved for inanimate nouns:

> Teacher's Notes are available to support most programmes. (BBC)
> Book's notes are available to support most programmes. ☒
> Notes of the book are available to support most programmes. ☒
> Notes from the book are available to support most programmes. ☑
> Book notes are available to support most programmes. ☑

EXERCISE

Here are a few samples of the pitfalls you may fall into when using the posessive form in English:

5.10 In the following, there is a difference between **founder's** and **founders'**. The difference is simple but affects meaning a great deal. Is the writer talking about the families of one founder or more than one founder? Try to be extra cautious with the singular and plural forms of nouns indicating ownership. Replacing **founders'** with a possessive pronoun and using the plural form **founders** solves the ambiguity. In fact **founder's** is wrong because there is no indication of possession or ownership there:

> A large fraction of the world's publicly traded firms are controlled by their **founder's** or members of the **founders'** families. ☒
> A large fraction of the world's publicly traded firms are controlled by **their founders** or **members of their families.** ☑

5.11 The possessive form is not the only construction in English indicating ownership. The *of construction* is one of them. Another is the possessive form of English pronouns (see Chapter 11). There is nothing wrong with the following from the grammar viewpoint, but the sentence will read much better through the use of the *of construction* or a possessive pronoun:

> Chapter 13 concludes the thesis by summarizing and discussing the **thesis'** main contributions. ☒
> Chapter 13 concludes and summarizes the main contributions **of the thesis**. ☑
> Chapter 13 concludes the thesis, summarizing **its** main contributions. ☑

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5.12 Here is another instance where there is no need for the apostrophe since ownership is already indicated by the use of the *of construction,* which is one of the main indicators of possession in English. In the absence of the *of construction*, the need for the possessive form would arise, i.e., **culture's transmitters and authors**:

> A central point of departure for a cultural historical analysis of leadership is to see leaders more as **transmitters'** than **authors' of culture**. ☒
> A central point of departure for a cultural and historical analysis of leadership is to see leaders more as **transmitters than authors of culture.** ☑

5.13 Uncertainty and confusion in the use of the possessive form prompts the writer to add an apostrophe where it is not necessary:

> Consumers would like the mutual **funds'** they invest in to maximize risk-adjusted expected returns. ☒
> Consumers would like the mutual **funds** they invest in to maximize risk-adjusted expected returns. ☑

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5.14 In the following, **shareholder's** has to be in the plural form but the writer uses the singular with the possessive form. I attribute the confusion to lack of proper knowledge on the use of the possessive form in English:

The deal caused a negative effect on the plan of controlling **shareholder's** votes. ☒
The deal had a negative effect on the plan of controlling **shareholders'** votes. ☑

5.15 The use of the colon (:) or the hyphen (-) to replace the apostrophe is a classic example of errors many European learners make when writing English, particularly with abbreviations:

The **UN:s** Secretary General… ☒
UN's Secretary General…or simply UN Secretary General ☑

EU:s proposals to solve the financial crisis… ☒
EU's proposals to solve the financial crisis… ☑

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6 ABBREVIATIONS AND ACRONYMS

INTRODUCTION

In newspaper, online or academic writing, the writer bears the responsibility of bridging the language gap. The writer, not the reader, is the one who is under obligation to make terms familiar.

Abbreviations and acronyms are among the terms that require clarification, and defining them needs some effort on the part of the writer.

Abbreviations and acronyms are very common in professional writing. It is wrong to assume that the reader has the ability to unravel these terms even if they are clearly spelled out.

WHAT ARE THEY?

The term **abbreviation** refers to forms which are usually formed by taking the initial letters of a phrase or name, such as **IBM**, for *International Business Machines* or **BBC** for *British Broadcasting Corporation*. They are read letter by letter.

The term **acronym** denotes a word formed from the first letters of the words that make up the name of something. It is only used to refer to shortened structures that are read out as single words. But unlike abbreviations, they are read as one word. For example **AIDS** is an acronym for *acquired immune deficiency syndrome*, and **NATO** is an acronym for *North Atlantic Treaty Organization*. The two terms, abbreviations and acronyms, however, are sometimes used interchangeably. The term abbreviation is sometimes used in this book to refer to both.

In this chapter, I provide you with a few tips on how abbreviations are used in English. Some of the tips are illustrated with examples from mainstream BrE and AmE publications.

HOW TO DEFINE THEM

It is important to clearly define the meaning of an abbreviation or acronym for the reader. Here are some rules:

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6.1 When using an unfamiliar abbreviation or acronym for the first time, it is important that you write the name in full the first time it is mentioned, followed by the abbreviation or acronym, which is normally placed in brackets in BrE and without brackets in AmE. And also note that not all abbreviations are written in uppercase:

> The Federal Communications Commission (**FCC**), which will now submit the plan to Congress, said broadband was the "greatest infrastructure challenge". (BBC)
>
> The aim would be for similar schemes to be established by countries belonging to, say, the North American Free Trade Agreement (**Nafta**) and the Association of South East Asian Nations (**Asean**). (The Times)
>
> Indian hydropower company **NHPC** launched a Rs60 billion ($1.25 billion) IPO on Friday. By the end of the first day of bookbuilding, the institutional tranche was six times covered. (BusinessWeek)

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6.2 In AmE, abbreviations are normally separated by a period or a full stop. In BrE, they are not separated by a period. Acronyms are normally written without periods in both varieties.

> The **P.R.** people for the Oscars are busy coming up with cute headlines for their now daily announcements of the latest bold-faced names slated to appear on Sunday's show. (LA Times)
>
> Prime Minister Brian Cowen was meeting **U.S.** President Barack Obama at the White House. (LA Times)
>
> The **US** is awaiting Israel's response to its request for gestures to reassure the Palestinians. (BBC)
>
> A Nobel peace prize-winning Welsh physicist says climate change scientists are losing "a **PR** war" against sceptics with vested interests. (BBC)

NOTE *The general rule in AmE is to use periods when the letters of an abbreviation stand for separate words. No periods separate the letters of an acronym – an abbreviation pronounced as one word – in both varieties of English. Acronyms are generally in uppercase if they are up to four letters long: SALT, AIDS, NATO. Acronyms of five or more letters are upper-and-lowercased: Unicef, Unesco, Oxfam, Awacs. Exceptions exist, and the dictionary is the best guide: modem, radar, UNDP, UNHCR. Also note that The New York Times writes abbreviations of broadcasting services, networks and stations without periods* (*i.e., CNN, PBS, NPR, BBC, KPFA*).

6.3 If the abbreviation is mentioned only once or twice, then you will need to write the full expression.

6.4 If, however, the abbreviation occurs several times, then you should spell it out the first time it is used:

> **FSA** report into **RBS** failure faces review
>
> An investigation which cleared **Royal Bank of Scotland** of any wrongdoing in the run-up to the financial crisis is to be reviewed, it has been announced.
>
> The Treasury Committee said the report, which was carried out by the **Financial Services Authority**, would be looked at by independent experts.

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The **FSA** said last year that **RBS** made "a series of bad decisions" but there was no fraudulent or dishonest activity.

The report has not yet been published in full.

Lord Turner, chairman of the **FSA**, welcomed the review.

"There is strong public interest in having a clear account of the causes of **RBS'** failure," he said.

"The appointment of the independent reviewers will provide public assurance of the report's openness and contribute to its quality."

As well as looking into the causes of RBS's failure, the independent review will also look at the **FSA's** regulation and supervision of RBS and "identify any deficiencies and actions taken by the **FSA** subsequently", a statement said.

"We need to know the decisive mistakes which destroyed RBS, how they came to be made, whether the **FSA** was asleep at the wheel, and whether we can have confidence that they are awake now," said chairman of the Treasury Committee Andrew Tyrie. (BBC)

6.5 You can repeat the abbreviation as it is throughout your writing. It is sometimes necessary to use part of it or to repeat it by using different but relevant words and phrases:

GM earns $3.2 billion in 1Q on strong car sales, gain from former parts division Delphi DETROIT – **General Motors** says its **first-quarter** net income more than tripled on strong car sales in the U.S. and China.

The company's first-quarter net income totaled $3.2 billion, or $1.77 per share, one of its best performances since the SUV boom in the early 2000s. It was **GM's** fifth straight quarterly profit since late 2009, the year it emerged from bankruptcy.

Quarterly revenue rose 15 percent to $36.2 billion. Worldwide sales climbed 12 percent, including a 25-percent jump in the U.S.

GM's net income includes a $1.6 billion gain from the sale of its stake in Delphi Automotive, its former auto parts division. Without one-time items, GM earned 82 cents per share.

GM earned $900 million, or 55 cents per share, in the first quarter of 2010. (BBC)

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6.6 Note that some abbreviations such as the **EU** or **UK** are more common than the terms they stand for. In this case, there is probably no need to spell them out:

> **EU** court backs **UK** expat disability benefit restriction
>
> Britons living in the rest of the **EU** cannot claim the mobility element of **UK** disability benefit, the **EU** Court of Justice has confirmed.
>
> Three people challenged the decision to stop their allowance several years ago because they moved abroad. (BBC)

6.7 It is quite common to keep abbreviations in headlines and titles. But you need to clarify them at the earliest possible opportunity, preferably in the first paragraph of your story or report:

> **ANC** fury at apartheid song ban (headline)
> South Africa's ruling **African National Congress** has expressed…. (BBC)

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6.8 Remember that excessive use of abbreviations, acronyms, numerals and strings of capital letters brings discontinuity and confusion into your writing. Although their use is sometimes unavoidable, as a writer you will need to devise your own ways of how to make them clear to your audience.

6.9 You can live without using an abbreviation or acronym in the case of a short report. For example, The Associated Press, America's number one news agency, only uses abbreviations or acronyms if absolutely necessary. The agency employs them sparingly and only to clarify if more than one group or program is mentioned in the text.

6.10 If abbreviations are necessary for clarity, stick to those that have been commonly used and understood in your field or institution. Resist the urge to turn larger official names into acronyms for the sake of convenience.

6.11 In naming new committees or organizations do not create a clever abbreviation and attempt to find a name that fits those parameters. Focus the work on creating an effective name for the group. Effective names speak louder than clever acronyms.

6.12 If mention of an abbreviation is necessary, for example to establish someone's credentials, the preferred form is to avoid the abbreviation and use a phrase: *Jim Smith, who has a* master's *in physics, is an expert in his field.*

6.13 Many people would like their degrees to be mentioned when referring to them. In academic writing, the preferred form is to avoid an abbreviation of title and degree as well as the first or middle names of authors. Mentioning the surname when placing citations inside the text is enough. In non-academic prose, you can place the abbreviated form of the degree before the name (first and surname) in first reference. In second reference, it is enough to use the abbreviated form and the surname:

> "It's very difficult to be a woman," said Dr. Leslie Ford of the National Cancer Institute wryly. (first reference, NY Times)
> "It's been a real culture shift for gynecologists," said Dr. Ford. (second reference, NY Times)

POINTS OF GRAMMAR AND STYLE

6.14 Do not use the abbreviated form of an academic degree before the name of its holder:

> Ph.D. John Smith… ☒
> Dr. John Smith… ☑

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6.15 It is not recommended in English to begin your sentence with a lowercase abbreviation. Begin your sentence with a capitalized abbreviation or acronym. Rephrase your sentence if the acronym or abbreviation is originally in lowercase.

6.16 In non-academic prose, we generally avoid alphabet soap when using abbreviations (i.e., we try to avoid abbreviations or acronyms that are difficult for the reader to recognize).

6.17 To make acronyms or abbreviations such as **kilo**, **MP**, **VIP** plural, add a small s.

> About £4m which was to be used for policing London was spent on protecting **VIPs**, the Met tells **MPs**. (BBC)

6.18 Do not use courtesy titles and the academic degree abbreviation at the same time:

> Dr. John Smith, Ph.D.,… ☒
> Dr. John Smith… ☑

6.19 Do not add an apostrophe and (s) (e.g., VIP's) to denote the plural. Only use the apostrophe and (s) to denote the possessive form. Note that the final (s) in both cases is a small letter.

> The **EU's** foreign policy chief, Catherine Ashton, says Europe has a "once in a generation opportunity" to build a robust new diplomatic service. (BBC)
> A groundbreaking new book…identifies Sinn Fein leader Gerry Adams as a key Irish Republican Army figure who directed some of the **IRA's** most notorious killings and bombings. (LA Times)

6.20 Abbreviations and acronyms can function as pre-modifiers (precede the head or the main noun) in a noun combination. As such they are usually treated like nouns qualifying other nouns:

> The **NATO bid** further angered Russia, which in the spring of 2008 announced that it was expanding its support for the two breakaway regions. (NY Times)
> Among **O.E.C.D. countries**, only New Zealand, Spain, Turkey and Mexico now have lower high school completion rates than the U.S., Mr. Schleicher said. (NY Times)

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6.21 Periods are used after the abbreviations Mr., Ms., Mrs., Dr., Prof., etc., in AmE and dropped in BrE.

St Matthew's Church Hall, Church Road, Cainscross, Tuesday 2–30 Nov, 12.45–2.45 **pm** (BBC)
If Woods tees off at 1:52 **p.m.** next Thursday… (NY Times)
Speaking on the Fox News Channel, **Mr** Obama said on Wednesday that… (BBC)
Mr. Obama was right to demand that **Mr.** Netanyahu repair the damage. (NY Times)

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7 PUNCTUATION

The use of right punctuation marks in the right place is very important for the meaning of what you write in English. My experience shows that the use of punctuation marks does not have a universal character. In other words, different languages employ these signals in different ways and for different purposes. Punctuation marks might be the same across languages, but their use might be quite different.

Not only that. The way punctuation marks are used might be different between the varieties of the same language. As if that is not enough of a problem for learners of English, different outlets within the same variety may employ different ways of using them. You will learn a lot about these differences if you compare, for instance, the way the BBC employs them with that of The New York Times. It will also be interesting, for instance, to compare their use by the BBC and The Times of London. This means that each publishing house, academic journal, media outlet and institution may have special instructions to authors on the use of punctuation.

But it will be much more revealing if you compare the way a prominent non-English media outlet, such as television, radio or newspaper, employs these marks with the way the BBC or The New York Times use them. The samples with erroneous use of punctuation marks examined in this book demonstrate this difference. My hope is that as we examine the errors and provide the right solutions, you will pick up enough knowledge on how punctuation marks are used in English, the areas where you may get it wrong, and how to identify and then rectify these errors.

The following guide is not an alternative to correct punctuation. The best guideline is to use your common sense. Try always to remember that incorrect punctuation can change the meaning of your sentence. Incorrect punctuation does not help the reader to track what you want to say. Punctuation marks are there to help you express your thoughts clearly. If they fail to help you make clear what you want to say, it is better not to have them. Clarity in writing should be your top priority. When you lose track when writing a sentence, it is best to give up and start fresh. It is no use fighting your way through with syntax in English. If your sentence is too long and too involved, it needs to be broken apart and replaced with shorter sentences. The same applies to punctuation. Excessive and unnecessary use of punctuation marks in a sentence makes it very hard to read.

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Punctuation marks add balance and rhythm to your sentence. They are the signposts, telling the reader where to pause (comma, semicolon and colon), stop (period and question mark), or deviate from the direct and smooth flow of your sentence (dash, parentheses and brackets). Punctuation marks are tools that help writers to put a pause in the flow of their thoughts. The length of the pause depends on the kind of punctuation mark a writer employs.

GUIDE TO PUNCTUATION MARKS

Here are the types of punctuation marks we use in English. Please get acquainted with them before you move to the exercise in which erroneous samples are analyzed and suggestions provided on how to correct them.

7.1 The Apostrophe (')

We use this for possession (genitive) and contraction (see Chapter 5).

7.1.1 We also use the apostrophe plus (s) to denote decades:

> Gordon Brown, Britain's chancellor of the exchequer, announced a budget surplus of $19 billion, the biggest since the booming 1980s, for the year ending March 31. (NY Times)

7.1.2 We use the apostrophe for plurals from numerals or letters (size 6's; F-16's):

> Latin Democracies Do Not Need F-16's (NY Times headline)
> Size 6's from different manufacturers are not exactly the same. (BBC)

7.1.3 We use the apostrophe in expressions like *60 days' notice*, *12 years' imprisonment*. But we write: *60-day notice*, *a 20-year sentence*:

> Ames's Wife Draws Sentence Of Five Years' Imprisonment (NY Times headline)
> Six-days' notice is, in my judgment, a sufficient time. (NY Times)

7.2 Brackets

There are four types of brackets in English:

- (…) round brackets/brackets (BrE), parentheses (AmE)
- […] square brackets (BrE), square brackets (AmE)
- {…} braces (BrE), braces (AmE)
- <…> angle brackets (BrE), angle brackets (AmE)

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Here is a summary of how different brackets are used in English with examples from mainstream British and American publications:

7.2.1 Parentheses are used mainly to set off structurally independent elements. They usually lead to a pause in the writer's thought. In general, parentheses enclose an explanation or clarification of a construction the writer sees as difficult for the reader to understand:

> Portugal's three main political parties have given their blessing to new austerity measures in return for a €78 billion ($115 billion) bailout. (AP)

7.2.2 Do not use the dash and the parentheses together to indicate an aside or an abrupt interruption in the flow of a sentence:

> The fact that only a very, very small group of trusted officials had this information – (even members of the executive board were not informed) – means that there were no serious discussion of the project. ☒

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The fact that only a very, very small group of trusted officials had this information (even members of the executive board were not informed) means that there was no serious discussion of the project. ☑

7.2.3 Parentheses are used to set off citations inside the text when paraphrasing or quoting in academic English:

Their illegal spying was written into the extension of the Foreign Intelligence Service Act (The New York Times, 2007).

"Nowhere is the importance of policy more striking than with the Internt," (Meikle and Redden 2011: 35).

Meikle and Redden (2011: 35) say, "Nowhere is the importance of policy more striking than with the Internt."

7.2.4 Parentheses are used to enclose an abbreviation once you have spelled it out when mentioned for the first time. Note that in general prose this rule usually applies to BrE. In AmE, the abbreviation is spelled out when first mentioned. The abbreviation is written in the second and later references:

A spokesman for New York's Port Authority said they detained Mr Strauss-Kahn at JFK airport at the request of the **New York Police Department** (**NYPD**).

NYPD spokesman Paul Browne said Mr Strauss-Kahn had been charged with a criminal sexual act, attempted rape and unlawful imprisonment relating to an incident involving a 32-year-old woman. (BBC)

The **International Space Innovation Centre** (**ISIC**) aims to pull together new technologies, products and services to boost the sector still further. (BBC)

The head of the **United Nations Children's Fund** in Belgium resigned today after the disclosure of a child pornography case linked to the Belgian branch of the organization. A spokesman at **Unicef** headquarters in Geneva said the head of the organization's Belgian committee, Gilbert Jaeger, had resigned "to show how angry he is about what has happened in his organization." (NY Times)

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7.2.5 Use square brackets to enclose material you insert in a quotation. They indicate that the material enclosed between them does not belong to the original author. Confine their use to explain things that you think might be obscure for your readers in your quotation. Use them sparingly because they signal a shift from the verbatim text, diverting the reader's attention from the flow of the quotation. (See Chapters 1 and 2)

> According to Durry (1977: 545), "The change [in the format of the newspaper] creates the conditions for a new dynamic in both the organization and journalism".

7.3 Colon (:)

A colon is used to introduce lists, definitions, equations or examples. There are four important things to note here. First, the structure after the colon may include independent clauses (sentences), dependent clauses or phrases. Second, in AmE we start the first word after the colon with a capital letter if the structure can stand for itself as an independent clause, otherwise we start with a small letter. Third, in BrE, the use of the uppercase or lowercase after the colon is not that consistent and differs from one outlet to another. Fourth, the colon is often used to separate the subject and reporting verb from the beginning of a quotation, mainly in BrE:

> It's easy to envision a headline like**:** "Lone Tourist in Pensacola Eaten by Visiting Walrus Herd." (NY Times)
>
> His unsatisfying call…used to drive Democrats nuts**:** open to all ideas, can't afford inaction. (NY Times)
>
> House routinely described him with the same words**:** 'psychologically healthy.' (NY Times)
>
> In a blog post, Wikipedia said**:** "At present, only about 0.1% of the 3.3 million articles on the English Wikipedia are under edit protection." (BBC)
>
> President Obama has to be able to answer the most simple questions at a gut level**:** Do our interests merit such an escalation and do I have the allies to achieve victory? (NY Times)
>
> The first question was hiding in plain sight**:** Why do we have to recruit and train our allies? (NY Times)
>
> I have said this before, and I will say it again**:** The Middle East only puts a smile on your face when it starts with them. (NY Times)
>
> G20 summit: leaders agree to halve deficits by 2013 (Telegraph headline)

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At their first formal meeting since David Cameron became prime minister, Barack Obama brought an unusual gift yesterday**:** two six-packs of beer from Chicago. (Guardian)

From Tatton to the G20 in Toronto, the debate is about essentially the same thing**:** whether austerity will work – and whether it is fair. (Guardian)

Budget**:** So now we know (BBC)

7.4 Comma (,)

The following guidelines treat some of the most frequent questions you may have about the use of commas in English. These guidelines show how commas are used in standard English in major U.S. media, namely The Associated Press and The New York Times.

7.4.1 Commas are used to separate elements in a series, but do not use them before **and** or **or** in the same series unless their absence leads to confusion:

LaHood said almost 100 applications came in from 24 states, the District and Amtrak. (Washington Post)

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7.4.2 In case of complex series or phrases, put a comma before the concluding conjunction:

> About 30 percent of all Virginians "strongly" support gay marriage, and 35 percent oppose it just as adamantly. (Washington Post)

7.4.3 Use a comma to enclose a nonessential (nonrestrictive) clause (that is, a clause providing incidental extra information). An essential (restrictive) clause, providing necessary information, does not go between commas (see 12.7.1):

> English universities allowed to charge UK students a maximum annual fee of £9,000 from 2012, which graduates do not have to start paying until they are earning £21,000 a year. (Guardian)

7.4.4 Set off your introductory dependent clauses, namely those indicated by complex sentence markers, from the main clause by a comma (see 12.4):

> Despite several attempts to contact his London office, the Guardian has been unable to obtain comment from Musharraf. (Guardian)

> Since Bin Laden's death, Pakistan has come under intense US scrutiny. (Guardian)

7.4.5 Separate your introductory phrases (e.g. prepositional phrases) from the rest of the sentence by a comma:

> Under current government plans, annual student numbers are capped to keep costs down. (Guardian)

> In a speech in Texas, the president will highlight success at curtailing illegal immigration. (Washington Post)

> After a slow start, Jayson Werth is trying to regain what made him one of the league's top players. (Washington Post)

7.4.6 Use a comma before conjunctions like **but**, **and** and **for** (see 12.2) when they connect two independent clauses (i.e. they can stand alone as separate sentences), or when their subjects are clearly stated:

> Ofcom receives 450 telecoms complaints a day, and the largest areas of complaint are mis-selling. (Guardian)

> I think the trade surplus will continue to shrink, and China is seeing a more balanced trade structure. (BBC)

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7.4.7 But when the conjunction links two clauses whose subject is the same and is not repeated, you do not need to set it off by a comma:

> The result has been a steep decline in illegal incursions and plummeting crime rates in U.S. border communities from Texas to California. (Washington Post)
>
> The administration's policy of deporting up to 400,000 illegal immigrants a year is disrupting families and targeting the wrong people. (Washington Post)
>
> The Congress is all going to get together and give relief to the immigrant community. (Washington Post)

7.4.8 Use a comma to introduce a quotation (see Chapter 2).

7.4.9 You will need the comma to end your quote if the quote is followed by an attribution. Do not use a comma if the quoted material ends with an exclamation or a question mark (see Chapter 1):

> "There are many steps that have yet to be undertaken in order to implement the agreement," she said. (NY Times)
>
> He added, "The novel aspect of the survey is, once we gave assurances about the right of return, the other issues became very resolvable."

7.4.10 You will need a comma to end your paraphrase if it is followed by an attribution. Do not use a comma if the attribution is at the beginning of the paraphrase (see Chapter 3):

> The conflict and disrupted supply lines had delayed the arrival of commercial goods, she said. (BBC)
>
> Administration officials said they expected the surplus to total $4.996 trillion in the 10 years beginning with the start of the next fiscal year, on Oct. 1, 2001. (NY Times)

7.4.11 In general, use the comma for figures in thousands:

> Telephones were a new luxury enjoyed by fewer than 1,500 households. (NY Times)

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NOTE *Bear in mind that there are some minor differences in the use of commas between BrE and AmE. For detailed guidance, consult the punctuation section of the Oxford Advanced Learner's Dictionary for BrE, and Webster's New World College Dictionary for AmE.*

7.5 Dashes

The hyphen is mainly used to form compounds in English. Do not insert hyphens hastily and automatically when writing in English as their haphazard use can be confusing and misleading. To know whether a compound is formed with or without a hyphen, you will need to consult an authoritative dictionary in English.

There are three different dashes in English:

- The **en dash** (–), which is short and has the length of letter 'n' in English.
- The **em dash** (—), which is longer and has the length of letter 'm' in English. This is mainly used before and after parenthetical structures. It can also be used as a signal to indicate that what comes after it is merely an explanation of what precedes it.
- The **hyphen** whose length is the same as the en dash but with a different use.

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Here are a few examples of how the different dashes are used in English:

> The board of supervisors, or council, voted 10-1 to approve the measure. (BBC)
>
> The ordinance will potentially mislead consumers with point-of-sale requirements. (BBC)
>
> On Monday night in Ohio, a 62-foot-tall statue of Jesus got hit by lightning and burned to the ground. (NY Times)
>
> David Petraeus—who is not God, although certain members of Congress have been known to worship at his altar—semifainted at a Senate Armed Services Committee hearing. (NY Times)
>
> Skype will sell American Depositary Shares – which represent shares in foreign companies – and expects to trade on the Nasdaq index. (BBC)
>
> A source said at the time such a deal could value Skype at $3bn to $4bn – less than the value put on it by Microsoft's interest. (Telegraph)
>
> With a partnership, Facebook can tack another service onto its ever-expanding menu – a crucial feature given that many mobile devices, including tablets, now come equipped with front-facing cameras. (Reuters)

You will get enough information about the functions of each as you read through the samples with the erroneous use of punctuation.

7.6 Full stop (BrE), period (AmE) (.)

We rarely pay attention to the use of the period in English, but it is a powerful mark of punctuation. It is the piece of punctuation that helps you overcome the tendency of writing too many clauses together. The period helps readers not to lose their concentration and lump too many ideas in one sentence. It is the mark which is always there at your disposal to partition your ideas into separate sentences.

7.7 Double or single inverted commas (quotation marks) ("…") or ('…')

What appears inside the inverted commas depends on the variety of English you follow. In American English, the periods or commas at the end of the text quoted are placed before the inverted commas, whether single or double. In British English, they are placed outside if they do not belong to the quoted material, particularly when partial quotes are used (see 2.15). Otherwise, they are placed inside the quoted material.

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Here are a few examples demonstrating how the commas and periods are used at the end of quoted text in BrE:

> Walkouts would be unavoidable if BA refused to immediately work with the union to address "outstanding issues", said Tony Woodley. (Guardian)
>
> South Korean President Lee Myung-bak pledged to take "stern action". (BBC)
>
> "We will implement our contingency plan to keep British Airways flying," the company said in a statement. (BBC)
>
> The judge described the killing as "senseless and unnecessary". (BBC)
>
> He told McMullan: "You stabbed her in broad daylight in the town centre. She had everything to live for." (BBC)

Here are a few examples demonstrating how the commas and periods are used at the end of quoted text in AmE:

> Still, he added, "It would not surprise me at all if somebody in the White House decided that we ought to suspend or debar BP just because it will make it look like we're doing something." (NY Times)
>
> "The trickle-down can often exceed the initial problem," he said. (NY Times)
>
> "BP may think they are dealing with one big man across the ring," Mr. Hester said. "The fact is, they are going to have a tag team." (NY Times)

7.8 Semicolon (;)

The semicolon is receding from non-professional writing, and some mainstream publications such as the BBC rarely use it. However, its use is still important particularly in mainstream AmE publications in the case of complicated lists to clarify which items belong to which category. The other important use is when writers want to join two closely linked independent clauses:

> Though their region contributes nearly 80 percent of the government's revenue, they have hardly benefited from it**;** life expectancy is the lowest in Nigeria. (NY Times)
>
> The swamp was deserted and quiet, without even bird song**;** before the spills, Mr. Kanyie said, women from Bodo earned a living gathering mollusks and shellfish among the mangroves. (NY Times)

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EXERCISE

Here are some important punctuation tips on how to overcome the pitfalls you might fall into when using punctuation marks in English:

7.9 Separate **according to**, when used for attribution with a comma when quoting or paraphrasing (see Chapters 1, 2 and 3). Place it between two commas if you have it in the middle. In academic writing, you will also need two round brackets after **Hughes** to show the year the work the writer refers to was published:

> **According to** Hughes Assembly is stand-alone and system of systems. ☒
> **According to Hughes,** Assembly is stand-alone and the system of systems. ☑

7.10 Do not use hyphens haphazardly. There are special rules for their use in English. The use of the hyphen in the following is wrong:

> The **Form-notation** of feature diagrams… ☒
> The **form notation** of feature diagrams… ☑

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7.11 There is inconsistency in the use of punctuation marks here. First, we do not start with a capital letter after a semi-colon. Second, if you use a semi-colon to separate a list, do not change it to another punctuation mark in the same list. Third, we need **and** before the last item on the list:

> Research topics covered were for example the following**: Business** development activities of biotech start-ups**; Performance** and value added of corporate venture capital; **Patenting** strategies in the semiconductor industry**: Licensing** strategies in the biotech industry**: The** influence of incubators on the development to startups. ☒
> Research topics covered were, for example, the following**: business** development activities of biotech start-ups**; performance** and value added of corporate venture capital**; patenting** strategies in the semiconductor industry**; licensing** strategies in the biotech industry**; and the** influence of incubators on the development of startups. ☑

7.12 First, the wrong use of punctuation makes the following sentence hard to read. Do not use forward slashes or backward slashes '/' '\' to separate synonyms (words with almost the same meaning). In fact their use is restricted in general writing to instances such as *and/or, he/she*, etc. Second, do not use synonyms one after another in this way. One of them is sufficient and the choice is yours as a writer. Third, **and** is a connector, but the two bits it combines in the following sentence do not go together. It is much better that you start a new sentence instead of linking the structures by **and**. At the same time, there is subject-verb disagreement in the sentence. See the correct version below to note how these pitfalls have been clarified:

> Thibault was introduced by one of his **friends/colleagues** and Donada & Nogatchewsky (2006) **is** one of the few articles in which interaction between coordination mechanisms in interorganizational relations **have been** explicitly recognized. ☒
> Donada & Nogatchewsky's (2006) is one of the few articles in which interaction between coordination mechanisms in inter-organizational relations **is** explicitly recognized. ☑

7.13 First, there is no need for the hyphen here. Second, **according to** is misplaced. Do not separate definite or indefinite articles (a, an, the) in this way. It is much better to place **according to** at the end of the sentence:

> The **VMI-project** in itself was an example of how the control proposed from the customer could be seen as causing resources to be deployed in an, **according to the supplier**, inefficient way in the perspective of the supply chain. ☒
> The **VMI project** in itself was an example of how control proposed by the customer in the supply chain could be seen as causing resources to be deployed in an inefficient way**, according to the supplier.** ☑

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7.14 You need a hyphen to link **inter** with **organizational**. You will need to be careful with the use of the so-called 'co-words' in English which start with prefixes such as *inter-*, *co-*, *multi-*, *semi-*, *post-*, *pre-*, *non-*, *anti-*, etc. Some of them are hyphenated, others are not. There are no special rules. The rule of thumb is to look up the word in a dictionary or check how authoritative English web sites use it. But remember, there are differences between BrE and AmE and consistency is important (see Chapter 8). Further, you will need an apostrophe after the plural (s) in **suppliers**:

> **The suppliers** calculation of costs in the **inter organizational** relationship… ☒
> **The suppliers'** calculation of costs in the **inter-organizational** relationship… ☑

7.15 You will need a comma after the word **model** because the phrase **value chain model** belongs to Porter which you will need to indicate by the possessive form:

> **According to Porter (1985) value chain model** a company is a part of a longer chain of different activities. ☒
> **According to Porter's (1985) value chain model,** a company is a part of a longer chain of different activities. ☑

7.16 Be consistent in the use of inverted commas. Do not shift between single and double inverted commas when quoting. It is recommended that you reserve your single inverted commas for emphasis, or indicating doubt or displeasure with the concept, the word or phrase placed between them. Reserve your double inverted commas for quoting:

> A central point of departure for a cultural historical analysis of leadership is to see leaders more as **"transmitters" than 'authors' of culture**. ☒
> A central point of departure for a cultural historical analysis of leadership is to see leaders more as **'transmitters' than 'authors' of culture**. ☑

7.17 You will need to be careful with the use of abbreviations, such as **e.g.** or **i.e.** (see Chapter 6). These abbreviations are usually separated from the preceding and the following word by a comma. Do not try to overuse them in your writing:

> In all the fields there is a battle of influence and power and to reach a position requires resources – **i.e.** access to the specific capital that is feasible in the field. ☒
> In all fields there is a battle of influence and power. Reaching a position of power requires resources**, i.e.,** access to specific capital that is feasible in the field. ☑

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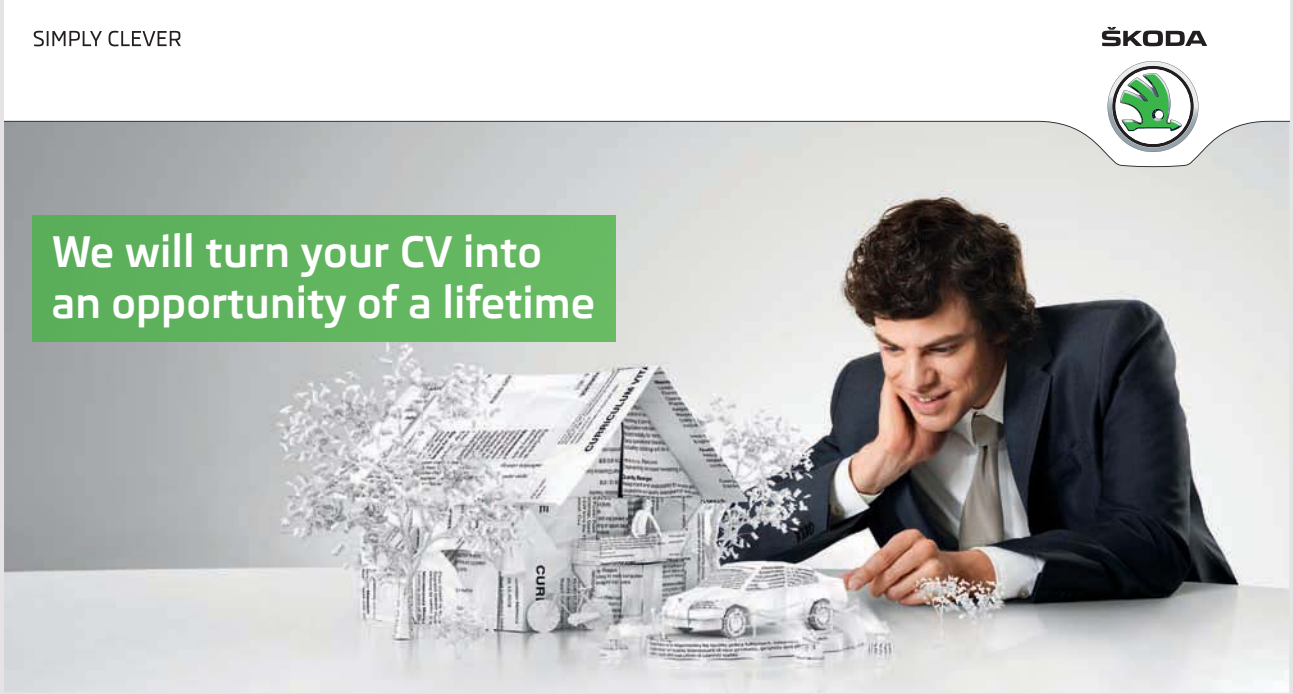
7.18 The following is a good example of the overuse of **e.g.**

> Provincial press is **e.g.** the sector which has the lowest proportion of women in leading positions. ☒
> Provincial press is the sector which has the lowest proportion of women in leading positions. ☑

7.19 The use of the hyphen in noun phrases (groups of words headed by a noun) is vital for meaning. Note for instance the difference between *high-voltage cable* which means *a cable with a high voltage*, and *high voltage cable* which means *the cable is high and has voltage*. Similarly, there is a difference in meaning between *a high-school building* and *a high school building*. You will need to distinguish between *U.S.-led invasion* and *U.S. led invasion*. In the former, *U.S.-led* is an adjective qualifying (describing) the invasion. In the latter, *U.S.* is subject, *led* verb and invasion object. Also, you will need to distinguish between *student-training session* where *student-training* is an adjective, and *student training session* where *student* is subject and *training* verb. With a hyphen, the meaning is *a session for the training of students*. Without a hyphen, one would assume that the students are training the session. Bearing these points in mind, try to correct the following:



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High voltage pylons are detrimental to nature. ☒
High-voltage pylons are detrimental to nature. ☑

World leading paper producer lays off thousands of employees. ☒
World-leading paper producer lays off thousands of employees. ☑

Oil prices soared on the prospect of a **U.S. led invasion**. ☒
Oil prices soared on the prospect of a **U.S.-led invasion**. ☑

Brokers are keen to invest in **risk adjusted funds**. ☒
Brokers are keen to invest in **risk-adjusted funds.** ☑

Oil producing countries reap massive revenues due to high oil prices. ☒
Oil-producing countries reap massive revenues due to high oil prices. ☑

Risk taking firms have better opportunity to expand. ☒
Risk-taking firms have better opportunity to expand. ☑

Decision making bodies must be scrutinized. ☒
Decision-making bodies must be scrutinized. ☑

7.20 The way **four case studies** is written means that the studies involve four cases. In this case you will need a hyphen to link **four** with **case** and the singular form **study**, if you want to say that your study is based on four cases:

The presentation of **the four case studies** have a similar outline. ☒
The presentation of **the four-case study** has a similar outline. ☑

7.21 The slash is misplaced in the following example.

The seminars had helped them to get a **better/another** picture which increased their understanding about organizational factors. ☒
The seminars had helped them to get **a better** picture that increased their understanding about organizational factors. ☑

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7.22 The following samples include some of the most frequent errors of punctuation. They are not complete stretches of language, but they are quite representative of punctuation errors. First, we do not use a slash to indicate the possibility of a noun being singular or plural. We use round brackets. Second, we do not use hyphens haphazardly in English:

local/territorial organizations	the Gnosjö-region
author/s	the development-potential
demand of the market/s	business-organizations
in lifeworld/communication problems	selection-criteria
between researchers/consultants	product-draughts
how the officer/s	feasibility-study
The export-project	information-meetings
furniture-producers	The gap does however relate to collaboration-difficulties

7.23 The position of the **em dash** is legitimate here but unfortunately the writer fails to use it properly. **em dashes** are longer than hyphens and computers today help you distinguish between them and the **en dashes**. You need to leave a space before and after a hyphen as you write in order to turn your **en dash** into an **em dash**. In the following sample, the parenthesis starts with a dash and ends with a hyphen. Moreover, note how the writer erroneously places **could** between a **hyphen** and a **dash**. For correct punctuation, turn the hyphen after **exist** into a dash and place **in my opinion** between two commas:

> A closer look at the examples of organizing will reveal patterns of firms' compliance to solutions already present, and most of them – **although some exceptions exist** – **could** – **in my opinion** not be referred to as *entrepreneurial* or innovative. ☒
> A closer look at the examples of organizing will reveal patterns of firms' compliance to solutions already present, and most of them**—although some exceptions exist—could, in my opinion**, not be referred to as *entrepreneurial* or innovative. ☑

7.24 Separate your non-finite clause from the independent clause in a complex sentence with a comma (see 11.15):

> Recollecting the above discussion on brand sensitivity from a subcontractor point of view their offer in many ways resembles a service since what they offer is actually to manufacture on behalf of someone else. ☒

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Recollecting the above discussion on brand sensitivity from a subcontractor's point of view, the offer in many ways resembles a service, since it involves manufacturing on behalf of someone else. ☑

7.25 By now you should be able to see whether the use of punctuation in the following is correct or not:

The **WTO-conference** in Mexico ☒
The **WTO conference** in Mexico ☑

The **worlds** poorest developing countries. ☒
The **world's** poorest developing countries. ☑

7.26 The colon is never used to indicate the possessive form in English:

The **UN:s** chief weapons inspector Hans Blix held a press conference. ☒
The **UN's** chief weapons inspector Hans Blix held a press conference. ☑
The **UN** chief weapons inspector Hans Blix held a press conference. ☑

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7.27 A misplaced comma, as in the following case, makes reading extremely hard. The comma should separate the non-finite clause from the independent clause (see 12.15):

> Looking at data from Swedish mergers Holmén and Knopf (2004)**,** find little evidence of shareholder expropriation. ☒
> Looking at data from Swedish mergers**,** Holmén and Knopf (2004) find little evidence of shareholder expropriation. ☑

> Investigating a comprehensive data set of equity holdings from 27 countries Ferreira and Matos (2007) provide empirical evidence indicating that institutional investors are involved in monitoring firms worldwide. ☒
> Investigating a comprehensive data set of equity holdings from 27 countries**,** Ferreira and Matos (2007) provide empirical evidence indicating that institutional investors are involved in monitoring firms worldwide. ☑

7.28 If you have an adverb at the beginning of your sentence, such as suddenly, normally, etc. or an adverbial expression of time, manner, place or reason, separate them from the rest of the sentence by a comma:

> In 1994 there were less than 20 faculty members and by 2001 the number soared to 118. ☒
> In 1994**,** there were fewer than 20 faculty members, and by 2001 the number soared to 118. ☑

7.29 The use of a comma helps readers to tell whether a dependent clause (the one incapable of expressing a full idea by itself) is restrictive or nonrestrictive (12.7.1). There is a difference in meaning between these two sentences:

> The students who study English are enthusiastic.
> The students**,** who study English**,** are enthusiastic.

> The first, without a comma, tells which students we are talking about. The second, with commas, gives some extra information about the students. In it we are talking about students in general and not a particular group.

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8 CONSISTENCY

Consistency is very important for style. It is in fact one of the chief features which contribute to effective writing in English. If your writing is inconsistent, readers will find it difficult to pursue your thoughts and ideas. Consistency helps readers evaluate what you write, respond to it and linguistically associate with it.

Inconsistency in writing in English appears in several aspects of language, many of which we deal with in this book. Your writing will be inconsistent if you switch between BrE and AmE, or if you switch between formal and informal vocabulary in the same report, paper, essay or book. There are several grammatical features that are usually a characteristic of informal style, e.g. phrasal verbs (see 14.15), contractions (see p. 154) and colloquial or informal vocabulary. Formal style, on the other hand, exhibits formal usage, such as complex noun phrases, subordinate clauses (see 12.3) and absence of contracted forms.

Consistency requires predictability in several other aspects of grammar, style and layout. For instance, it is important that you as a writer be consistent in the use of the tense of the verb, the use of punctuation, spelling and variety of English.

This chapter focuses on some common learning errors you may make when writing with regard to consistency. Consistency is a wide topic in linguistics and covers issues such as cohesion and coherence (see Chapter 13). Here, I will give you some of the most representative samples of these pitfalls along with tips on how to get rid of them.

CONSISTENCY IN THE TENSE OF THE VERB

8.1 Verbs linked by coordinators or part of coordinating structures (see 12.2) usually have the same tense. This means that if the verb or verbs preceding a coordinator are present tense, the one or the ones following it will take the same tense. The grammatical pitfall indicated in bold in the following is due to lack of consistency in the tense of the verb. It should have the same tense as the verb in the structure coordinated by **and**:

> Advertising can be used to spread a new offer **and** also **indicates** how successful the company is. ☒
> Advertising can be used to spread a new offer and also **indicate** how successful the company is. ☑

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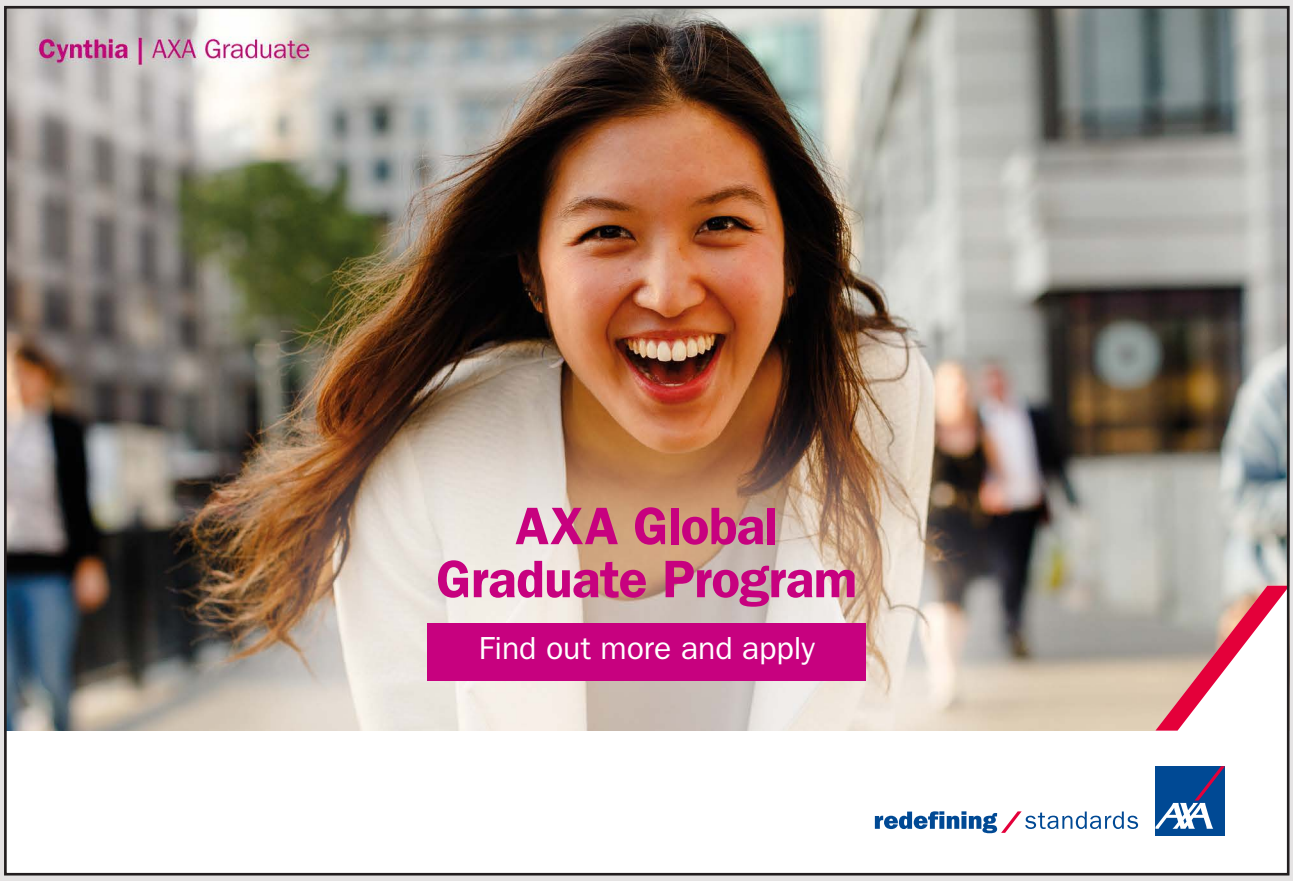
8.2 The verb in bold has to have the same tense as the one immediately preceding the coordinator, **or**:

> An organization may attempt to change the institutional rules by actively belittling **or denounce** the institutional rules. ☒
> An organization may attempt to change the institutional rules by actively belittling or **denouncing** them. ☑

8.3 The verb **analyze** in the following will have to agree with the preceding verb as both appear in the same structure coordinated by **and**:

> However, we start this work by constructing tables for two regions and **analyze** the results in order to confirm the validity of the method we have chosen. ☒
> However, we start this work by constructing tables for two regions and **analyzing** the results in order to confirm the validity of the method we have chosen. ☑



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CONSISTENCY IN LISTING

8.4 It is important to be consistent when listing things in writing. If you start the first item on your list with a noun, let the item or items that follow also start with nouns. If you start the first item on your list with a verb in a particular tense, let the other verb or verbs that follow have the same tense. Do not mix between different grammatical structures, i.e., do not start the first item on your list with a verb and the second with a noun. Finally, make sure that the first item on your list follows smoothly and correctly, from the grammar point of view, the word or structure immediately preceding it. The following is a good example of an error in listing. The verb after **b** should agree with the tense of the verb following **a**. Also, try to indicate the start of a list in writing with a comma (,) or a colon (:) (see Chapter 7 for further details on the use of the comma and the colon). Furthermore, the sentence includes two more errors in subject-verb agreement:

> However, practically this is done by a) **selecting** a number of codes that the researcher **think is** relevant, b) **define** conceptual categories. ☒
> However, practically this is done by**,** a) **selecting** a number of codes that the researcher **thinks are** relevant, **and** b) **defining** conceptual categories. ☑

CONSISTENCY IN BULLET POINTS

8.5 Consistency is important when you use bullet points. Remember that your bullet points must fit the correct flow of syntax as if they are part of the structure or clause through which you direct the reader's attention to them. The bullet points in the following example do not flow smoothly. They should be read as if each one of them is an integral part of **The general feature analysis process consists of**.… One way to get your bullets right is to read out the introductory part with each point and see whether they form one complete grammatical structure. If you read out the introductory part – written in bold – ending with the preposition **of**, you will see that three of the bullet points are in grammatical mismatch. Prepositions are normally followed by nouns or gerunds and not verbs:

The general feature analysis process consists of

- Collecting information sources
- Try to identify the features
- abstract and classify features into a model
- define the features
- validation of the model ☒

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The general feature analysis process consists of

- collecting information sources
- trying to identify the features
- abstracting and classifying features into a model
- defining the features
- validating the model. ☑

8.6 The introductory part of the bullet points in the following sample consists of subject + verb. The verb **include** needs an object, the position normally occupied by a noun phrase. As a result three points do not follow the introductory part smoothly:

The traditional industrial categories of Woodward include

- to continue the process
- Mass products manufactured in line production
- Make large batch products
- In small batch products
- United production ☒

The traditional industrial categories of Woodward include

- the continuation of the process
- mass products manufactured in line production
- the making of large batch products
- small batch products
- united production. ☑

8.7 Try to end your introductory structure with the type of word or expression that will make it easy for you to list your points. It is extremely difficult to be grammatically consistent in the following. You will need to make many changes before you get it right:

Even if the three relationships are different in several ways, there are also a number of similarities

- All the cases are from the automotive industry.
- The same buyer,
- No international relationships have been studied
- The product is also a project that runs over a certain period of time.
- The sellers are specialized in the automotive industry. ☒

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Even if the three relationships are different in several ways, the cases share a number of similarities:

- They are all from the automotive industry.
- They have same buyer.
- Their international relationships have not been studied yet.
- Their product is a project that runs over a certain period of time.
- The sellers are specialized in the automotive industry. ☑

8.8 The introductory structure of the following bullet points ends with **must** which has to be followed by the base form of the verb. If you read it out, you will find that two points do not start with the base form of the verb in English:

To be allowed to rent rooms in the incubator, the companies must:

- A student or researcher should start it
- Be approved by the incubator board of advisors
- An owner should have received counseling ☒

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To be allowed to rent rooms in the incubator, the companies must

- be started by a student or a researcher
- be approved by the incubator board of advisors
- get counseling for their owners. ☑

8.9 Do we start our bullet points with a lowercase or uppercase? In fact both ways of writing are acceptable, but it is preferable to start your bullet points with a lowercase if they are mainly phrases or dependent clauses and only add a period (full stop) to the last point. Begin with an uppercase if your bullet points are complete sentences and end each point with a period:

The US consumes about one fifth of the world's oil, and logicaly must choose from three options:

- continue to buy oil from overseas, including from countries that the US regards as essentially hostile
- explore for more oil at home
- reduce consumption, through frugality and/or alternative fuels.

(BBC)

However, the Bank of England indicated that indirect exposures were substantial. For example:

- UK banks have major "counterparty" exposure to its fellow European banks, and a default by Greece and other sovereign borrowers could lead to the collapse of these European banks.
- The European debt crisis could scare markets, making them less willing to lend to anyone they consider risky, including UK banks.
- Greater market fear could also lead to falling prices for risky assets like corporate bonds, forcing UK banks to write down the value of their loans and other assets, causing them heavy losses.

(BBC)

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9 CURRENCIES

How do you write currency names, their symbols and abbreviations? In my experience as editor and English language teacher, I see the writing of currency names, their symbols and abbreviations as one of the problematic areas for many learners when writing English. Every currency has a name, usually a symbol and often an abbreviation (a code). In English, we have special ways of referring to currencies in writing, and I am afraid many students ignore these ways when writing English. For instance, it is important to note that more than one country may share the same currency name and symbol, such as the dollar. Other issues to bear in mind include the way the currency names are written, and where to place their symbols and abbreviations.

Here are a few tips on how to deal with currencies in written English:

9.1 When one particular currency, such as the dollar, shares the same symbol and name with other currencies, it is important that you tell the reader which one you are referring to at the start of your writing. Note that there are several countries in the world which call their currency the dollar, but each country gives its currency a different abbreviation or code. For instance, HKD (Hong Kong dollar), NZD (New Zealand dollar), CAD (Canadian dollar), and AUD (Australian dollar). Four Nordic states (Sweden, Norway, Denmark and Iceland) call their currency *krona* or *krone,* but use different abbreviations to refer to it:

> The **US dollar** continues to slide on international currency markets as fears of **US** interest rate increases grow. (BBC)
> Economy sweats over **Aussie dollar** (BBC headline)
> Lars Heikensten, head of Sweden's central bank who remains the guardian of the Swedish currency, the **krona**, said Monday would be "just another day in the office". (BBC)
> Bilfinger's move comes despite recent market volatility and a slide in the **Australian dollar. (NY Times)**

9.2 When dealing with non-hard or even hard currencies, try to mention their worth in U.S. dollars. If you are citing U.S. dollars, try to convert them to the currency your readers know most about, preferably their local currency. It gives them an idea of the currency's exchange rate and value:

> Iran has doubled the denomination of its highest banknote to **100,000 rials ($10, £6.50)**, its Central Bank Governor Mahmoud Bahmani has announced. (BBC)
> The average sales price of new homes sold in May was **$263,400 (£176,900).** (BBC)
> Seventeen bathroom equipment makers have been fined a total of **622m euros ($760; £510m)** by the European Commission for price-fixing. (BBC)

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9.3 Currency names start with small letters unless they occur at the beginning of a sentence or are part of a headline where the rule is to write the first letter of every content word (see Chapter 14) in uppercase:

> **Dollar** loses ground against **euro** (BBC headline)
> The **dollar** has plunged to its lowest level against the **euro**. (BBC)
> For the last 18 months, China has kept the **yuan** pegged to the weakening US **dollar**, hurting EU exports to China. (BBC)
> China's currency is the **renminbi**, also known as the **yuan**, its basic unit. (NY Times)
> Is Greece's Debt Trashing the **Euro**? (NY Times headline)

9.4 When full currency names are used with amounts, they are placed after the amount:

> In currencies,the dollar reversed losses to steady at **89.43 yen**. (NY Times)
> The Harrods department store in London has been sold to Qatari Holdings for around **1.5 billion pounds**, the BBC said today. (Bloomberg)

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9.5 Currency symbols are placed before the amount:

> Sterling rose almost 1% to **$1.93**; the yen hit a two-month high. (BBC)
> The industry's assets were just **$40** billion at the end of 1999. (Economist)
> In the whole of 2009, Exxon made a profit of **£19.28bn**. (BBC)
> US oil giant Exxon Mobil is buying natural gas producer XTO Energy in a deal worth **$41bn** (**£25bn**).
> Analysis by *The Economist* suggests a figure of **€75** billion rather than **€25** billion. (Economist)

9.6 Currency abbreviations (codes) of major currencies can be used instead of their full names:

> The major exception was **USD-JPY**, which remained inside relatively narrow trading bands. (BusinessWeek)
> **GBP** Hits New Low Against the **Euro.** (Washington Post headline)

9.7 Currency abbreviations are placed before the amount with a space separating them:

> The Lord Advocate, Andrew Hardie, has issued a consultation paper that aims to raise the ceiling on civil claims from **GBP 1,500** to as much as **GBP 50,000**. (Washington Post)
> IBM announces a cash tender offer for Sweden-based Telelogic AB, a provider of software development tools, for **SEK** 21 per share, or **$745** million, subject to conditions and approvals. (BusinessWeek)
> Equity in income of affiliates amounted to **JPY 32.8** billion (**USD 356** million) for the quarter, an increase of 6.5% from the corresponding period last year. (NY Times)
> Revenue from Wii game sales was **GBP 481** million. (The Guardian)

9.8 Currency abbreviations or codes consist of three letters and are all in uppercase:

> EUR = Euro
> USD = United States Dollars
> GBP = Great Britain Pounds
> CAD = Canada Dollars
> AUD = Australia Dollars
> JPY = Japan Yen

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9.9 Sums of dollars and cents and other major currencies are usually given in figures in English:

> MCI Worldcom said yesterday that it had cut its evening, overnight and weekend calling rates to as little as **5 cents** a minute. (NY Times)
> Shares of MCI Worldcom, which is based in Clinton, Miss., fell **$3.8125**, to **$77.4375**, in heavy trading on Nasdaq. (NY Times)
> Raymond Lombra, an economist at Pennsylvania State University, claims that the rounding of prices – a **$6.49** bill would cost you **$6.50** – might not be evenly distributed and might cost consumers as much as **$600** million a year. (NY Times)

9.10 When dealing with money and in any currency, the rule of spelling out numbers below 10 does not apply:

> Sharks can be worth far more when they are swimming around the reef than when they are in a bowl of soup – as much as nearly **$2 million** each. (NY Times)

9.11 Not all currencies have symbols. In English, we normally use symbols for hard currencies like the dollar ($), the pound (£) and the euro (€). Spell out other currency names, particularly in the first reference. You can use currency abbreviations for later references in the same article:

> The **Canadian dollar** began its ascent early in 2003. (NY Times)
> The **Canadian dollar** rose against more than half of its 16 major peers, climbing the most, 0.9 percent, against the British pound. (Business-Week)

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10 THE PROGRESSIVE TENSE

The progressive tense (or progressive aspect) combines the use of either the past or present forms of the verb *be* (is, am, are, was and were) and the *-ing* form of the main verb. With the progressive tense, the usual implication is that the event or activity goes on over a limited period of time, and is not necessarily finished yet. I have noticed that many English language learners have a tendency to use the progressive tense with verbs and instances where the present tense or past tense are more appropriate. Common English learning errors occur mainly due to confusion resulting from meanings of the verbs used.

We divide verbs into different categories in English. On major classification is between static and dynamic. With dynamic verbs (e.g., play, hit, kick, melt), the agent is actively involved in the action or event. With stative verbs (e.g., hate, believe, own, have, hear, know), no action is involved on the part of the agent as they express and identify processes or states of being and mind. The latter group do not usually occur in the progressive.

There is another important aspect for learners of English to remember. In English, only a few verbs appear in the progressive (the estimate is less than 5%). Moreover, they are more frequent in conversation than writing.

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One way to avoid pitfalls in the use of the progressive tense is to resort to the present simple tense whenever possible. The present simple tense can be used in most cases where learners get it wrong with the use of the progressive tense as the samples below demonstrate. The present tense is versatile in English in the sense that it does not only indicate the present time but can even describe events that happen repeatedly within a time frame that overlaps between the present, past and future.

EXERCISE

Here are a few examples of some of the most frequent pitfalls learners make with the use of the progressive tense when writing English:

10.1 The use of **is demanding** is inappropriate in the following:

The segmentation **is demanding** an effort from the individual. ☒
The segmentation **demands** an effort from the individual. ☑

10.2 So is the use of **is depending** in the following:

It **is depending** on relations between the actors. ☒
It **depends** on relations between the actors. ☑

10.3 Here are more examples:

It **is diminishing** the impact. ☒
It **diminishes** the impact. ☑

Hence, it **is not showing** any large skewness. ☒
Hence, it **does not show** any large skewness. ☑

These **are ranging** from the smallest with about 5 employees, to the largest publishers with hundreds of employees. ☒
The number of employees **ranges** from a handful to hundreds, depending on the size of publisher. ☑

Most of the lecturers **are conducting** research on a variety of topics. ☒
Most lecturers **conduct** research on a variety of topics. ☑

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This **is confirming** the assumption that manipulation is too resource intensive to be viable. ☒
This **confirms** the assumption that manipulation is too resource intensive to be viable.☑

Their literature review **is covering** entrepreneurship and internationalization. ☒
Their literature review **covers** entrepreneurship and internationalization. ☑

Lecturers **are** also **performing** research within their areas. ☒
Lecturers also **perform** research within their areas. ☑

They **are devoting** 35% of their working hours for undergraduate education. ☒
They **devote** 35% of their working hours to undergraduate education. ☑

10.4 Apart from the erroneous use of the progressive tense **are following**, the sentence below is awkward. The reason is the use of the slash (/) twice (see Chapter 7) and the repetition of the same expression **product/project** also twice. One way to solve a long and awkward sentence (see p. 127) like this one is to divide it into two separate sentences:

The costing situations **are following** the **product/project** and the situations that are a part of the relationship but not related to a specific **product/project** is included. ☒
The costing situations **follow** the project or the product. They also follow the situations that are part of the relationship but are not linked to a specific project or product. ☑

10.5 Here is another long and awkward sentence (see p. 127). Besides the error in the progressive tense, the sentence needs to be rewritten and divided into two separate sentences:

The 3&4 and 5&6 relationships are undermining the way **to showing** the costs in order to motivate the costs should mainly be seen as a short term and rare occurrence that the buyers **are accepting** inefficiency. ☒
The relations between 3 and 4, and 5 and 6 **undermine** the way the costs are shown. To be motivated, they should mainly be seen as short term and a rare occurrence of the buyers accepting inefficiency. ☑

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10.6 The following sentence has more than one error. First, it is incomplete (see Chapter 12). Second, it includes an inappropriate use of the progressive tense:

> When the products in a production process **are flowing** in a continuous fashion like e.g. a petrol refinery. ☒
> When the products in a production process **flow** without interruption, as is the case with a petrol refinery, **maintenance costs drop**. ☑

NOTE *The correct version above completes the sentence. The additional independent clause is marked in bold. The sentence starts with* **when**, *which is a complex sentence marker (see 12.4). Other changes include the omission of expressions like* **are flowing in a continuous fashion** *and* **like e.g.** *which I see as superfluous.*

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10.7 The following is yet another good example of an awkward sentence (see p. 127). It has to be rephrased. In the meantime, it has two grammatical pitfalls, one in the use of the progressive tense, and the other in subject-verb agreement (see Chapter 4):

> On the other hand, if the wage **is not compensating** for the attractiveness, but the accessibility to attractiveness actually **add** some value we can expect a positive sign. ☒
> However, the accessibility to attractiveness actually **adds** some value. We can still expect a positive sign if the wage **does not compensate** for attractiveness. ☑

10.8 We need two separate sentences in order to make the following read well. As we rewrite, we will need to get rid of the grammatical pitfalls which include an error in the use of the progressive tense as well as an error in subject-verb agreement:

> The sales are also a lot slower now **comparing to** earlier this year, there **is** rarely more than two that **is bidding** on the same apartment. ☒
> The sales are a lot slower **when compared to** earlier this year. There are rarely more than two persons bidding for the same apartment. ☑
> **Compared to** earlier this year, the sales **are** a lot slower. Rarely are there more than two persons bidding for the same apartment. ☑

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11 PRONOUNS

This chapter is not about the syntactic and semantic properties of pronouns. I am sure you have read a lot about pronouns from your school or university grammar of English. It is not my intention to repeat the same information here. You could always go back to your school grammar books and learn more about pronouns. Such information is now readily and easily accessible on the Internet. All you need to do is to write 'English pronouns' on the Google search engine, and you will be face to face with countless web sites on the subject, among them some by the world's most prestigious U.S. and British universities. There is no dearth of information on the grammatical and syntactic features of pronouns. But there is a dearth of information on the common errors learners of English make in this important area of grammar and advice on how to correct them.

EXERCISE

The following are some of the commonest errors learners may make when using pronouns in English. Go over them carefully, using the tips given before each erroneous instance as a tool for correction on your own before reading the suggested correct versions:

11.1 Try to replace the second mention of the same subject in the same sentence by a pronoun. See also what is wrong with the way **split ups** is written:

> When **the costs** are discussed between the buyer and seller, **the costs** are presented either in formal cost **split ups** or in special **interorganizational** form. ☒
> When **the costs** are discussed between the buyer and seller, **they** are presented either in formal cost **split-ups** or in special **inter-organizational** form. ☑

11.2 Do not use **he/she, his/her** when the referent (the noun being referred to) is plural. Also note that the form of the verb after **to** is wrong:

> One thought behind the design of the doctoral program was that the doctoral candidates should have a chance **to developing his or her** skills gradually. ☒
> One thought behind the design of the doctoral program was that the doctoral candidates should have a chance **to develop their** skills gradually. ☑

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11.3 Try not to exceed 20–25 words per sentence. Your simple sentence, of course, can be much shorter and that is quite alright in English. Other points to note include the use of parenthetical clauses like the one between the two brackets. Try to avoid such structures unless absolutely necessary. You could always have them in a separate sentence. Other things to note here include the superfluous repetition of **doctoral candidates** (3 times) as well as the wrong use of **he or she** and the progressive **contributing**:

> The design of the post-graduate education is to some extent fixed but since the **doctoral candidates** are supposed to create a plan for their time as **doctoral candidates**, **(most of all doctoral candidates have written plan)**, **he or she is contributing** to the design and development of the program. ☒
>
> The design of post-graduate education is to some extent fixed but since **doctoral candidates** are supposed to **write a research plan**, **they contribute** to the design and development of the program. Almost all doctoral candidates have their own written plans. ☑

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11.4 One way of getting rid of what appears to be 'sexist language' (see p. 165) is to turn nouns that are neuter in gender into plural if possible. Rewrite this one by starting your sentence as follows: **Doctoral students are employed under one-year renewable contracts**… and then continue on your own:

> Employment as a doctoral student is for one year at a time and extensions depend on the progress **the doctoral student** make in **his/her** studies according to his/her individual study plan. ☒
> **Doctoral students** are employed under one-year renewable contracts. The duration of **their** study and research depends on the progress they make in accordance with their study plans. ☑

11.5 Try to introduce pronouns to replace **respondents** which is repeated four times in the following sentence. You could start your sentence as follows: **In my first round of interviews, I collected general data about the respondents, their…**

> In the first interviews with **respondents** I collected general data about the **respondents**, the **respondents** organization, and specific questions about the **respondents** formal planning. ☒
> In my first round of interviews, I collected general data about the **respondents**, **their** organizations and **their** formal planning. ☑

11.6 Always make sure that you use the right pronoun and that you, as a writer, are aware of which noun **it** refers to. The pronoun **it** does not fit here:

> The actors do not express that **it** needs a business plan. ☒
> The actors do not say whether the entrepreneurs are in need of a business plan. ☑

11.7 We do not know what **it** in the following sentence refers to. From the context, the nearest noun is what one assumes would stand for **their** which it could be a plural noun:

> Due to their weak power in relation to their resource denependencies, **it** follows the prediction of Oliver (1991). ☒
> Their weak power in relation to their source denependencies confirms Oliver's (1991) prediction. ☑

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11.8 The use of **them** does not fit in the following samples. I think the writer here mixes up **their**, which is a possessive pronoun, with **them**, which is an object pronoun:

> Strategies of new ventures are influenced by two qualities in **them**. ☒
> Strategies of new ventures are influenced by **two of their** qualities. ☑

> Although these might seem as clichés we are daily exposed **to effects of them**. ☒
> Although these might seem as clichés, we are daily exposed **to their effects**. ☑

> **It is of importance** to find a measure that will grasp not only the number of establishments but also **the size of those**. ☒
> **It is important** to find a measure that will grasp not only the number of establishments but also **their size.** ☑

11.9 There is no need to mention **magic** twice. Replace the second mention of the word with an appropriate pronoun:

> Describing **magic** positively leads to the neglect **of harmful effects of magic**. ☒
> Describing **magic** in a positive way leads to the neglect **of its harmful effects**. ☑

11.10 Do not start a new paragraph with a pronoun such as **it** that requires an explicit referent to be understood. You can use **it** if the referent is existential, i.e., with a universal and not specific referent, as this example from the BBC shows: *It is common knowledge that most interest rates for business borrowing are in double figures:*

> **It** implies that the business plan tool is grounded in an array of concepts and behaviors… ☒
> **The discussion above** implies that the business plan tool is grounded in an array of concepts and behaviors. ☑

NOTE *The pronoun **it** could stand for something else and not necessarily **The discussion above**. The idea is if the pronoun is not existential, you as a writer will need to replace it by what it stands for, particularly when starting a new paragraph.*

11.11 To have **his/her/its** replacing one referent in English is quite unacceptable. If possible, turning **the owner** into plural could perhaps help solve the problem:

> **The owner** has legal protection assuring **his/her/its** right as exclusive user in certain geographical areas. ☒
> **Owners** have legal protection assuring **their** right as exclusive users in certain geographical areas. ☑

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The creation and management of a brand is **about making** customers notice, understand and foremost believe that your offer is better suited for **him/her/its and his/her/its** needs. ☒

The creation and management of a brand is **to make** customers notice, understand and above all believe that your offer is better suited for them and **their** needs. ☑

11.12 You should by now be able to correct the wrong use of **it** in the following:

While brands are certainly affected and can be managed partly by these media **it** cannot be used **as the complete explanation** for branding. ☒

While brands are certainly affected and can be managed partly by these media**, they** cannot be used as a **thorough** explanation for branding. ☑

11.13 Many learners do not distinguish easily between **one**, **ones**, **one's** and **once**. Look up these words in the dictionary and see their meanings and how they are used. (For further details see 15.42). Then try to see what is wrong with **ones** in the following:

It is not possible to see the outcome of **ones** purchase. ☒

It is not possible to see the outcome of **one's** purchase. ☑

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Göran Persson **ones** made a statement about the welfare system in Sweden. ☒
Göran Persson **once** made a statement about the welfare system in Sweden. ☑

11.14 Replace the second mention of **ergonomists** with **they** and then rewrite:

It is time for **ergonomists** to study their own profession and the conditions under **ergonomists** operate. ☒
It is time for ergonomists to study their own profession and the conditions under **which they** operate. ☑

11.15 Replace the second and third mention of **brand** in the following with the appropriate pronoun:

A **brand** has a better chance of succeeding if a company holding the **brand** first recognizes what kind of **brand** it is. ☒
A brand has a better chance of succeeding if the company holding **it** first recognizes what kind **it is**. ☑

While the interest for **brands** and branding in the industrial markets has gained increased interest limited attention has been paid to how **brands** are important and what values are related to **brands** in these markets. ☒
While interest in brands and branding in the industrial markets has increased, limited attention has been paid to how important **they** are and what values **these** markets relate to them. ☑

11.16 You as a writer should decide whether your referent is human or non-human. I think **supplier** and **actor** in the following sentences cannot be perceived as neuter in gender. Turning the nouns into plural would solve the problem:

A **supplier** can alter **its** strategies and offers in order to deliver as much appreciated value to customers as possible. ☒
Suppliers can alter **their** strategies and offers in order to deliver as much appreciated value to customers as possible. ☑

Contractual trust refers to whether an **actor** will fulfill **its** contractual agreements; competence trust refers to whether an **actor** is able to fulfill what **it** has agreed to do. ☒
Contractual trust refers to whether **actors** will fulfill **their** contractual agreements. Competence trust refers to whether **actors are** able to fulfill what **they have** agreed to do. ☑

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11.7 Examine the position (subject, object, etc.) of your pronoun. Pronouns have different forms in light of their position in a sentence or a phrase. If you are not sure, go back to your grammar book or an authoritative Internet web site to see these differences. The use of **us** in the following sentence is wrong:

> We have to ask **us** one question. ☒
> We have to ask **ourselves** one question. ☑

11.18 It is acceptable today to use a plural verb or a plural pronoun when referring backward to pronouns such as each, every, everybody, someone, anybody, nobody, every one (see 11.28, 15.11, 15.29 and 15.46).

> Each member of the project had **his/her** own competence and skills. ☒
> Each member of the project had **their** own competence and skills. ☑

> If every worker **plays** his/her role effectively and efficiently, The company will make a profit of €300 million on its share of the €2.5 billion. ☒
> If every worker **play** their role effectively and efficiently, the company will make a profit of €300 million on its share of the €2.5 billion. ☑

11.19 Note that **another** is used before singular nouns and **other** before plural nouns:

> Some issues become more important than **another** issues. ☒
> Some issues become more important than **other** issues. ☑

11.20 Do not overuse your pronouns. In the following sentence you can do away with **those** and **them**. The sentence will read much better if you replace **and the** with **for**:

> A number of perspectives on strategic change are available in the literature **and the** students are to identify **those**, compare **them** and analyze to see in what ways they differ and due to what reasons. ☒
> A number of perspectives on strategic change are available in the literature **for** students to identify, compare and analyze, helping them to see in what ways they differ and for what reasons. ☑

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11.21 If you have read the above carefully, you should by now be able to see what is wrong with the following:

> **A brand holder** cannot be considered to act consciously for brand value if **he/she/it** does not know what the brand ought to represent. ☒
> **Brand holders** cannot act consciously to promote the value of **their** brands if they do not know what they ought to represent. ☑
>
> From this second perspective, the creative and management of a brand is about making customers notice, understand and foremost believe that your offer is better suited for **him/her/it and his/her/its** needs. ☒
> From this second perspective, the creative management of a brand is about making customers notice, understand and foremost believe that your offer is better suited for **their** needs. ☑

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11.22 The use of **the latter** (see 15.36) is very confusing in the second sentence because it is hard to know which of the referents it indicates:

> Some of the communication media in use are manually **attended** by the users (customers), interacting directly with an information system, without any intervention from employees. **The latter** are very cost effective from a company perspective. ☒
> Some of the communication media in use are manually operated by the users, interacting directly with an information system, without any intervention from the employees. **The system** is very cost effective from a company perspective. ☑

11.23 It is hard to tell what **the latter** in the following samples refers to. In fact it is superfluous and wrong. Remember, you will need two referents in order to be able to use **the latter** and **the former** (see 15.36). In the first sample, the right pronoun to use is **it**. In the second sample, **the latter** is also superfluous:

> A few weeks later, the Constitutional Convention in Philadelphia opened. **The latter** had been called for by the old congress solely to rectify some problems with the Articles of Confederation. ☒
> A few weeks later, the Constitutional Convention in Philadelphia opened. **It** had been called for by the old congress solely to rectify some problems with the Articles of Confederation. ☑

> But what is of particular interest is the introduction of a third character: Mr. Van rough. **The latter**, rich but mean, **represent** three dominating masculine archetypal selves available at the turn of the 18th century. ☒
> But what is of particular interest is the introduction of a third character: Mr. Van Rough. **He** was rich but mean, **representing** three dominating masculine archetypal selves prevalent at the turn of the 18th century. ☑

11.24 Make sure that your pronouns refer to their proper antecedents. In the following sentence, **they** is not appropriate. In instances like these, writers must determine the pronoun in light of the meaning they want to convey. **Markets** cannot be ready to attack. Even in a figurative sense, the sentence will not read well:

> Markets wanted stability but Bush declared **they** are ready to attack Iraq. ☒
> Markets wanted stability but (former U.S. President George) Bush declared he was ready to attack Iraq. ☑

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11.25 In the following sentence the writer uses the pronoun **he** to refer backward to the immediate antecedent. Make sure which pronoun fits if you have more than one antecedent.

> The cars had arrived but the dealer said **he** was not for sale. ☒
> The cars had arrived but the dealer said **they** were not for sale. ☑

11.26 Use pronouns to replace nouns that are repeated more than once in one sentence. In the following, it is better to replace **the management of brands** with **their management**:

> How a firm can understand whether brands and the **management of brands** is actually a helpful strategy. ☒
> How can a firm understand whether brands and **their management** are actually a helpful strategy? ☑

11.27 Using the right pronoun to refer to words and expressions such as **every**, **each**, **someone**, **somebody**, **everybody**, etc. is rather problematic. This is also the case with gender neutral singular nouns that refer to persons, e.g. student, teacher, artist. In English, we are sensitive to the way we refer to a person whose gender is not specified. Using the masculine pronoun **he** is no longer acceptable in many contexts. The best solution today is the use of plural pronouns. Using **he or she** and **his or her** is still an option, but their excessive use is not recommended at all. The plural today is a better option. I would suggest **they** instead of **his/her** in the following sentence. Also note the wrong use of **interests**, which many learners take to mean interest rates (see 3.32):

> Everyone should be able to pay **his/her interests**. ☒
> Everyone should be able to pay **their interest rates**. ☑

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12 SENTENCES

A grammar of any language usually aims to describe how its sentences are constructed. English language grammars divide sentences into two main types: notional and formal. A notional sentece is one which expresses a single thought. A formal sentence relies on how a sentence is constructed – the pattern of words it contains. Modern grammar books of English adopt the formal approach to sentences and usually overlook the notional approach. This book pays due attention to both approaches.

Formally, a sentence in written English begins with a capital letter and ends with a period, a question mark or an exclamation mark. But it is important to remember that the formal description of a written sentence in English does not apply to every single situation. In this book, we have several sentences representing newspaper headlines which do not end in a period. You may also come across such sentences in advertising, public notices and legal documents.

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There are several types of sentences in English. Good writers do not confine themselves to one type. They use a variety of sentences. This makes their writing vivid, interesting and lively. However, I advise the use of as many short sentences as possible. Long sentences, experience shows, are difficult to read, hard to understand and not easy to write.

WHAT IS A SENTENCE IN ENGLISH?

A sentence (a clause) in English starts with a capital letter and ends with a full stop (.), question mark (?) or an exclamation mark (!). It contains a group of words comprising a subject and a predicate. A predicate includes a verb. It may also have an object, a complement or an adverb. Remember, a sentence, whether simple, compound or complex, must produce a complete thought.

As this book is not about English grammar or English linguistics, I will only outline here information, which I think will help you produce proper sentences in English.

We have three major types of sentences in English: (1) simple sentences which have only one clause, expressing a complete thought, (2) compound sentences which have two independent clauses each capable of expressing one complete thought, and (3) complex sentences, which have two or more clauses, one of which has to be independent, i.e. capable of expressing one complete thought.

TYPES OF SIMPLE SENTENCES IN ENGLISH

There are basically seven types of simple sentences in English. They combine the following elements: Subject (S), Verb (V), Object (O), Complement (C) and Adverbial (A). These elements appear basically in seven patterns. Examples:

a. SV The sun (S) is shining (V).
b. SVO The lecture (S) bored (V) me (O).
c. SVC Your dinner (S) seems (V) ready (C).
d. SVA My office (S) is (V) in the next building (A).
e. SVOO I (S) must send (V) my parents (O) an anniversary card (O).
f. SVOC Most students (S) have found (V) her (O) reasonably helpful (C).
g. SVOA You (S) can put (V) the dish (O) on the table (A).[2]

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My teaching experience shows that learners normally make errors when attempting to write compound or complex sentences. This chapter provides you with some tips on how to overcome these problems. Read these tips carefully before moving to the exercises where you will be asked to rewrite specimens of incorrect sentences students, teachers, academics and professionals have produced.

COMPOUND SENTENCES

Compound sentences bring two independent clauses together. They are called independent because each one of them can stand by itself to produce a complete thought or a simple sentence. The lexical items that join the two independent clauses are called coordinators or conjunctions. In writing, they are normally preceded by a comma. Coordinators are easy to recognize in English. Bringing their first letters together, they form **FANBOYS**: for, and, nor, but, or, yet, so.

Here are some examples from mainstream BrE and AmE publications. Study them carefully, highlighting where their writers place their commas (see 7.4) and noting how each of their independent clauses could stand by itself to produce one simple sentence with a complete thought:

> Growth and recovery are expected in 2010 in most world regions, **but** the upturn will be modest. (BBC)
>
> The BBC's reputation for honesty and integrity is now in tatters, **yet** this isn't a private firm. (BBC)
> That way, all the sections load, including pictures, **so** it's available offline. (NY Times)
>
> Acapulco is one of Mexico's biggest tourist resorts, **but** in recent years it has been the scene of bloody turf wars between rival drug cartels. (BBC)
>
> "He didn't structure them or negotiate them, **nor** was he aware of their accounting treatment," his attorney Patricia Hynes said. (BBC)
>
> England may have 66 times as many players, **yet** the underdog seemed to have a far better idea of how it was going to win on Saturday. (Times Online)
>
> When they met, he got Gloria to type up his book, **so** she became intimately acquainted with every anatomical detail of her fiancé's former loves. (Times Online)

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His wife also filed for divorce, **and** he suffered a broken nose when a man threw a model of Milan cathedral at his face. (BBC)

"Lesbian couples and unmarried couples usually have other routes available to them if they want to have children, **but** surrogacy is particularly important to gay men, so they will get most out of this change in legislation," said Gamble. (Guardian)

But the devil, as always, will be in the details, **for** the bill is likely to include many provisions that will anger the green lobby. (Guardian)

They do not give a toss about the children involved here, **nor** do they consider gay people like anyone else, they consider themselves a special case. (Guardian)

COMPLEX SENTENCES

Complex sentences are made up of more than one clause. One of these clauses is called independent, i.e. it can stand by itself and express a complete thought. The other is called dependent or subordinate, i.e. it does not express a complete idea and grammatically cannot stand by itself. Complex sentences can express more than one idea and have more than one verb in them.

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The distinction between dependent and independent clauses is important in English. It assumes more importance for learners of English. It is here some of the most frequent errors are made. Lack of this distinction is a major source of the type of awkward sentences cited as examples of poor English in this book.

Therefore, it is important to remember that independent clauses are complete sentences with a subject + predicate (object, complement or adverbial). They express complete thoughts in both context and meaning.

Dependent (subordinate) clauses are incomplete sentences or parts of sentences. They do not make sense on their own and cannot express a complete thought. Their meaning depends on the rest of the sentence.

COMPLEX SENTENCE MARKERS

There are certain lexical items whose presence signals that the sentence is of the complex type. They are called subordinating conjunctions. These words initiate or start a dependent clause. Here is a list of the most frequent subordinating conjunctions in English. They are arranged alphabetically:

after	even though	now that	until
although	how	once	when
as	if	provided that	whenever
as far as	in as much as	rather than	where
as if	in order that	since	whereas
as though	in so far as	so that	wherever
as well as	in so far that	that	whether
because	in that	though	while
before	lest	till	why
even if	no matter how	unless	

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Here are some examples from mainstream BrE and AmE publications. As you read, pay attention to punctuation (see Chapter 7) and the difference between their dependent and independent clauses:

Although critics remain, Synthetic tracks show progress. (NY Times)
Although many of the plans are for agricultural structures, a wide variety of building and equipment plans is available. (FT)
Because of recession, many private universities admit more students. (Washington Post)
Whereas England's attacking movements are so laboured at the moment that they could be set to a funeral dirge, the brass bands in the Stade de France struggled to keep pace with France's play at times. (The Times)
At that moment I, as a viewer, am entitled to think that he is close to safety, **provided that** the bomb doesn't go off there and then. (The Times)
The Bagger landed in Los Angeles on Thursday night and hit the ground running, **in as much as** that's possible in Los Angeles traffic (NY Times)
But **now that** Democrats are planning to include an overhaul of student loan programs in the expedited budget package along with the final health care legislation, they may end up losing Mr. Nelson's support anyway. (NY Times)
While rank-and-file workers tend to use the iPhone openly around peers, some conceal them within sight of more senior executives. (WSJ)
Time will tell **whether** the entente is lasting or merely opportunistic. (WSJ)
No bill can become law **unless** the exact same text is approved by a majority of both houses of Congress. (WSJ)
An army of mouse-armed investigators and bloggers is waiting to pick through the final bill, **whenever** it emerges. (USA Today)
The animal data are clear, **in so far that** when you administer these kinds of compounds orally, there is generally not much problem. (USA Today)
Because of the steps we took, there are about two million Americans working right now who would otherwise be unemployed. (BBC)
Once in operation, the project is expected to produce about 40 million pounds annually for the first five years, as per company website. (LA Times)
But **while** 58 countries still had a death penalty in 2009, only 18 countries were known to have carried out executions. (BBC)
Ticket sales total in foreign countries, **where** "Dragon" may have opened stronger and made up for its modest start domestically, weren't immediately available. (LA Times)
I hope that they also have a list of the radio stream URLs available, **so that** I can plug them into my standalone internet radios. (Guardian)
He said he was relying on the public's honesty to ensure that, once the answers to the questions became known, not everyone would automatically give them, **in order that** supplies could go to those most in need. (Guardian)

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NON-FINITE CLAUSES

One other area of difficulty when writing English is the use of non-finite clauses. The sentences containing these clauses are complex in the sense that they have an independent clause, expressing a complete thought and another dependent part, which cannot express an idea on its own.

There are three non-finite forms of the verb:

- to + infinitive:
  To study in Britain, a foreign student should at least have a highschool degree.
- -ing participle:
  Leaving home, he was attacked by burglars.
- -ed participle:
  Written in 1959, the book soon became a classic.

Sentences with non-finite clauses are lively, vivid and add beauty to writing. But please do not use them excessively. Use them sparingly as parts of sentences that are not too long.

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Also note that non-finite clauses can be used to modify (add further information) to nouns. These are normally viewed as reduced clauses in which the relative pronouns (see 12.7) have been omitted:

- -ing participle:
  Policies **covering legal costs** have to be revised.
  Nations **pursuing 'war on terror'** are divided.
  Countries **vying for a slice of the Indian market** held a meeting in London.
- -ed participle:
  Orders **placed by the company** were rejected.
  Efforts **exerted to win contracts** have failed.
- Noun + to-infinitive
  Action **to tackle market weakness** is necessary.
  Plans **to boost solvency** are being discussed at the highest levels.
  The decision **to surrender ownership** was taken by the family.

HOW TO WRITE NON-FINITE CLAUSES IN ENGLISH

The following is an exercise to train you on how to write non-finite clauses in English. There are two important things to remember here. First, it is always necessary to remember that your non-finite clauses are not full sentences, i.e., they cannot stand by themselves and do not express a full thought. This means you will need to complete them. Second, one way to train yourself on writing good sentences with non-finite clauses is to have relative clauses reduced into non-finite clauses, i.e. taking the relative pronoun, and turning the accompanying verb phrase into a non-finite clause. See the following examples:

British Medical Council Bars Doctor **Who Linked** Vaccine With Autism (NY Times headline)
British Medical Council Bars Doctor **Linking** Vaccine With Autism

Arab countries, **which were led** skilfully by Egypt, managed to manoeuvre the US into agreeing. (BBC)
Arab countries, **led** skilfully by Egypt, managed to manoeuvre the US into agreeing.

Apple, **which had been given up** for dead a decade ago, is now the world's most valuable technology company. (NY Times)
Apple, **given up** for dead a decade ago, is now the world's most valuable technology company.

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She invited those **who sought** her advice to sit on the same side of the desk with her. (NY Times)
She invited those **seeking** her advice to sit on the same side of the desk with her.

Sheena Duncan, **who led** an anti-apartheid group in South Africa, misidentified the church. (NY Times)
Leading an anti-apartheid group in South Africa, Sheena Duncan misidentified the church.

They were furious with the notorious pass laws, **which governed** the movement of blacks. (NY Times)
They were furious with the notorious pass laws **governing** the movement of blacks.

RELATIVE CLAUSES

Relative clauses combine two simple sentences (independent clauses) and turn them into a complex sentence (one is independent and the other is dependent). Relative clauses need relative pronouns: **when** (time), **why** (reason), **who**, **that**, **whom** (person), **where** (place), **that** (neutral), **which** (thing) and **whose** (possessive for person and thing). The use of these relative pronouns is a source of trouble when writing English. The problems are related to

- the writer's inability to distinguish between the conditions under which relative pronouns are to be used (see Chapter 11)
- the writer's inability to distinguish the type of connection relative pronouns have with their antecedents, i.e. the noun they refer to (see Chapter 4)
- the writer's inability to form what we call reduced relative clauses in which the presence of a relative pronoun and some other elements are omitted (see above)
- the inability to distinguish between human (who, whom), non-human (which), or neutral (that) pronouns (see Chapter 11)
- the inability to see the difference between restrictive and nonrestrictive relative clauses. (See below)

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12.7.1 RESTRICTIVE AND NONRESTRICTIVE CLAUSES

A distinction between restrictive and nonrestrictive clauses in English is necessary in writing. Both types of clauses, referred to sometimes as essential clauses and nonessential clauses, provide additional information about a word or a phrase in the sentence. Grammar books dwell at length with the differences between them. For the purposes of this book it is sufficient to note that restrictive clauses cannot be removed without changing the meaning of the sentence. They restrict the meaning of the word or phrase they explain. Nonrestrictive clauses, however, can be removed without changing the basic meaning of the sentence. Note the following two sentences.

1. Assessing a travel site that competes with the big boys. (NY Times)
2. Vancouver, which was eliminated by Chicago in the last two years, can close out the series Tuesday. (NY Times)

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The clause starting with *that* in the first sentence is restrictive. It is essential to the meaning of the sentence. The *which* clause in the second sentence is set off from the rest of the sentence by commas. It is nonrestrictive. The information it provides is not essential to the meaning of the sentence as it explains and adds further information to the main subject *Vancouver*. Because many English language learners, including native speakers, find it difficult to make the distinction, influential style guides, such as APA (Publication manual of the American Psychology Association), call on authors to reserve *that* for restrictive clauses and *which* for nonrestrictive clauses. Consistent use of restrictive and nonrestrictive phrases and clauses will help you produce a clear and precise copy.

12.7.2 RESTRICTIVE AND NONRESTRICTIVE PHRASES

The underlying concept separating between restrictive and nonrestrictive clauses also applies to phrases. A restrictive phrase is a word or a group of words that are essential to the reader's understanding of what the author has in mind. A nonrestrictive phrase provides more information about something in the sentence, but the reader will not be misled if the information were removed. Follow the same rules of punctuation by setting off your nonrestrictive phrases by commas from the rest of the sentence:

1. Award-winning drama Garrow's Law starts shooting second series in Scotland. (BBC)
2. The price of US corn, or maize, as it's known elsewhere, shot up in response to government efforts to turn more and more corn into ethanol fuel. (Monitor)

There are no commas separating *Garrow's Law* from the rest of the sentence in 1. Without the words *Garrow's Law* the reader would not know which work the writer refers to. Their presence is essential to the meaning of the sentence. In the second sentence the word **maize** provides the reader with the name of the corn and the clause provides additional information. The absence of the word and the clause would not change the meaning of the sentence.

Study the relative clauses in the following sentences, which are derived from mainstream AmE and BrE publications, bearing the above points in mind:

> The army said it no longer supported the president, **who** sparked protest when he tried to overhaul the Supreme Court. (BBC)
>
> A nation **whose** pupils live in the past will have no future. (Times Online)
>
> At Queen's University he rapidly established a large laser research group **that** achieved an international reputation. (Times Online)

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Appathurai is accompanying NATO Secretary-General Anders Fogh Rasmussen, **who** will attend a meeting of European Union defense ministers on this Spanish island. (LA Times)

It marked the first time power was transferred from one elected civilian to another in Nigeria, **which** became independent from Britain in 1960. (LA Times)

There are many reasons **why** you might make a short film and these will impact upon how you go about it. (BBC)

I would be inclined to blame the fate of Carrefour workers on their senior management, **who** have run the company badly. (Economist)

Hearings are normally held in the prison **where** the offender is held, but it is possible the high profile of this case will necessitate a change of venue. (BBC)

An order prohibiting the publication of details **which** could reveal their whereabouts has since remained in place. (BBC)

VICTOR HUGO once remarked: "You can resist an invading army; you cannot resist an idea **whose** time has come." (Economist)

Children **who** watch X-rated films are more likely to become underage drinkers, according to a major two-year study. (Telegraph)

The message will be sent to a moderator, **who** will decide whether it breaks the House Rules. (BBC)

EXERCISE: INCOMPLETE SENTENCES

The following sentences are wrong because they are incomplete. They only include one dependent clause and for this reason they do not express one full thought. To have them completed, you will need to add an independent clause.

12.8 The following is a dependent clause starting with a complex sentence marker (see 12.4). It cannot stand by itself in English because it does not express a full idea. It is not a complete sentence. For a complete sentence, you will need to add an independent clause expressing a full thought.

When the user of the model makes the choices of features. ☒
When model users make the choices of features**, they should make their selection with discretion.** ☑

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12.9 The following sentence is incomplete. It does not express a full thought. Grammatically, it has a reduced wh-clause (relative clause). The subject an **empty arc** needs a predicate. The phrase **groups features** is wrong in English. The plural form of a noun functioning as an adjective and preceding the head noun in a noun phrase is normally transformed into singular:

> An empty arc connecting the edges of the groups features. ☒
> **An empty arc connects the edges of the features of the group.** (Simple sentence) ☑
> An empty arc**,** connecting the edges of the group features, **is a new phenomenon in modern architecture.** (Complex sentence) ☑
> **An empty arc connects the edges of the features of the group. It is a new phenomenon in modern architecture.** (Two simple sentences) ☑

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12.10 This is another incomplete sentence. The subject **The requirements** is modified by the relative clause starting with **that** but it still needs a predicate. Relative clauses may play the role of parenthetical structures that explain the noun preceding them as is the case in the following sentence. On their own, they cannot form complete sentences. This is why the subject, the noun, they modify still needs a predicate. The correct version exemplifies these points:

> The requirements that cannot be fulfilled using the resources in the domain. ☒
> The requirements that cannot be fulfilled, using the resources in the domain, are:… ☑

NOTE *The colon after the verb means you can proceed with bullet points or a normal list*

> The requirements cannot be fulfilled, using the resources in the domain. ☒
> The requirements that cannot be fulfilled, using the resources in the domain, have added new constraints. ☑

12.11 The following sentence starts with a complex sentence marker (see 12.4). Complex sentence markers introduce dependent clauses, which cannot be treated as complete sentences unless they are accompanied by an independent clause:

> While working on the project too hard. ☒
> While working on the project too hard, the engineers made a new discovery. ☑
> The engineers made a new discovery while working on the project too hard. ☑

12.12 The use of complex sentence markers (see 12.4), with their dependent clauses as complete sentences, is one of the major pitfalls learners may fall into when writing English. Here are more examples of how the writers of the following dependent clauses have ended their sentences with a period, mistakenly believing that they have a complete sentence. The correct versions exemplify that dependent clauses like these only become full sentences when supplemented by an independent clause:

> Though econometric test has shown that regional wage differences do not tell the whole story (McCann, 2001). ☒
> Though econometric tests have shown that regional wage differences do not tell the whole story (McCann, 2001)**, family-owned firms in the region have reported two-digit growth figures.** ☑

> Because the Bank of Sweden are going to lend them 60 milliard Swedish crowns. ☒
> Because the Bank of Sweden has agreed to lend them SEK 60 billion**, the company hired 50 more employees.** ☑

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EXERCISE: AWKWARD SENTENCES

This exercise deals with sentences which are hard to read. I call them 'awkward' sentences because readers find them ambiguous and difficult to read. There is more than one reason why many learners are fond of writing difficult and awkward sentences. Some learners love long sentences with several clauses. There are others who prefer the type of sentence structure that differs from the normal English sentence structure of subject + predicate.

I have tried to avoid mother tongue interference in this book since this is a subject which English language teaching scholars have almost exhausted. An 'awkward' sentence does not mean it is wrong. It might be acceptable from the grammatical viewpoint but it is difficult to tell what it means, or it takes a lot of effort to find out what the author wants to say.

The samples below are not easy to read for the reasons mentioned above. The suggested correct versions and the explanations preceding each sample are part of an effort to advise readers how to write a sentence that is easy to read and grasp from the perspective of both grammar and meaning.

12.13 The following sentence is a classic example of an awkward sentence in English. It is repetitive. For instance **that** is mentioned four times and **study** twice. Note also the use of redundant phrases or clauses **That it was not the question**, **it was the fact that it was**, etc. (See 13.1):

> **That it was not a question of a** traditional organization **that** was regarded as important phenomena in this study, on the contrary **it was the fact that** it was a project of inter-organizational relationship **that was** seen as an interesting phenomenon as a study object. ☒
> This study sees inter-organizational relationship as an interesting phenomenon and not the traditional organization. ☑

12.14 Try to avoid convoluted sentences like this one:

> In inter-organizational learning it is not where individual learning activities that are in focus, even if learning always starts and ends with individuals. ☒

12.15 In sentences like this one place the comparative form of the adjective **clearer** at the end:

> This is done to make **clearer** a comparison. ☒
> This is done to make the comparison **clearer**. ☑
> This is done to clarify the comparison. ☑

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12.16 The use of active voice instead of passive is recommended in sentences such as the following:

In Table 3.1 **the description of the variables is presented**. ☒
Table 3.1 **describes** the variables. ☑

12.17 Prepositional phrases, if not modifying head nouns, are mobile, i.e. we can have them at the beginning, the middle or the end of the sentence. Their presence at the beginning of the sentence is mainly to draw readers' attention and focus: *In the church, the priest rarely raised his voice*. The prepositional phrase says that most probably the priest would raise his voice in places other than the church. But that is not the case with the following sentence:

For this type of study is the construct validity of special interest. ☒
The validity of construct is of special interest **for this type of study**. ☑
For this type of study, it is the validity of construct that is of special interest. ☑

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The same problem occurs in the following sentence:

> **In the peacekeeping operations is the political dimension very important**, and is effecting roughly all phases in the relation model. ☒
> **The political dimension is very important in peacekeeping** operations as it strongly affects all the phases in the relation model. ☑

12.18 It is not wrong to start a sentence with an adjective provided that it reads well and it is not convoluted like this one. However, many today view such structures as rather archaic. The passive construction **as suggested by Holgersson** makes reading rather difficult:

> **Necessary for such an approach** would be to develop a system where biologists rank the environments **as suggested by Holgersson (2007)**. ☒
> **Holgersson (2007) suggests that it is necessary** for such an approach to develop a system where biologists rank the environment. ☑

The same pitfall occurs in the following:

> **Essential for local sourcing** is to avoid that it becomes a hinder in the peace process. ☒
> **It is essential for local sourcing** to avoid hindering the peace process. ☑
> **Common to most studies is** also that they as dependent variable use some proxy for the performance of the firm. ☒
> **As is the case in most studies,** they use a proxy for the performance of the firm as a dependent variable. ☑

12.19 The following gives the impression that the title of the paper is **Claessens et al.** It has to be rewritten to dispel the ambiguity and clearly show that **Claessens et al.** are the authors:

> Among the first papers to investigate the impact of institutional ownership on market value of equity **was Claessens et al (2002)**. ☒
> **Claessens et al.'s (2002) is** among the first papers to investigate the impact of institutional ownership on market value of equity. ☑
> **Claessens et al. (2002) are** among the first scholars to have investigated the impact of institutional ownership on market value of equity. ☑

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12.20 The paragraph below is wordy. It has 57 words. Compare it with the correct version:

> The role of dividends in agency context is then further classified by La Porta et al. (2000b) according to two main views. The first type of agency models regards dividends policy as an outcome of agency problems and the legal protection of shareholders. The second type regards dividend policy as a substitute for legal protection of shareholders. ☒
> La Porta et al. (2000b) further divide the role of dividend in agency context into two main types: dividend policy as an outcome of agency problems and the legal protection of shareholders, and dividend policy as a substitute for legal protection of shareholders. ☑

12.21 It is not wrong to start your sentence with **that** as a complex sentence marker (see 12.4). If you do, please try to make sure that you do not end up with a convoluted structure like the following:

> **That dividend payout decreases** with the voting power of the largest shareholder is shown by Gugler and Yurtoglu (2003), on a sample of German firms. ☒
> Gugler and Yurtoglu (2003), relying on a sample of German firms, show that dividend payout decreases with the voting power of the largest shareholder. ☑

12.22 A straightforward English sentence of subject + verb + object (see 12.1) will dispel the ambiguity surrounding the following:

> To the extent that the trend, of many broken families, is a result of a lack of positive ideals, it can be hampered by the parents being good examples. ☒
> Good parents can offer the example that will hamper the rising numbers of broken families lacking positive ideals. ☑

12.23 The following sentence is short but again a bit hard to read. We do not know what the pronoun **it** refers to. Also, the sentence is wordy and verbose:

> Summarizing this chapter **it** implies that a development of new firms in the aerospace manufacturing sector has taken place. ☒
> In summary, this chapter shows that new firms in the aerospace manufacturing sector have developed. ☑

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12.24 The following sentence, though short, is still hard to read. Note the pronoun **it**, which gives the impression that its antecedent might not be **the letter**. Pronouns are usually placed a bit far away from their referents in the same sentence in English (see Chapter 11). Also note, **industrial utveckling**. Occasionally, some writers use English words and phrases when speaking or writing in their native tongues. That is quite alright as far as understanding goes if the expectation is that the majority of readers understand English. But inserting foreign words and phrases in your English text without translation is a totally different matter:

> **In the letter from the dean it** says that Staffan Laes should be evaluated as professor in the subject area "**industrial utveckling**." ☒
> **In his letter, the dean says** that Staffan Laes should be evaluated for professorship in the subject area of "**industrial development**." ☑

12.25 You will make the sentence easier to read if you change the passive (in bold) into active. Change the agent **Linell** into subject and rewrite:

> To study speech acts out of **its** context **has been criticized by, among others Linell (1998).** ☒
> **Linell (1998),** among others, criticizes studying speech acts out of **their** context. ☑

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12.26 A subject in a sentence can be one noun or a noun phrase that may include other parts of speech as well as phrases and clauses. Long subjects like the one in the following sentence (identified in bold) make your text rather awkward and hard to read. The use of the passive voice at the end of the sentence is another source of awkwardness:

> **The move from external to internal mediation, that is a society where nothing separates men from each other so that they are exposed to direct competition**, is also discussed by Alexis de Tocqueville in his *Democracy in America*. ☒
> Alexis de Tocqueville in his *Democracy in America* discusses the move from external to internal mediation, a society where nothing separates men from each other when exposed to direct competition. ☑

12.27 The best way to make the following sentence easy to read is to divide it into two parts:

> As actors themselves describe what their organizations have to offer **SMEs** they do recognize the needs and the solutions and services asked by **SMEs**. ☒
> Actors describe what their organizations have to offer SMEs. At the same time, they recognize the needs, the solutions and the services SMEs ask for. ☑

12.28 The sentence below needs to be rewritten in order to get rid of its redundant parts. Also note the superfluous use of double inverted commas and the second mention of the word **course**:

> **As a matter of fact,** despite the fact that entrepreneurs call for training and other "practical" courses, few examples **of such courses** were found **as I asked actors engaged in activities related to training and education**. ☒
> According to actors engaged in training and education, there were few training courses although the entrepreneurs initially had asked for many more. ☑

12.29 There is no need for **the fact that** in the following sentence. The use of the passive at the end of the sentence with the agent **by actors** makes reading rather difficult:

> One example of such difference **is that the fact that the** relationship between firms and banks has grown more difficult during the last few years **and has been stressed more often by Tuscan actors than by actors in the County of Jönköping**. ☒
> Tuscan actors have placed more emphasis on the growing difficulties in the relationship between firms and banks during the past few years than their counterparts in Jönköping. ☑

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12.30 There is no need for the present progressive tense **is saying**.

> Anders Ackebo **is saying** that because of Landsbankis economic situation, they cant participate in the stock. ☒
> Anders Ackebo **says** they cannot participate in the stock because of Landsbankis' economic situation. ☑

12.31 The way **both**, **the latter** and **the former** are used makes the following sentence extremely hard to read (see 15.36). The author, in my opinion, should have spelled out what **both** stands for at the beginning of the sentence. Note the singular form of the verb **changes** which links our perception to the word **function** while what changes are **components**. The use of double inverted commas "**anyone**" gives us the impression that the author either has doubts about the findings or is not satisfied with them (see 2.15). And the last use of **the latter** adds much more to the ambiguity of the sentence:

> While **both** are examples of suppliers **the former** represents components with a certain **function** that **changes** the value of the end product and that the supplier has developed. **The latter** represents something that is necessary for the product's finalization although could be supplied by "anyone." The subcontractors of **the latter** generally are not familiar of the customer market. ☒

12.32 The following sentence is extremely hard to read. It is mainly due to the way **first**, **second** and **the latter** are used:

> **Out** of these three, Axelson and Wynstra seem to believe that **the first** and **the second** are commonly considered as stereotype for purchased business services while **the latter**, though common in the market, is not as commonly considered. ☒

12.33 It is better not to repeat the same word twice in the same sentence:

> The **company's** main business is similar to Trinity's as the **company** mainly develops and produces aluminum profiles. ☒
> Like Trinity, the company mainly develops and produces aluminum profiles. ☑

12.34 I suggest that you get rid of the second mention of the word **products**:

> The company wants to produce more efficient **products** that in the end will lead to cheaper **products**. ☒
> The company wants to produce more efficient **products** and sell them at lower rates. ☑

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12.35 The correct version shows how one can get rid of the second mention of the same noun without even having to replace it with a pronoun:

> The range of possible strategies is wider in the case of coercive **pressures** than in the case of mimetic **pressures**. ☒
> The range of possible strategies is wider in coercive than mimetic **pressures**. ☑

12.36 The word **that** is mentioned five times in this sentence:

> The background if we shall take it short is **that** the process **that** we can see **that** we are in the middle nowadays is **that** the competition is increasing and it is clear **that** it has an effect on all industries. ☒
> The process we are in nowadays shows a surge in competition affecting all industries. ☑

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12.37 The following is a sentence which is hard to read. The reason is due to the way **but also**…and the relative clause starting with **which** are used:

> The syllabus for each program gives a description of its program content, **but also** the objectives for personal development of the student, **which is addressed** too in the vision document. ☒
> The syllabus describes the content and objectives of each course as outlined in the vision document. ☑

12.38 Are there two courses or one course? In fact there is one, although the following sentence might give the impression that there are two. Also, try to be careful with the use of expressions of time, such as **this autumn term**. If the year is not specified, it could mean the autumn of any other year, and that is not possible of course:

> This autumn term we are offering for the first time **a course as pure e-learning course**, **Business English Online**. ☒
> This year (2010), we offer for the first time a **business English online course** in autumn. ☑

12.39 Pay attention to expressions referring to time when you write. Make sure you as a writer can tell the time frame these expressions refer to. It is not so in the following:

> In the last few years and the year to come we have had (or will have) 20 doctoral students. ☒
> We hope to have 20 doctoral students by 2011. ☑

12.40 The shorter your non-finite clauses are the better (see 12.5). You can always resort to the normal English sentence structure of subject + verb + object (see 12.1).

> **Giving feedback and influencing their own education is** the subject for one of the committees in School Student Association called the Quality committee. ☒
> The quality committee of the school's Student Association gives the students the feedback that plays a role in their education. ☑

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12.41 There are so many elements in this sentence that are redundant. The sentence is also awkward and hard to read. Also note the wrong use of **he or she** which the author employs to refer backward to the plural noun **candidates**:

> The design of the post-graduate education is to some extent fixed but since the doctoral candidates are supposed to create a plan for their time as **doctoral candidates**, **(most of all doctoral candidates have written plan)**, **he or she** is contributing to the design and development of the program. ☒
> The design of post-graduate education is to some extent fixed. Doctoral candidates are required to write a plan on how to spend their research time. ☑

12.42 The following is another sentence, which can be described as convoluted. This is due mainly to verbosity, represented in the use of the passive construction and the relative clause, which repeats what the sentence says earlier:

> The development of the research activities at the school has been supported by the contract with the Government, which resulted in considerable research resources from the Government. ☒
> Under the contract, the school has received substantial funds from the government for research. ☑

12.43 Do not repeat the same structure twice unless it is a term or an expression you think is difficult for your readers to grasp if replaced by something else. The part written in bold in the following sentence is superfluous:

> We have about 25 universities and university colleges run by the Government, **which means that their governance structure is regulated and controlled by the government**. ☒
> The government runs 25 universities and university colleges. ☑

12.44 The sentence below would read better if the passive were changed into the active voice:

> In table 2-7 the working status a few months after earning the degree **is shown**. ☒
> Table 2.7 shows the students' employment status a few months after graduating. ☑

12.45 Here is another example of a passive sentence which would read better if turned into active:

> In table 2-9 the time to find the first job for the 1998 graduates **are presented**. ☒
> Table 2.9 presents the time it took 1998 graduates to find their first jobs. ☑

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12.46 In English, we do not prefer to start a sentence with a number. You either should spell out the number at the beginning of your sentence or, if necessary, recast the sentence:

20 years later, the map has been redrawn. ☒
Twenty years later, the map has been redrawn. (NY Times)
43 Ph.D. candidates joined the course last year. ☒
Last year **43 Ph.D. candidates** joined the course. ☑
53 out of 57 of those accepted as a PhD candidate at the university have a full-time employment at the university as a PhD candidate. ☑
Of the 57 Ph.D. students, 53 have full-time jobs at the university. ☑

NOTE *Note: The sentence starting with 53 above is wordy and verbose. It has 25 words with phrases 'PhD candidate' and 'at the university' repeated twice. The suggested correct version has 12 words. By the way, you can start your headline with a number in English:*

4,000 Soldiers Leave Chicago (NY Times headline)
$60m insider trader found guilty (BBC headline)

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12.47 Try to be extra cautious when dealing with numbers and percentages. Is **63%** really two thirds? Is the hyphen in **PhD-degree** necessary? Is not the expression **except for the PhD students** superfluous?

> **Two thirds (63%)** of all faculty members, except for the PhD students, have **a PhD-degree**. This portion has diminished slightly since 1997 when it was 67% but increased from 1994 when it was 50%. ☒
> About two thirds (63%) of faculty have a Ph.D. degree. The percentage is slightly down from 67% in 1997 but considerably higher than in 1994, when it was 50%. ☑

12.48 This paragraph is a good example of verbosity. There are so many things which can be deleted without having an impact on what the writer wants to say. It is 125 words. The correct version reduces it to 63 words. This kind of writing is too simplistic. We, as writers, need to realize that our readers can be as intelligent as we are

> In order to aid the readers' understanding of this thesis and its results, this chapter explains how the forthcoming studies were conducted and further describes the logic behind their design. Focus in the chapter lies on explaining how the studies were conducted in practice and discussing how they might be evaluated. Although the below description can be interpreted as a picture of a chronological process this is not the case. The writing of this thesis was an interactive process where theory as well as study developed during the way. That is, the contents of chapter one was not necessarily the first to be finished and the conclusions and suggestions presented in the final chapter were not only drawn during the final weeks of the process. ☒
> This chapter explains how this dissertation is written. It describes the logic behind its design. It focuses on how the study can be evaluated. Although the description below looks chronological, that is not the case. Theory and practice are developed together. This means that it was not necessary for me to start with the first chapter and finish with the conclusions and suggestions. ☑

12.49 When listing, you cannot jump to **fourth** if you have not already mentioned first, second and third. And the paragraph suffers from verbosity like the preceding one:

> This chapter starts a discussion about critical realism as the general philosophy that has influenced my research. I then outline the intensive research design that I use for the empirical study. As a third section I briefly discuss the companies in this study. Fourth, I discuss how data was generated through interview and observation methods. Fifth, I discuss how the data was analyzed generally and move specifically through analysis method. Finally, I discuss how the quality of this study, and ethical considerations. ☒

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This chapter discusses critical realism as the philosophy underpinning the study. It then provides an outline for the empirical work. Thereafter, it discusses the companies, the data and the method. Finally, it reviews how the data was analyzed before moving to issues of quality and ethics. ☑

12.50 Avoid starting with an adjective as in the following sentence:

Important is to get some understanding on how the participants apprehended those group-work and discussions in the seminar. ☒
It is important to understand how the participants interpreted the group work and the discussions in the seminar. ☑

12.51 Starting a sentence with a subject + verb will certainly make it easier to read. Starting a sentence with a **that** clause makes it rather hard to read:

That the newborn commercial radio industry could resist this trend and survive on independent local markets without collaboration between radio stations or with local newspapers **seems unlikely**. ☒
It seems unlikely that the newborn commercial radio industry could resist this trend and survive on independent local markets without collaboration between radio stations or local newspapers. ☑

12.52 The following sentence is awkward and convoluted:

In this section discussion about how information within this learning project was generated will be discussed. ☒
This section discusses how information within this learning project is generated. ☑

12.53 Who expressed similar reasons? It is hard to tell from the way the following sentence is written:

To sum up the **participants answers**, they expressed similar reasons of joining the process. ☒
To sum up, the participants expressed similar reasons for joining the process. ☑
To sum up, the participants' answers expressed similar reasons for joining the process. ☑

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12.54 One way to make your sentence easy to read is to start with subject + verb + object and place the other elements at the end. But remember it is not desirable to write sentences that are very long unless you are absolutely sure you can make them read well:

> For foreign entry mode of media companies in developing countries, **a few researchers have contributed to this topic**. ☒
> **A few researchers have contributed to the topic** of the entry models of foreign media into developing countries' markets. ☑

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13 COHERENCE

It is very important that the ideas you express in any kind of writing are logically linked. Logical sequence is at the center of written communication in various fields of knowledge. Journalists, web writers and academics are required to exhibit a high degree of coherence in the articles, reports, dissertations and books they produce.

As a writer, you need to structure your ideas into clear and logical units as far as possible. You are required to show coherence at least at two levels – layout and meaning.

Layout is the shape or appearance of your writing. Writers pay a lot of attention to layout. Various publishing houses have devised their own techniques and principles. I hope that your study of the samples I have taken from mainstream BrE and AmE publications as illustrations in this book has by now made you aware of the difference, for instance, in the shape of headlines between the BBC and The New York Times.

We determine the limit of a sentence by punctuation symbols. Sentences are combined into paragraphs whose beginning is signaled by indentation or an empty line. A group of related paragraphs can be divided into sections and marked by subheadings and other indicators.

But it is coherence at the level of semantics or meaning that matters. It does not take a lot of effort to achieve coherence when it comes to layout. The organization and unity of ideas into coherent and logical segments is usually hard for beginners to grasp.

LEAD OR TOPIC SENTENCE

To achieve coherence at the level of meaning, your sentences, paragraphs and even headlines and subheadings have to be logically related to each other. Good writers usually start with a **topic sentence**, **lead** or a **controlling paragraph**. Each paragraph develops one of the elements in the topic sentence or the first paragraph. You might have noticed, for instance, that for the BBC a paragraph is one sentence and that for The New York Times a paragraph could be one or more sentences. Academics use longer paragraphs, each comprising several sentences. But the concept is almost the same – the paragraph exhibits unity of thought, tackling one main idea or topic.

While the lead or topic sentence steers the flow of meaning in newspapers, academics control the logical sequence of their texts by a **controlling paragraph**, which states the theme or the main idea around which the whole essay evolves.

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The topic sentence or controlling paragraph is developed by other sentences, generally referred to as supporting material. Each paragraph in this kind of writing hinges on one main idea, controlled by a topic sentence. It is important that the writer, relying on semantic and linguistic devices, shows that the topic sentence or the controlling paragraph is sufficiently developed.

HOW TO LINK SENTENCES AND PARAGRAPHS

There are at least two different ways to link sentences within one paragraph and the paragraphs with each other as part of a larger piece of writing. Besides, there are many devices which writers can use to achieve a coherent and logical transition between sentences in one paragraph or between paragraphs within an article or essay.

The logical transition between sentences and paragraphs can be **implicit** or **explicit**. In implicit transition the linking device is not stated clearly – it is hidden or implied. Note the following examples:

- The train was late. **Therefore**, they missed the meeting.
- The train was late. **Thus**, they missed the meeting.
- **Because** the train was late, they missed the meeting.
- The train was late. They missed the meeting.

The four sentences above express the same thing. But in the first three the logical connection is explicitly expressed by **therefore, thus** and **because**. In the fourth, there is no transitional device. The connection is implicit and understood from the context. In English, we prefer to go without a transitional device, if logical connection is understood from the context. But this method is usually beyond the grasp of inexperienced writers. I have noticed that many learners, when writing English, overuse these devices.

There is nothing wrong with explicit transition, which is achieved through transitional devices. Only their excessive and unnecessary use in English makes them sound weird. You can always rely on explicit transitional devices. Used in the right place, they function as road signs, helping the reader to follow and pursue the text with ease.

Here is a summary of these explicit transitional devices. It is important that you employ them properly in your writing. Without them, it is difficult to achieve the coherence and the logical sequence of ideas – so essential in today's writing.

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TRANSITIONAL DEVICES

Writers rely on a range of transitional devices to link their sentences and paragraphs in a logical and coherent way. These include:

TRANSITIONAL WORDS AND PHRASES

The English language has many words that can be used as indicators to fit a piece of writing together. Grammarians discuss these words and phrases at length and provide plenty of examples. They also divide them into groups to show what kind of link they can achieve. Some style writers call these words and phrases "link words". Their typical position is usually at the beginning of a sentence but that is not compulsory.

A word of warning! Do not overuse these words. Use them only when appropriate. Check your text and take them away if you see their removal would not affect their transitional function. As I said earlier, foreign learners writing English are often fond of overdoing their use. Not every sentence or paragraph should start with one of them. If you have too many of them in a text, it will look like the presence of too many signposts on a road, making it too difficult for drivers to follow. Transitional words and phrases in English are of the following types:

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Summary

in brief, in conclusion, in summary, to summarize, to conclude, in short, in a nutshell, to sum up,…

> **In summary**, here's what you can view today, three categories:… (BBC)
>
> **In brief**, it begins with Dixon, who like Dr Findlay in terms of health, has the twin advantages of being immensely avuncular, safe and desirable, and of being totally fictional. (The Guardian)
>
> **In conclusion**, Byrne was modestly hailed as "the cool master of making the banal meaningful, though, as it stands, the show offers not much more of Imelda's life than is already known". (Times Online)
>
> **In a nutshell**, the report argues that it is not enough for the economy to start growing again. (The Economist)

Similarity

equally, in the same way, correspondingly, in like manner, the same, such,….

> **Correspondingly**, plans for the new extension to Tate Modern…include more restaurants and cafes, spaces for performances and films, and dedicated areas for families. (NY Times)
>
> **Equally** wrong, reprehensible and clownish: The reaction to Vanderboegh and his alleged ilk. (Los Angeles Times)
>
> **In the same way**, when fighting a financial crisis, the government needs to start with the basics: reassuring bank depositors that their money is safe. (BusinessWeek)
>
> Others of his ilk will be showing off **in like manner** between now and November. (NY Times)
>
> **Such is** the scale of day-to-day demands now, however, that even medium-term reconstruction efforts seem distant. (NY Times)

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Contrast

nevertheless, yet, though, still, despite that, in spite of that, anyway, having said that, notwithstanding, anyhow, in contrast, on the other hand, on the one hand, the former, the latter, while, regardless, anyway,….

> **Nevertheless**, local political leaders have exploited Mr. Kumar's death. (NY Times)
>
> **In contrast** the interior of Uranus is mainly composed of ices and rock. (BBC)
>
> **Anyhow**, my column focused on the 2007 vintage for red Burgundy. (NY Times)
>
> **Yet** they are elusive creatures, and surprisingly little is known about their lives. (BBC)
>
> **Anyway** it's fun to have those ideas shown to be nonsense, when the characters turn out to be human after all. (BBC)

Addition

furthermore, what is more, in addition, more , as well, too, additionally, on top of that, besides, also, and,….

> **Furthermore** she has co-written a feature script, which she is currently looking to develop. (BBC)
>
> These are **in addition to** land already earmarked as a possible site in the Efford area of Plymouth. (BBC)
>
> **In addition**, the plan is designed to encourage more people to subscribe to broadband. (LA Times)
>
> **Additionally**, a small plant will begin decommissioning by 2013 and waste sent to France last century will also be returned. (NY Times)
>
> **Furthermore**, to do the same scope of work, Indian companies on average were 3–4 times the cost of the Malaysian companies. (BusinessWeek)

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Attitude

plainly, noticeably, undoubtedly, without doubt, of course, needless to say, it goes without saying, evidently, obviously, unfortunately, alas, thank heavens, naturally, normally, clearly,….

> It's **obviously** set against this social and political backdrop, and that gives a very important texture to the story. (BBC)
>
> After the exploits of Gail 'The Human Google', the question setters on University Challenge have **clearly** raised their game! (BBC)
>
> **Needless to say**, it has a pizza bump. (NY Times)
>
> **Obviously**, the jobs number of Friday is going to be critical. (Reuters)
>
> **Clearly**, Willis' on-air interview with KCAL 9's **John Ireland** shows he had a good time. (LA Tunes)
>
> **Without doubt**, the most important – and by far the most ignored – safety component of any vehicle is its tires. (BusinessWeek)

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Causality

therefore, consequently, accordingly, thus, hence, for that reason, because of this, because of, so, as a result, as a consequence, in consequence, that being the case, since, even though, although,….

> **As a result**, the school timetable is geared towards cramming children and teachers are forced to stick to the government's curriculum. (Guardian)
>
> **Consequently**, he preempted the Democratic field for himself and has no major opponent for the party's nomination. (LA Times)
>
> **Thus** the Fifth Symphony was not a celebration of Soviet life, as Shostakovich's own public description had implied, but a picture of a nation in agony. (The Times)
>
> BBC preferred drivers are **therefore** a must, and our team avoid public transport. (BBC)
> **Although** I feel I have done very well this year and I can demonstrate real value for the firm, I will not mention my bonus to anyone, not even family. (BBC)
>
> Alas, they also make him a target for a slingshot, **hence** males are outnumbered by more than five to one. (BBC)

Chronology

later, afterwards, later on, subsequently, then, next, after, in due course, first, second, afterwards, thereafter, meanwhile, in the meantime, for the time being, at the same time, eventually, finally, ultimately, in the end, at last, sooner or later, at the beginning, at the outset,…

> **For the time being**, most Iraqi oil leaves the country via a single terminal near Umm Qasr in the northern Arabian Gulf. (The Economist)
>
> **At the same time**, the auto rental industry has been buffeted by other forces beyond its control. (NY Times)
>
> **Finally**, the Golden Lions had found a road trip to their liking. (LA Times)
>
> **Meanwhile** a retired US general has apologised for suggesting gay Dutch soldiers were partly to blame for the massacre. (Guardian)

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Ultimately, the contents of those pouches – coconut husk chips, dirt, oregano seeds – would go into a 6-inch-tall brown paper bag. (NY Times)

In due course, science may come to the rescue. (BBC)

Exemplification

in particular, for example, for instance, such as, like, namely, in other words,….

For instance MAKE has done well from contracts to design buildings for Nottingham University and schools in Cambridgeshire. (The Times)

In particular, objections have been raised over the Revenue's ability to decide a level of security and impose a criminal penalty. (Reuters)

In doing so, he is following a long bipartisan tradition: Namely, as goes the economy, so goes immigration policy. (LA Times)

The Use of Determiners

These include the three classes of what grammarians call determiners. Examples include: half, all, both, double, the, a, an, this, these, those, that,…. Examine the following excerpts from the BBC:

US police have recovered **a Picasso drawing**, two days after it was stolen from a San Francisco art gallery.

The drawing, valued at $275,000 (£172,000), was taken from the Weinstein gallery by a man wearing dark glasses. He was filmed by security cameras leaving the scene in a taxi. (BBC)

In 1959 Elvis Presley released **an album** called 50,000,000 Elvis Fans Can't be Wrong. **A title** (and cover) The Fall parodied for their 2004 greatest hits album, 50,000 Fall Fans Can't be Wrong.

The implicit message with **both** was: argumentum ad populum. Which makes me think of Harry Potter.
(BBC)

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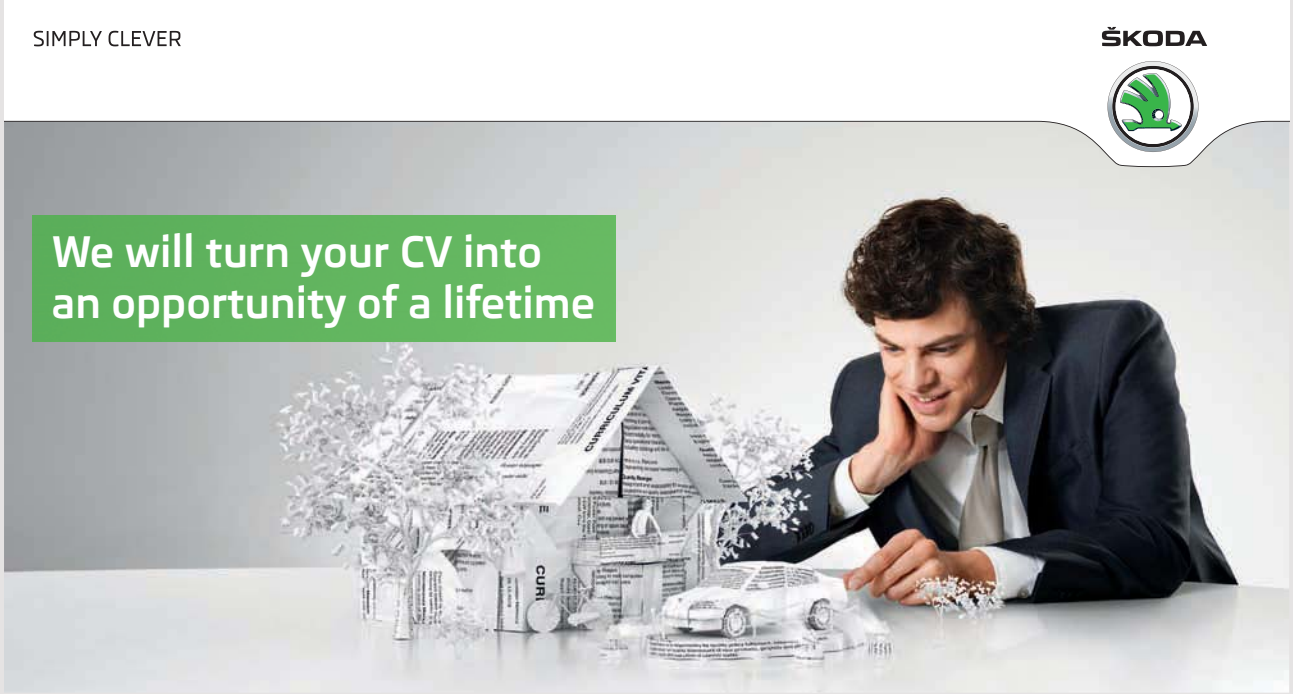
The Use of Synonyms

Synonyms can be used as substitutes for words with more or less the same meaning. If you are writing about a decrease in industrial output, as the BBC does in the following extract, you may want to use different words referring to the action of decreasing, on condition that these words fall within the same semantic field:

> Surprise **dip** in UK's industrial output (headline)
> UK industrial output **fell** unexpectedly in April, but economists have said the figures should not be a cause for concern.
> Output fell by 0.4% compared with March, the Office for National Statistics (ONS) said, whereas a rise of 0.4% had been forecast.
> It was the first **fall** in monthly production since January.
> Experts said the **drop** should be seen as a correction after a particularly strong jump in output in March of 2%.
> (BBC)



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Repetition

Writers may repeat an idea expressed by one particular word several times in their writing for the sake of coherence and logical sequence. But when they repeat they often try to use different words and expressions. This has become a powerful writing tool. When it comes to the repetition of words through the use of pronouns or determiners, try to make sure that the lexical item you choose clearly identifies the noun it refers to:

> **The dollar** rose in early trading today against major currencies among them the pound. Yesterday, **it** hit a low not seen since September.
>
> Stocks firmed despite analysts' predictions that commodity-producing countries, particularly crude producers such as **Saudi Arabia** and **Iran** were to raise output. **The former** had made clear that **the latter** would benefit.
>
> **An Italian architect** got his due in Madrid last week. **The architect**, Andrea Palladio, is seen by many as the inventor of the modern villa.
> (BBC)

THE USE OF STYLE GUIDES

Many institutions, journals and media outlets have their own guides to authors. These guides advise authors on how certain words are to be written, policies on confused spelling, transliterating, formatting, referencing, sourcing, etc. You will need to meet the conditions your institution or the outlet you are writing for sets for the way your material is to be presented. Some prestigious universities have well-formulated electronic guidelines for academic writing. Good guidelines include suggestions that may help you solve some stylistic problems like the ones discussed in this book.

HOW TO START

Good writers are the ones who startle and engage their readers from the very first few sentences. In the middle of the story or article, they should widen or deepen readers' knowledge of the topic. Readers also expect the writers to give a sensation of a completed statement.

The three steps outlined above are important for both online and print writing. Writers try their best to have them in their articles. But how many of them succeed?

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As a writer, you have always to remember that you are not writing for yourself. If you write an article and find it interesting, lucid and easy to understand, do not expect your readers to come up with the same opinion. It always takes at least two pairs of eyes to judge how significant and important a piece of writing is.

And because your readers are the ones who will have the final say, you are required to do your utmost to make them happy. In addition to the three criteria mentioned above, there are other important principles, which you will need to adhere to as you move from your introduction to the body and conclusion of your article.

The first is **accuracy**. If you get a fact wrong, misspell a name or omit a vital piece of information, you will damage the credibility of the institution you are working for. And without credibility, a newspaper, a web site, an institution or a writer is finished.

The second is **clarity**. Newspaper and online articles meant to inform are different from academic or scientific writing, which is known for its complexity. But as a writer, whether writing a newspaper article, a composition, an essay, a scholarly paper or a dissertation, you do not need to use big words and long sentences to show your readers how smart you are. You have to give them the information quickly, concisely and without a lot of extra words, embedded phrases and clauses.

The third principle is **style**. Good writers are artists. Never forget that your number one objective is to tell people what they need to know. Your job is not to show them how much of a literary artist you are.

WRITING GUIDELINES

The following guidelines are important. If you use them, your writing will be clear and lucid, void of ambiguous words, phrases, clauses and other structures. The basis is to help the reader understand what you want to say, without having to look up so many words in a dictionary and spending a lot of time trying to find out what you want to say.

Sentence Structure

Good sentence structure is fundamental for good writing. For many writers it means simple construction: subject + predicate (verb, object, complement, adverb). Do not separate these five elements by a lot of parenthetical phrases and clauses. They usually delay and confuse meaning.

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Sentence Length

Try to divide your paragraphs notionally and not haphazardly. This means that each paragraph should express one of the themes you want to explain to your readers. There are no strict rules for how long a paragraph should be. But it is always better to show your reader that moving from one paragraph to another is a signal in the movement of notions and different ideas you want to convey. Keep your sentences short. Often you may need less than 25 words for a sentence. To grab readers' attention, good writers occasionally break up their complex sentences into simple and short ones of an average of five words each.

One Idea per Sentence

The reader will be able to follow what you say if each of your sentences deals with one idea. Having two or more ideas in one sentence makes comprehension difficult and time consuming. It is a major source of ambiguity (see 12.1–12.7).

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Commas and Other Punctuation

I have found many of my students to be very fond of punctuation marks, particularly commas, brackets, hyphens and inverted commas. A good remedial exercise is to try writing a story with no commas. That, of course, means sentences should be short. Research shows that up to 25-word sentences are fairly clear to most readers. If you do not want to count the number of words in your sentences, employ the following easy test. A sentence is too long if you cannot read it aloud without taking a breath.

Abbreviations

Some abbreviations are common and in some cases more popular than the names they stand for. Others are highly restricted and only understood by the limited circle of those with knowledge of the subject. These you need to avoid and if you think it is necessary to include them, spell them out. Do not take it for granted that readers will understand the abbreviations common in your area of specialization (see Chapter 6).

Active Voice

Passive voice sounds dignified, but readers understand active voice more quickly. The passive voice can also be a source of ambiguity unless the writer clearly specifies the agent or the doer.

Jargon and Difficult Words

Jargon includes the specialized and technical words of a profession or trade. The special words and phrases you use to refer to your area of specialization are a good example. The danger is when you assume that everybody understands what these words mean. That is not true.

Do not look for words which are difficult to understand. Do not try to show the reader the extent of your vocabulary. Readers are not interested in the number of words you know. They want to understand what you want to say. Try to replace your long and difficult words with shorter and simpler ones.

Pre- and Post-Modifiers

Adjectives describe nouns but you should never try to overuse them. One adjective of the same category or grade is sufficient. Also, try to limit the number of prepositional phrases following the head noun in any one sentence to not more than two.

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Quotations

The best quotations are the ones which are short and bright. They surprise, shock or amuse. They reveal insights or secrets. They prove points. They allow experts to give perspectives, and real people to air grievances. Do not quote simple statements of fact (see Chapter 2).

When quoting, avoid saying the same thing twice. Do not include a lot of parenthetical information in your quotations. Partial quotations are not recommended unless mentioned in full later in the text.

When quoting or paraphrasing, you should mention the source and follow the rules specified in the style sheet of the institution, journal, publishing house or outlet you are writing for.

When it comes to actual writing, experts agree that overuse of quotations is a sign of inexperience. Good writers are those who have developed the skill of paraphrasing and a sense for the good quotation (see Chapter 2).

Contractions

Contractions are short forms of words, e.g., *he's* which may be a contraction of *he is* or *he has*. Contractions were usually used in spoken English and not in formal written English. However, written English is becoming more and more informal, i.e. much closer to spoken English. The New York Times, for instance, uses contractions frequently on its pages. Nonetheless, you are advised not to use contractions in academic writing unless you are quoting. Here is a list of the most frequent contractions in English:

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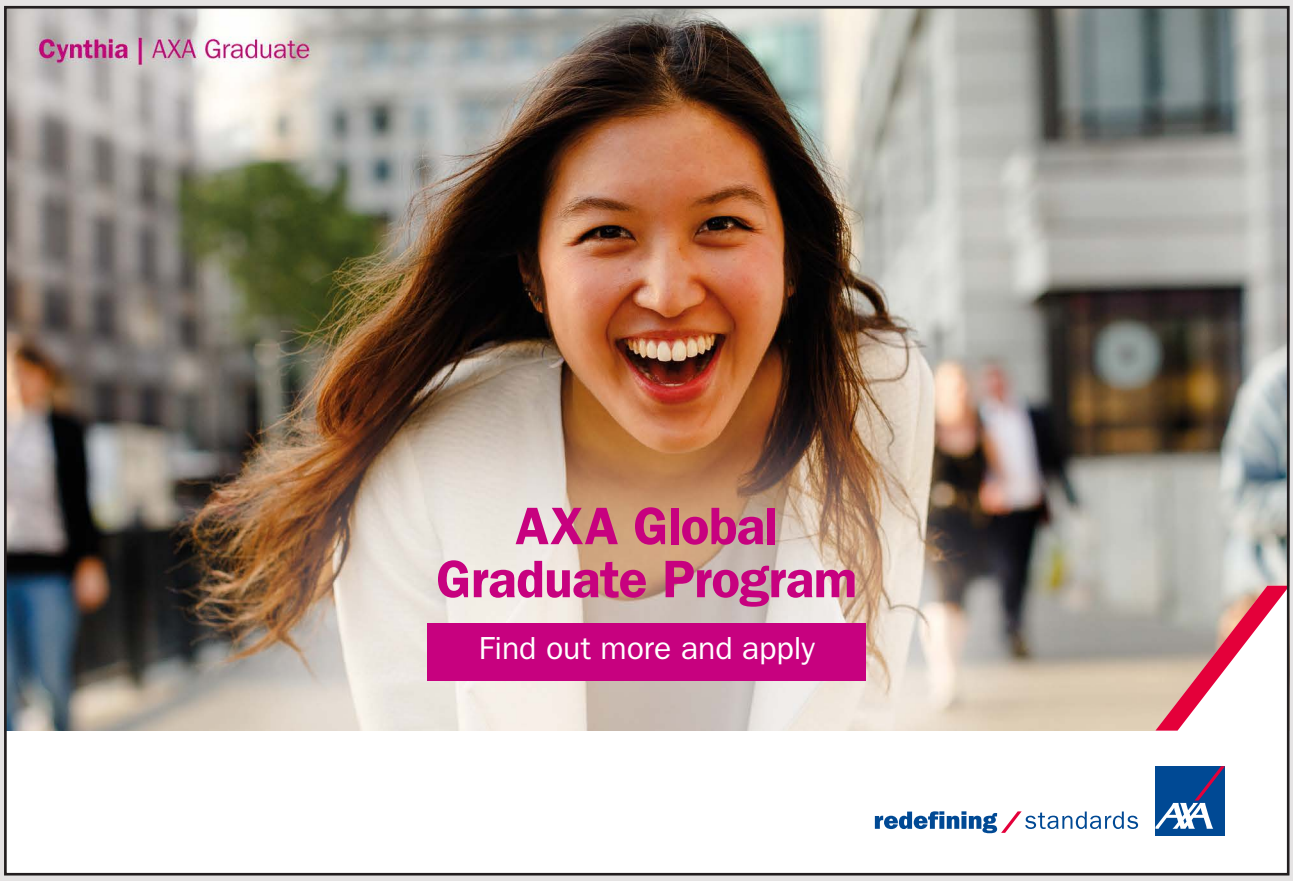
I'm	she'll	they've	doesn't
I'll	she'd	there's	hasn't
I'd	it's	there'll	hadn't
I've	it'll	there'd	isn't
you're	it'd	that's	mustn't
you'll	we're	that'll	needn't
you'd	we'll	that'd	shouldn't
you've	we'd	aren't	wasn't
he's	we've	can't	weren't
he'll	they're	couldn't	won't
he'd	they'll	don't	wouldn't
she's	they'd	didn't	



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DRAWING LOGICAL CONCLUSIONS

In drawing logical conclusions, we often pay little attention to whether the statements we accept as true are reasonable or sensible. This is because we depend entirely upon the form of the statements and not upon what we are talking about. Thus, it is quite acceptable to draw a logical conclusion without using a conclusion indicator, e.g. **therefore, hence, thus, consequently, it follows that, one may infer, one may conclude.**

Consider the two statements:

> Students at Stockholm University are sent abroad for study.
> Eva studies at Stockholm University.

Common sense tells us that if we accept these two statements as true, then we must accept the following third statement as true:

> Eva will go abroad for study.

Logical conclusions might be implicit. If so, you can draw your conclusion without using any of the indicators referring to them.

Consider the statements:

> Temperatures have dropped drastically in North America.
> Oil-producing countries have slashed output.

Common sense here tells us that if the two statements are true, then we must accept the following sentence as true:

> There has been a sharp rise in fuel prices.

Lack of Coherence

It will be difficult for readers to follow along easily when sentences, ideas and details do not fit together. In coherent writing, ideas tie together smoothly and clearly.

To establish the links to help readers follow your ideas, you will need to employ the following: (a) repetition of a key term or phrase (see p. 150), (b) synonyms (see p. 150), (c) pronouns (see Chapter 11), (d) transitional words (see p. 143) and (e) repeated or parallel sentence pattern (see p. 150).

Lack of coherence occurs mostly when we as writers fail to reason properly.

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Errors of Reasoning

An error of reasoning occurs when a statement is not logical. A statement exhibiting an error of reasoning is called a fallacy. Instead of strengthening your points of view, these statements can be used against you. If you get familiar with them, you will be able to spot them in other people's writing. Here are examples of possible errors of reasoning a writer might commit:

Appeal to force, e.g.

> You must do the exam set for March 20, or you will have no bread and butter to eat and a roof to shelter.

Abusive, e.g.

> Do not trust what the MPs say. The parliament is used to ranting.

Circumstantial, e.g.

> Certainly we are the world's leading institution in entrepreneurship studies.

Ignorance, e.g.

> There is no proof that global warming is harmful to the environment. Therefore, there is no need to impose environmental controls.

Appeal to pity, e.g.

> The students are poor. They have no clothes and cannot afford to buy food. Their situation is miserable. Please show some mercy and let them pass the exam.

Propaganda, e.g.

> Get your Mercedes now or there will be no vehicle of the same standard for you to buy.

Accident, e.g.

> He bought a shirt yesterday and therefore he is wearing a shirt today.

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Hasty generalization, e.g.

Two of the company executives were arrested on charges of fraud. All executives are cheats.

False accusation, e.g.

Jane saw the teacher twice before the exam and she passed with distinction. Perhaps the teacher told her about the questions in advance.

Complex statements, e.g.

The students have given up cheating on exams.

Irrelevant statements, e.g.

In attempt to combat carjacking, the authorities have set aside a special budget for the Ministry of Interior. Carjacking is a horrible crime which we recommend no one to commit.

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REDUNDANT STRUCTURES

Try to be Concise

13.1 You will certainly produce a more readable copy if you are frugal with words. You will increase your chances of getting your copy or manuscript accepted for publication if you are concise and economical with words. One way to meet the limit on the number of words editors impose on manuscripts is to tighten your copy by getting rid of redundant expressions. Economy of expression is important in English, and it means that authors must do their best to eliminate clumsy words, phrases and sentences, avoid the use of jargon, circumlocutions and overuse of the passive voice. Remember that short words and short sentences are always easier to understand than long ones.

There are many ways to get rid of words, phrases and even clauses whose presence in a piece of writing is unnecessary. Structures which we can omit without hampering the flow and meaning of the text are usually referred to as redundant. We tend to add extra words or phrases that actually add nothing to the meaning of the sentence. These words and phrases can be meaningful in appropriate contexts. But you need to eliminate them if their presence in a sentence makes your text wordy and repetitive. Here are a few examples with redundant structures written in bold:

> I am generally willing to take **any particular kind of** job. ☒
> I am generally willing to take any job. ☑
>
> **Having the meeting take place on Friday is impossible without some sort of extra help and assistance**. ☒
> It is impossible for the meeting to take place on Friday. ☑
>
> **It goes without saying that entrepreneurial research programs generally** depend on certain **aspects that are in fact more pedagogical in kind than of any given educational course**. ☒
> Entrepreneurial research programs depend on certain pedagogical aspects.☑
>
> **For all intents and purposes,** the Department of Informatics actually runs the type of courses that are definitely more advanced **than any type of those offered by similar departments** at other universities. ☒
> The Department of Informatics offers courses that are more advanced than their counterparts in other universities. ☑

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Overuse of Expletives is not Recommended

13.2 The general meaning of an expletive is an exclamation or oath, especially one that is profane, vulgar or obscene. In this book, I use the term to refer to words or phrases that do not contribute any meaning but are added only to fill out a sentence. Here are some examples:

> **It is of paramount importance** that we launch the new doctoral program. ☒
> It is important to launch the new doctoral program. ☑
>
> It is imperative **for us** to attend the meeting. ☒
> It is imperative to attend the meeting. ☑
>
> **It is the dean who** decides on these matters. ☒
> The dean decides on these matters. ☑
>
> **That the department has made** progress is clear to everyone. ☒
> It is clear that the department has made progress. ☑
>
> **There was** a proposal, which pleased **all** the staff, and **all** the students were happy with it. ☒
> The proposal pleased both the staff and the students. ☑
>
> **The fact that** doctoral students spend a long time to carry out their research **is clear from** previous experience. ☒
> Previous experience shows that it takes doctoral students a long time to finish their research. ☑

Use Active Verbs

13.3 Active verbs convey meaning directly to the reader. Passive forms of verbs and nominalizations tend to make a sentence longer and the meaning is not so direct. Study the following examples:

> A new approach for the elimination of companies with poor performance **is presented by the study**.☒
> **The study presents** a new approach to eliminate the companies with poor performance. ☑
>
> A speech **was delivered by the president**. ☒
> **The president** delivered a speech. ☑

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The figures **were checked by the statistics department**. ☒
The statistics department checked the figures. ☑

The way the tables **were arranged was done by Professor Palmer**. ☒
Professor Palmer arranged the tables. ☑

Avoid Overuse of Nominalizations

13.4 Use a verb whenever possible to replace the -ion or -bility words. These words are generally referred to as nominalizations. Try to replace them with action verbs whenever possible:

The job of the school is **the provision** of courses of a technical nature. ☒
The school **provides** technical courses. ☑

The function of this department is **the collection** of data. ☒
The department **collects** data. ☑

The clinic has **its focus** on preventive medicine. ☒
The clinic **focuses** on preventive medicine. ☑

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This chapter **provides a presentation** of latest advances in mobile technology. ☒
The chapter **presents** latest advances in mobile technology. ☑

The probability of the occurrence of a new cycle of inflation is not there. ☒
A new cycle of inflation is **not likely** (probable). ☑

The purpose of the thesis **is the investigation** of outsourcing by companies in the region. ☒
The thesis **investigates** outsourcing in the region. ☑

Reconsider Unnecessary Infinitive Clauses

13.5 Convert some infinitive clauses into finite ones or short noun phrases. Such changes condense your writing and preserve the meaning of your sentences as they often involve the replacement of the verb to be:

The job of a doctoral candidate **is to teach** new students and help them. ☒
Doctoral candidates **teach** and help new students. ☑

The lack of resources has caused our **staff to become** unhappy. ☒
The lack of resources **has made** our staff unhappy. ☑

Faculty members **plan to write** a report to see what progress they have achieved. ☒
Faculty members **plan to write** a progress report. ☑

The duties of a government **are to ensure** the welfare of the society and **to safeguard** its security. ☒
A government **safeguards** the society and its welfare. ☑

Do not Use More Words than Necessary

13.6 There are many expressions which add extra words without extra meaning. They are usually referred to as circumlocutions – the roundabout expressions that take several words to say what could be said in one word. This means that you write about a topic without getting to the point. While circumlocutions are commonly used when speaking, try to avoid them as far as possible in writing:

The reason that I chose the subject is in order to offer a broad picture of family-owned companies in southern Germany. ☒
I chose the subject to offer a broad picture of family-owned companies in Germany. ☑

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In the course of the past several years, it has come to the attention of the board that some students who joined this year are not behaving in a manner that is appropriate for members of this school. ☒
The board has learned that some new students are not behaving appropriately. ☑

In view of the fact that foreign students find it difficult to cope, we changed the rules. ☒
We changed the rules to help foreign students cope. ☑

The reason behind the failure of medium-sized companies is because they have relied heavily on imported labor. ☒
Medium-sized companies fail because they heavily rely on imported labor. ☑

In accordance with the recommendations made by the company executives, there will be no more layoffs. ☒
According to company executives' recommendations, there will be no more layoffs. ☑

The research **has the ability to influence** the results. ☒
The research influences the results. ☑

It is not unnecessary for the researcher to take a stand on this pressing issue. ☒
The researcher should take a stand on this pressing issue. ☑

They wanted to sell their movies to **media broadcasting companies and film production companies**. ☒
They wanted to sell their movies to broadcasting and film production companies. ☑

Get Rid of Words and Expressions that Explain the Obvious or Provide Unnecessary Detail

13.7 Take away the parts which explain what you have already said or are quite obvious to your readers:

I am a doctoral candidate at the University of Stockholm and my name is xxxx. I heard from a friend that you are organizing a conference. Here is my contribution to the conference: (A business letter). ☒
I heard from a friend that you are organizing a conference. Here is my contribution: ☑

NOTE *There is no need to introduce yourself and title when both appear at the end of your letter.*

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It goes without saying that we are aware of your rules regarding court procedures, and we **have every intention** to file a new lawsuit. (A business letter) ☒
We are aware of your rules regarding court procedures and **we intend** to file a new lawsuit. ☑

Try to imagine in your mind the extraordinary efforts that a doctoral candidate exerts in order **to be in the collection of** new sources. ☒
Imagine a doctoral student's efforts in collecting new sources. ☑

The school, one of the leading institutions of learning in terms of concentration on microeconomics and entrepreneurship, has the kind of library that is unique in its collection, particularly when it comes to books, journals and scholarly material. ☒
The school, focusing on microeconomics and entrepreneurship, has a library with a large collection of specialized books and journals. ☑

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Get Rid of Repetitive Wording

13.8 Be sure not to repeat words, phrases or longer structures with similar meanings:

> **We would appreciate it if you would bring to the attention of all the students the teacher's dislike** of long sentences and circumlocutions in essays and assignments. ☒
> Could you please tell the students that the teacher does not like long sentences? ☑
>
> The department considered **the purchase** of an unnecessary luxury. ☒
> The department wants to buy some luxuries. ☑
>
> **The past memories** of me as a child have been with me all the time. ☒
> My memories as a child have been with me all the time. ☑
>
> **The period of** time they have to spend is unusual in nature. ☒
> The time they have to spend is unusual. ☑
>
> The thesis discusses **basic fundamentals**, the past history **of the really true** facts that caused the collapse. ☒
> The thesis discusses the fundamentals and the history of facts that caused the collapse. ☑
>
> **At an early time of the twentieth century**, many executives preferred cars that **were pink in color and shiny in appearance**. ☒
> In the early 20th century, many executives preferred pink and shiny cars. ☑
>
> The company unveiled a new mobile that **was round in shape and heavy in weight**. ☒
> The company unveiled a round and heavy mobile. ☑

NON-SEXIST LANGUAGE

The Word 'man'

Not very long ago the word *man* carried the dual meaning of an adult human and an adult male. But in the course of time its meaning has changed and it is now closely identified with adult male. In today's English we try to avoid the generic use of *man* when referring to both sexes. And as a result, writers are advised to employ alternatives to replace the word and other related expressions with masculine markers.

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In English, we are obliged today to treat women in all areas of writing the way we treat men. Your writing in English should reflect a society that no longer assigns roles or occupations to men only or women only. Therefore, it is essential that you try to avoid physical descriptions, sexist references, demeaning stereotypes and condescending phrases, particularly when referring to women. For instance, your copy should not assume 'maleness' when the reference includes both sexes. In other words, we are required, when writing in English, to be evenhanded when treating the sexes. Our copy should be free of stereotypes and assumptions.

Using just *he* to refer to both sexes is now unacceptable in many contexts in English. So what should you do? There are a few tips to circumvent the problem. One solution, currently prevalent in AmE, is to use *she* and *her* for occupational terms, such as artist, musician or author, whose gender is not specified. Another solution is to use *they*, which is gender neutral. In cases where the plural is not an option and there is no other word or expression to neutrally refer to both sexes, use *he* or *she,* which is an alphabetical listing of singular pronouns in English.

It is natural in English to use the nouns *woman*, *man*, *girl* and *boy* in reference to people. Avoid using *male* and *female* as nouns. If a construction warrants their presence, use them as adjectives. When used as adjectives, avoid affixing them to occupational titles *female judge*, *male nurse* in a way that implies that the occupation normally belongs to one sex. Today we apply tougher restrictions to *he* or *she*, *him* or *her* and *his* or *hers*, which should be used as a last resort. A preferred solution to avoid assumptions of maleness and femaleness is to resort to plural constructions. Another solution is to rewrite the sentence so that no pronoun is required, e.g.

> A lawyer always defends **his** clients.
> Lawyers always defend **their** clients.
> The lawyer always defends the client.

Special care is taken today when writing English so that both sexes are treated equally. For example, The New York Times avoids phrases like "Hollis M. Cordero and his wife, Lynn" because the newspaper believes the phrase "assigns the woman unthinkingly to second rank." Instead, it advises its reporters and editors to write: "Hollis and Lynn Cordero" or "Lynn and Hollis Cordero."[3]

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13.9.1 This section includes some examples which many today identify with adult male(s). Today's U.S. and British newspapers provide alternatives with generic meaning. Note that writers and speakers try to avoid the use of *man* in occupational terms when persons holding the job could be either male or female. One way to avoid their use is to have them replaced by nouns which are neuter in gender, i.e. have no distinction for sex. Examples include **people**, **humanity**, **humankind** but not **mankind**. Here are some tips to help you avoid sexist language. Note that the first set is viewed as sexist in English and the second as neutral:

the man in the street	->	the average person
a man-machine interface	->	human-machine interface
manpower	->	workforce, work power, personnel or human resources
no man can do it	->	nobody can do it
businessman	->	business person
chairman	->	chair, chairperson
fireman	->	firefighter
hostess	->	flight attendant
foreman	->	supervisor
layman	->	layperson

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policeman or policewoman	->	police officer
spokesman	->	spokesperson
postman	->	postal worker
sportsman	->	sportsperson
man or mankind	->	humanity, human race or people
common man or man in the	->	ordinary people or the average street person.
manned or manning	->	staffed or staffing
council men or council women	->	council members
a four-man team	->	a four-member team
mail man or postman	->	letter carrier

EXERCISE

This is a general exercise with a variety of errroneus samples. It is designed as a test to assess the progress you have made so far in detecting errors and correcting them:

13.10 In the following sentence, the use of the preposition **of** is wrong. For a better read you might want to change the adjective **dependable** into a verb:

The country's welfare **is dependable of** these companies. ☒
The country's welfare **depends on** these companies. ☑

13.11 The following is only a dependent clause. In English it cannot stand by itself (as a full sentence), and it does not express a full idea. You need to add a main clause for it to become a full sentence (see 12.4).

Although the government wants the taxes to remain high. ☒
Although the government wants the taxes to remain high**, there are many in the country who take the opposite view.** ☑

13.12 The word **people** is plural and agrees with a plural verb in English. It is also advisable not to repeat the same word twice in a sentence. Try to replace it with a pronoun if it is a noun:

The **people** who **needs** resources are the **people** who **is** in jail. ☒
The **people** who **need** resources are **those** who **are** in jail. ☑

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13.13 There is a difference between **effect** and **affect** (see 14.38). There is a difference between **their** and **there**. But both do not fit in the context of the sentence below. And also note the wrong use of the possessive form **Americas**:

> The attack on New York has **effected Americas** relationship with Saudi Arabia, which has been **their** ally in the Middle East. ☒
> The attack on New York has **affected America's** relationship with Saudi Arabia, which has been **its** ally in the Middle East. ☑

13.14 The use of **90:s** is wrong. So is the inversion of subject and verb **was the price** and **73$** (See 14.21):

> During the Gulf War in the beginning of the **90:s was the price** of oil approximately **37$** a barrel. ☒
> During the 1990 Gulf War, **the price of oil was** approximately **$37** a barrel. ☑

13.15 The logical order of the following sentence is wrong. This is why it does not read well. Compare with the correct version:

> The oil price dropped from approximately $25 a barrel to the lowest noted level in twelve year period $10 a barrel. ☒
> The oil price dropped to $10 a barrel from approximately $25 a barrel, the lowest level in 12 years. ☑

13.16 Names of organizations are singular in English and the verb they agree with has to be singular. Also note that the use of the present continuous tense **are controlling** does not fit here:

> One other major reason is OPEC. **They are controlling** the market and has in the last three years a very strict output policy. ☒
> One other major reason is OPEC. **It controls** the market and has pursued, in the last three years, a very strict output policy. ☑

13.17 Acronyms are treated like nouns when it comes to the possessive form. Remember, names of countries are singular in English:

> The fact undermines **OPECs** attempts to limit global production when **Russia are** in need of hard cash. ☒
> The fact undermines **OPEC's** attempts to limit global production when **Russia is** in need of hard cash. ☑

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13.18 Write dates in numbers:

In **ninety-sixty** the price went up a couple of dollars. ☒
In **1960,** the price went up a couple of dollars. ☑

13.19 Use **who** to refer to antecedents (nouns) that are human and **which** for non-human antecedents. Reserve this distinction only to **who** and **which**. In English we have an alternative relative pronoun **that** which can be used with both human and non-human antecedents. Also note that we use **the** before the names of countries and organizations which start with **united** in English, such as **the U.S.**, **the U.A.E**, **the U.K.**, **the U.N.**, when they are not pre-modified (no adjective, noun or other elements precede them immediately):

There **is** some other countries outside **the** OPEC **who** produce oil, these are for example **US**, **UK**, Russia and Norway. ☒
There **are** some other countries outside **OPEC that** produce oil. These include, for example, **the U.S.**, **the U.K.**, Russia and Norway. ☑

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13.20 The verb **learn** does not need a personal pronoun whether singular or plural in the object form (e.g., me, you, him, her, us, them). Also note that **learning** as an adjective is only used attributively (before a noun) in English, e.g., a **learning** experience, but not the experience is **learning**:

> The course has been relevant and **learning**. I have **learned me** a lot. ☒
> The course has been relevant and useful. I have **learned** a lot. ☑

13.21 There are three errors in the following sentence. There is the wrong inversion of subject and verb **are Sweden**. Names of countries in English are singular and not plural. And the noun **country** has to be plural:

> But today **are Sweden** one of the richest **country** in the world. ☒
> But today **Sweden is** one of the richest **countries** in the world. ☑

13.22 The use of **ones** is wrong (see 15.42):

> They spend their money at **ones**. ☒
> They spend their money at **once**. ☑

13.23 Check your idioms, using the lexicon or the Internet, if in doubt. Do not confuse **than** with **then**. (See 3.39).

> The company started **on the right feet** but **than** began to shake. ☒
> The company started **on the right foot** but **then** it began to shake. ☑

13.24 The following sentence is ambiguous. It suffers from verbosity:

> Entrepreneurship is defined **in the broad sense of the concept**, **meaning** the creation of new economic activities as well as renewal of old ones. ☒
> **Broadly defined**, entrepreneurship is the creation of new economic activities and the renewal of old ones. ☑

13.25 The following is a convoluted sentence in which information is not presented in a straightforward manner:

> Four major research programs **being focused on will present** the research within Business Administration. ☒
> Business administration research **focuses on** four major programs. ☑

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13.26 The following sentence suffers from redundancy. There are more words than necessary to express the thought:

> A fact that can be seen as a little disappointing is that it is relatively few of our students have started their own firms, and, furthermore, this fraction seems to be diminishing. ☒
> It is disappointing to see fewer students starting their own firms. ☑

13.27 Do not use the same word more than once in one sentence:

> This means that the new **programmes** very quickly became international **programmes** instead of regional **programmes**. ☒
> This means that the new **programmes** quickly assumed an international instead of a regional character. ☑

13.28 The passive voice makes this sentence a bit difficult to read:

> About a third of graduated students have **been employed by the Tax authorities**. ☒
> **The Tax Department** employs about one third of our graduates. ☑

13.29 In the following it is very difficult to tell which courses the writer is talking about and whether they deal with the teaching of the English language or if their medium of instruction is English. To produce a correct version, I had to break it down into three sentences. To clarify the ambiguity about the number of courses in each category, I had to resort to a calculator:

> First, most (45) of our courses in English are advanced courses while only 18 are intermediate courses and 15 are introductory courses of which seven of these introductory courses are for language courses. ☒
> We have 45 courses, and most of them are given in English. Of these 12 are advanced, 18 intermediate and 15 introductory. Of the introductory courses, seven are language courses. ☑

13.30 There is redundancy and unnecessary repetition in the following:

> The family models are **developed for the perspective** of developers and configuration management staff. **The family** models are **thus** not intended to portray end-users. ☒
> The family models are designed for developers and configuration staff. **They** are not intended to portray end users. ☑

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13.31 The following is another example of a long sentence that is extremely hard to read:

> One thought behind the design of the doctoral program was that the doctoral candidates should have a chance to developing his or her skills gradually, by combining teaching, courses, writing the doctoral dissertation. ☒
> The program gives doctoral candidates the chance to develop their skills gradually by teaching different courses besides their research studies. ☑

13.32 It is possible to turn the names of the days of the week and the months of the year into plural in English. For example, I work on **Sundays**, means I do that every Sunday. But in the following sentence, **Sundays** is wrong. It should be in the possessive form:

> I am concerned about **Sundays** referendum. ☒
> I am concerned about **Sunday's** referendum. ☑

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13.33 Always try to make sure that you as a writer can tell which items or things your pronouns stand for, particularly words such as **the latter** and **the former**. If it is not clear to you, how on earth could you expect your readers to find out on their own. In the following samples, it is extremely difficult to tell what exactly **the latter** refers to (see 15.36):

> Some of the communication media in use are manually attended by the users (customers), interacting directly with an information system, without any intervention from employees. **The latter**, the self-service technologies (Meuter et al., 2000) are very cost effective from a company perspective. ☒
> A few weeks later, the Constitutional Convention in Philadelphia opened. **The latter** had been called for by the old congress solely to rectify some problems with the Articles of Confederation. ☒
> But what is of particular interest is the introduction of a third character: Mr. Van rough. **The latter**, dimple and may represent three dominating masculine archetypal selves available at the turn of the 18th century. ☒
> Through the media, although having no real economic relevance for the lower middle classes, **it** slowly permeates **the latter**, becoming a norm dreamed, though not actually a norm lived. ☒

13.34 The following is a good example of verbosity. Remember, in academic writing you will need to mention the year in parenthesis to show the date Anderson and Narus's book was published:

> A suitable definition of trust when dealing with transparency in buyer-supplier relationships is definition of trust as **outlined by Anderson and Narus**. ☒
> **Anderson and Narus (2008) provide** a suitable definition of trust when dealing with transparency in buyer-supplier relationships. ☑

13.35 The following sentence is incomplete. You need an independent clause, expressing a full thought to supplement the dependent clause starting with the complex sentence marker Because (see 12.4). There is also a difference between there, which is an adverbial and their which is a possessive pronoun:

> **Because** of the large subsidies these countries give to **there** farmers. ☒
> Because of the large subsidies these countries give to **their** farmers, **agricultural produce has soared in Europe.** ☑
> **Agricultural produce has soared in Europe** because of the large subsidies European states give to **their** farmers. ☑

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13.36 As well as is a complex sentence marker (see 12.4) and initiates a dependent clause, which cannot stand on its own as a complete sentence. You will need to add an independent clause in order to have an appropriate sentence in English:

> **As well as** the fashion clothes and meat which are imported from abroad. ☒
> **As well as** the fashion clothes and meat, **the country imports huge quantities of vegetables and cereals.** ☑

13.37 The plural possessive pronoun **their** does not fit in the following sentence because the referent **department** preceding it is singular:

> **Each department** has the responsibility for the quality of the education within **their** field of competence. ☒
> **Each department** has the responsibility for the quality of the education within **its** field of competence. ☑

13.38 The following is a paraphrase but it is not done properly. It is also difficult to identify the source or subject of the paraphrase. The use of **the latter** is wrong, too:

> Inquired about the existence of an oil trust headed by Rockefeller in 1888, **the latter** answered in the negative, although it was perfectly known he was involved. ☒
> Asked about the oil trust, Rockefeller – who headed the trust in 1888 – said he knew nothing about it. ☑

13.39 The verb **range** does not agree with the subject, which is the head of the noun phrase **involvement**:

> The actual **involvement** of institutional investors in the **firms** operations **range** from the threat of selling shares to the active use of voting rights. ☒
> The actual **involvement** of institutional investors in **firms'** operations **ranges** from the threat of selling shares to the active use of voting rights. ☑

13.40 The following is another example of an incomplete sentence. The relative clause starting with **who are** modifies the subject **shareholders**. The subject needs a predicate to form a complete sentence:

> **Shareholders who are** not actively involved on a day to day basis in the control or management of the firms' resources. ☒
> **Shareholders who are** not actively involved on a day-to-day basis in the control or management of the firms' resources **get better deals**. ☑

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13.41 The use of the first person, whether singular or plural, is acceptable in today's English. It was not previously. However, it is overdone in this sentence:

> **I** describe these items below and **I** discuss what **I** have done in this study to enhance **my** study accordingly. ☒
> Below **I** describe these items and discuss them to enhance the study. ☑

13.42 The same noun is mentioned twice in the same sentence. Try to avoid structures like (S)he (see p. 165). And **his/her** is inappropriate in this context:

> The confusion between these concepts is perhaps even clearer within the field of ergonomics where the particular subject of study and change is the participant or the work of the **participant. (S)he** of course represents master in **his/her** own work. ☒
> The confusion between these concepts is perhaps even clearer within the field of ergonomics where the **participants,** or their work, of which they are the masters, become the particular subject of study and change. ☑

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13.43 Replace the second mention of company with an appropriate pronoun:

> This approach suggests that a **company** works with monolithic strategy within each segment of the **company**. ☒
> This approach suggests that a **company** works with a monolithic strategy within **its** segments. ☑

13.44 The use of **us** is wrong in the following sentence. You need the reflexive pronoun form of **we**. We use reflexive pronouns when we want to refer back to the subject of the sentence or clause. Reflexive pronouns end in **-self** (singular) or **-selves** (plural), e.g. myself, ourselves, himself, herself, itself, themselves, yourself, yourselves:

> We have to ask **us** one question. ☒
> We have to ask **ourselves** a question. ☑

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14 CONTENT WORDS

Any piece of language, whether written or spoken, consists of words. There are different classes or kinds of words in English. In this chapter, we are not very much concerned about how authoritative English grammar books explain these classes and how many they are. Our main concern is how to help learners of English to, first, be aware of the errors they make when using certain words in English and, second, give them some information and ideas on how to address those errors.

It is sufficient for the purposes of this book to divide words in English into two major kinds or classes: content words, such as nouns, adjectives, verbs and adverbs, and function words which include classes such as determiners, pronouns, prepositions, conjunctions, auxiliary verbs, numerals and discourse markers. Examples of the two kinds of words we have identified here are easy to find in grammar books of English or through simple searches on the Internet.

There are two chapters in this book specifically tackling the problems one might come across when choosing the right English word: content words and friendly words. This chapter deals with vocabulary, and mainly content words. I will try to give some explanation before each erroneous use as well as citations, when necessary, from mainstream U.S. and British publications of how the word is used today in order to help readers produce correct versions on their own.

EXERCISE

Here are some samples of the most frequent vocabulary errors you might make when writing English. Go over them carefully, using the tips given before each erroneous instance as a tool for correction before reading my correct versions:

14.1 The error in the following sentence might be due to negligence on the part of the writer. In English, we generally use the same form of the content word, in this case an adverb, in sequences combined by connectors such as **and**:

> Indeed, this chapter shows that acting socially and responsible should not mean just having… ☒
> This chapter shows that acting socially and **responsibly** should not mean just having… ☑

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The word has three forms in English: responsible, responsibly and responsibility. Their use, the way they function in phrases, or clauses is worthy of attention. Examine the following examples:

responsible adj.
The **BBC** is not **responsible** for the content of external websites. (BBC)
Should banks be more **responsible**? (BBC)
Russia has welcomed the **responsible** outcome of an EU crisis summit. (BBC)
responsibly adv.
The site also lets you know how we manage our business **responsibly**. (BBC)
responsibility n.
Corporate **responsibility** is about working better for our stakeholders. (BBC)

14.2 You will need to distinguish between **away,** which we mainly use for distance, and **apart,** which we generally use to mean that two persons or things are separated:

They are living **apart** 200 km. ☒
They live apart and are 200 km **away**. ☑

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14.3 Beware of exclamations from your mother tongue creeping into English. The exclamation ***Euuu*** does not sound English. Perhaps the writer means *um* (*umm*)**.** *Exclamations* are the sounds which people make when hesitating or do not know what to say next, e.g. *Oh! Ugh! Wow!* Certain adjectives and nouns can be exclamations, e.g. *Excellent!* (*How*) *wonderful!* (*how*) *good* (*nice*) *of you! Good! Marvelous! Splendid! Heavens! Good Lord! Jesus Christ! My God!* **Others can be dependent clauses such as:** *How great it was to see the film! Doesn't that look funny! What an excellent film! Isn't it a beautiful day! Limousines are such expensive cars!*

Now see if the exclamation in the following sounds English:

> **Euuu**… I have difficulties to blend my private and professional lives. ☒
> **Umm**… I have difficulties to blend my private and professional lives. ☑

14.4 The following is not wrong, but rather verbose or wordy, i.e., it has more words than necessary:

> **It is suggested of importance** to study the overall market setting. ☒
> **It is important** to study the overall market setting. ☑

14.5 The -ing (**dominating**) and -ed (**dominated**) forms of verbs can function as adjectives in English. But not all verbs have that capacity, and both forms can generate different meanings. For instance, **a dominated market** is the market that is dominated and **an investor-dominated market** is the market that is dominated by investors (please note the position of the hyphen in the last example (see Chapter 7 for further details). **A dominating market** or **a dominant market** is the market that dominates. You may generalize with other verbs with such capacity in English. Try to see whether **dominated** fits in the example below:

> The family has **a dominated market** share in the company. ☒
> The family has **a dominant market** share in the company. ☑

14.6 For the sake of clarity try not to vacillate between the singular and plural form of the same word when you want to refer to the same thing. Also, try not to repeat the same word more than once in the same sentence. The use of the plural and singular forms of **customer** and **supplier** and their repetition makes the following sentence very hard to read:

> The argument is that for information about cost structure is that since **customers** and **suppliers** often are interdependent in the short run, the **customer** wants low prices but not lower than what enables the **supplier** to continue with deliveries. ☒
> **Customers** and **suppliers** often are interdependent in the short run. The **former** want low prices but not to the extent that makes it difficult for **the latter** to continue deliveries. ☑

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14.7 The use of the singular and plural forms of the same word in the following sentence leads to ambiguity. Note the phrase between the square brackets where the singular form of **customer** does not agree with the preceding pronoun **their**. Also, there is no justification for the uppercase in the two words between the brackets:

> Even if we never stopped their **[The Customer's]** production, we did not handle the situation in an optimal way. ☒
> Although we never disrupted their **(customers')** supplies, we did not handle the situation in an optimal way. ☑
> We never disrupted **customers'** supplies. However, we did not handle the situation in an optimal way. ☑

14.8 Note that **other than** can also be used to mean **except**. At the same time you will need to distinguish between **except** and **accept**, which fall in the category of 'friendly words' (see Chapter 15):

> It is impossible to isolate all **other** factors **than** those learned that did have an effect on the fact that something had happened or did happen. ☒
> It is impossible to isolate all factors **other than** (**except**) those with an effect on what has happened. ☑

14.9 When trying to produce a better version of the following, remember our advice of not repeating the same word twice in the same sentence as far as possible:

> All **participants** except **participants** from two companies showed that they appreciated working with other in a project. ☒
> The **participants** appreciated working with others except (other than) those from the two companies. ☑

14.10 You will need to distinguish between **cooperation** (working together) and **corporation** (a large business company):

> Almost all the **cooperations** are based on products that are running as projects. ☒
> Almost all the **corporations** are project-run and product-based. ☑

14.11 There are several words in English which are pronounced the same way but written differently. And **weather and whether** are a good example (see Chapter 3):

> We do not know **weather** it is **permit** or not. ☒
> We do not know **whether** it is **permitted** or not. ☑

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14.12 There are some words whose meaning is one thing when singular and something else when plural, and **detail** (a small fact or feature as a countable noun) and **details** (information about something) are a good example. Mind you, **detail** can also be used as a verb in English, e.g. *It details how US government agencies can request access to customer data* (BBC). Rewrite the following, correcting the erroneous use of **detail** and making other necessary changes:

> The situation that occurs is that during the cooperation the buyer also expects the cost of **detail** to be reduced with the cost that is presented. ☒
> During the deliberations (talks), the buyer also expects the cost of **a detail** to be reduced as part of the cost package. ☑

14.13 It is not advisable to use a stroke or slash (/) to separate words. There are two slashes in the sentence below, which is already a bit long (42 words):

> The costing situations have been classified in the following categories in the figure below. The costing situations are following the **product/project** but also situations that are a part of the relationship but not related to a specific **product/project** is included. ☒

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The costing situations are classified below. They follow both **the product and project**. They also pursue situations which are part of the relationship but not directly related to a specific product or project. ☑

14.14 Phrasal verbs, verbs + particles, have become very important in current English usage. Today, we have dictionaries specifically compiled to explain their meanings and functions in the English language. One important thing for you to know is that when phrasal verbs are used as nouns, they are mostly written as one word, or occasionally hyphenated but not separated:

The cost **break down** can be based on historical pattern. ☒
Cost **breakdown** can be based on historical patterns. ☑

14.15 We have agreed that we should avoid using the same word twice in the same sentence as far as possible. We should also avoid using two phrases with exactly the same meaning in the same sentence, e.g. **In the next figure (Figure 2.2 below)**. Try also to avoid the passive voice in cases like these:

In the next figure (Figure 2.2 below) the geographical distribution of population change **is showed** for the time period 1993–2006. ☒
Figure 2.2 shows the geographical distribution of population change, 1993–2006. ☑

14.16 Some nouns in English are both singular and plural. **public** is one of them. You will need to choose which form to use relying mainly on your dictionary, grammar book or the Internet. It is not acceptable to use the plural and singular forms of the same noun in one sentence. It is also unacceptable to use a plural pronoun to refer to a singular noun, as in the following case:

The **general public has** great expectations on daily newspapers, in particular when **they** are subscribers of the newspaper. ☒
The **general public have** great expectations on daily newspapers, in particular when **they** are subscribers. ☑
The **general public has** great expectations on daily newspapers, particularly as subscribers. ☑

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14.17 The sentence below is verbose and wordy. For instance, **makes an analysis** can simply be changed into **analyzes** and **the discussion surrounding the ethnologist Mats Lindqvist's study** can be reduced to **the ethnologist Mats Lindqvist's**. Remember, in academic writing you will need to mention the year Hallberg and Lindqvist had issued their studies:

> Hallberg makes an analysis of the discussion surrounding the ethnologist Mats Lindqvist's study **Gentlemen in the Business world, an ethnological Analysis of the World of Swedish Top-Executives**. ☒
> Hallberg (1998) analyzes the discussion about the ethnologist Mats Lindqvist's (1994) *Gentlemen in the Business World, an Ethnological Analysis of the World of Sweden's Top-Executives.* ☑

14.18 Among the English words, which have one meaning when singular and another when plural, are **export**, **exports**, **import** and **imports**. My experience as an English language teacher and editor shows that such words are a source of trouble even for native speakers of English. If we know what they mean, we will certainly know how to use them in meaningful sentences. Let us focus on **export** and **exports**:

export as a verb means to send goods to another country; as a noun it means the process of selling and exporting goods

exports as a noun means the products sent or sold to another country

Can you now see what is wrong with the use of these two words in the following:

> The German **export** falls **because the dollar falls**. ☒
> German **exports** fall as **the dollar weakens further**. ☑
> For instance, Träcentrum and the Swedish Trade and Export Council **are arranging** a training-session about **export**. ☒
> For instance, Träcentrum and the Swedish Trade and Export Council have **arranged** a training-session about **exports**. ☑
> Fall in the value of **export** is damaging to the country. ☒
> **The** fall in the value of **exports** is damaging to the country. ☑

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14.19 Try to avoid more than one negative in one sentence. There are four negatives in the sentence below. They make it very hard to read:

> Promofirenze is, however, **not** mainly focusing on **neither** furniture, **nor** metal manufacturing firms and therefore, this case study **doesn't** give any good specific examples. ☒
> The study **does not** give any good example of Promofirenze. The company does not deal with furniture or metal manufacturing. ☑

14.20 Do not hyphenate at will. There are rules for the use of hyphens in English (see Chapter 7). To tell whether two words can be hyphenated or not, consult authoritative dictionaries:

> **GT-group** is a good example of a successful **export-activity**. ☒
> **The GT group** is a good example of a successful **export activity**. ☑

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14.21 Adjectives are words that describe persons or things. **Adverbs** are words that add more information about place, time, manner, cause or degree to a verb, an adjective, a phrase or another adverb. The word **technical** in the following sentence is related to the verb **compared** and has to be an adverb:

> This is the first phone that **technical** can be compared with the iPhone. ☒
> This is the first phone that **technically** can be compared to the iPhone. ☑

14.22 See whether the words you choose read well. **nearest** in the sentence below is hard to read. We use nearest to refer to the year that is closer in time to the occurrence of the event, i.e. sports, birthdays or subject matter. For example, *the athlete's name should be rounded to the nearest year* (BBC), means we shall take the year closer to the month the athlete was born as the date of birth. Therefore, the use of **nearest** in the following does not fit:

> I think we need to downsize with about 5–10 per cent during the **nearest** year, says Erik Lowenadler, CEO of Ericsson Microwave Systems. ☒
> I think we need to downsize 5–10 per cent **next year**, says Erik Lowenadler, CEO of Ericsson Microwave Systems. ☑

14.23 Do not mix up **change** and **exchange**. The first word means to become different. The second one refers to a place, or an act of giving something to somebody or doing something for somebody and receiving something in return:

> The stock **change** index. ☒
> The stock **exchange** index. ☑

14.24 Many learners find it hard to distinguish between **loan, lend** and **borrow.** The source of trouble is confusion. They may use **borrow** while what they have in mind is **lend**. Let us go over their meanings first. **loan** (v. and n.) refers to something (mainly money) which an organization lends and somebody borrows. **lend** (v.) **lent**, **lent** means to give something (e.g., money) to somebody, or allow them to use something that belongs to you, which they have to return to you later. **borrow** means to take and use something that belongs to somebody else, and return it to them at a later time. Here are a few examples which I hope will help you expel the confusion you might have had about the use of these words:

> Problems in the student **loans** system are being monitored. (BBC)
> My daughter has been told she is eligible for a **grant** and **loan**. (BBC)
> Ipswich Town defender Tommy Smith has been **loaned** to Brentford. (BBC)
> If the banks won't **lend** you money, might a stranger? (The Economist)
> Lufthansa plans to **borrow** less in 2010 as acquisitions end. (BusinessWeek)

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Now try to rewrite the following sentence in correct English:

> The state bank decided to **loan** more money to private banks. ☒
> The Central Bank decided to **lend** more money to private banks. ☑

14.25 Punctuation (see Chapter 7) is also a problem area. For instance, there are differences in the use of (.) and (,) with numbers between English and other European languages. In English we use (.) as a decimal marker and usually (,) as a thousand marker. Also, there are special ways of writing the names of currencies (see Chapter 9) in English, which are different from those prevalent in other European languages:

> Penthouses **on** Östermalm **have falling with** 23% this summer. That is about **10.000 Swedish crowns** per square meter. ☒
> Penthouses in Östermalm **have** fallen 23% this summer, that is about **SEK 10,000** per square meter. ☑

14.26 Do not agglutinate, i.e. do not form words by combining them with other words and word elements on your own. Use an authoritative dictionary to see whether two words (compounds) are written as one word, separated or hyphenated:

> European **datacenters** are facing a serious energy crisis. ☒
> European **data centers** are facing a serious energy crisis. ☑

14.27 Do not confuse **lose** (v) and **loose** (adj. v.). The latter means not firmly fixed where it should be:

> For the stockholders the real risk of this affair is not **loosing** the money but the **customers** trust. ☒
> For the stockholders, the real risk of this affair is not **losing** the money but the **customers'** trust. ☑

14.28 The information provided so far should help you see what is wrong with the bit in bold in the following:

> All in all this indicated that **$1,5** billion was paid. ☒
> All in all this indicated that **$1.5** billion was paid. ☑

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14.29 The following are good examples of how problematic the writing of dates can be for some learners:

During the **20'Th** century ☒
During **the 20th** century ☑

The history of Skywalker dates back to the end of **1960'ies.** ☒
The history of Skywalker dates back to the end of **the 1960s**. ☑

The company was established in the **19'th** century. ☒
The company was established in **the 19th** century. ☑

The people born in the baby boom, **who** take place in the **nineteen fourties**. ☒
The people born in the baby boom, **which** took place in **the 1940s**… ☑

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14.30 Many learners face difficulty with the use of the apostrophe to indicate possession in English (see Chapter 5). The possessive form (**'s** or **s'**) is used only with nouns or words functioning as nouns in English:

Third World **want's** justice. ☒
The Third World **wants** justice. ☑

14.31 This is a good example of the wrong use of currency names (see Chapter 9):

I definitely think we should join **Euro**. ☒
I definitely think we should join **the euro**. ☑

14.32 This is another example of the wrong use of agglutinating or turning words into compounds:

Oilproducing countries are rich because of the **highoil** price. ☒
Oil-producing countries are rich because of the **high oil** price. ☑

14.33 The words **economics**, **economic**, **economical**, **economically** and **economy** might be rather difficult for some learners to tackle, particularly the difference that exists between **economic** and **economical**. Let us first go over their meanings and uses:

economics has two meanings, the first (n. singular) refers to the study of money, trade and industry; the second (n. plural) refers to the way in which money influences or is organized:

Preston Austin has managed to squeeze the **economics** of NY Times. (NY Times)
Paul A. Samuelson is the first American Nobel laureate in **economics. (NY Times)**
Economics are a factor. (NY Times)

economic (adj) is connected to the first meaning of economics and is used before nouns:

The latest **economic** news and figures from **Reuters**.com (Reuters)

economical (adj) is used mainly when referring to things that use or consume no more than is necessary, providing good value:

This is the best **economical** utilization of 363,000 sq. ft. of underground space. (FT)

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economically (adv.)

> Life was **economically** better under Suharto. (BBC)

economy (n.) is the relationship between production, trade and the supply of money:

> Serious graft, bureaucracy, and state domination of the **economy** remain roadblocks. (BusinessWeek)

Now try to see what is wrong with the following:

> They cannot buy the house because their **economy** is bad. ☒
> They cannot buy the house because **they cannot afford it**. ☑

> The study investigates the **economical** conditions of the company. ☒
> The study investigates the **economic** conditions of the company. ☑

> The country should produce more **economic** cars. ☒
> The country should produce more **economical** cars. ☑

> She has been **economic** with all the ingredients in her kitchen. ☒
> She has been **economical** with all the ingredients in her kitchen. ☑

> This devaluation is good for the **economics**. ☒
> The devaluation is good for the **economy**. ☑

14.34 wait for, **await** The first is followed by **for**, the second is not. Now try to see what is wrong with the following sentence. You will need some of your newly acquired knowledge about the possessive in English (see Chapter 5 for more details):

> World markets **are awaiting for Powells** speech. ☒
> World markets **await Powell's** speech. ☑

14.35 Do not confuse between **personal** and **personnel**. In some European languages the word **personal** has the same meaning as the English word **personnel**. The English word **personal**, one of whose main meanings is private, has little to do with the word **personnel**:

> She works in **personal department**. ☒
> She works in **the personnel department**. ☑

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14.36 Do not confuse between **affect** and **effect** (see 15.25). The latter is mainly used in English as a noun**.** We need the verb **affect** in the following:

A devaluation of the currency will **effect** my life. ☒
A devaluation of the currency will **affect** my life. ☑

14.37 The word **education** is singular and mainly refers to a process of teaching, training and learning at schools or colleges. In English, we do not use it to refer to courses or degrees. The sentence below is wrong in English and it is not easy to tell what the writer means:

I have three **educations**. ☒
I have three degrees. ☑
I have passed three courses. ☑
I have three qualifications. ☑

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14.38 Here are more instances of the erroneous use of **education**:

> Gunnar Gunnarssson has an **education** from the business school in Karlstad where he studied innovation. ☒
> Gunnar Gunnarssson **has graduated** from the business school in Karlstad, where he studied innovation. ☑

> He has an **education** in computer engineering. ☒
> **He has a degree** in computer engineering. ☑
> **His major** is computer engineering. ☑

> He has an **education** in informatics. ☒
> **He has a degree** in informatics. ☑
> **His major** is informatics. ☑

14.39 Note that **their** and **there** fall within the category of friendly words (see Chapter 15). But they are 'true friends' in pronunciation and 'false pals' in meaning. The word **there** is an adverb, while **their** is the possessive form of they. Now rewrite in light of the explanation regarding **education**, **there** and **their**:

> Most of the companies actually stated that they had been involved in **educations** focusing on leadership. Those **educations** did not have foundry business as **there** main focus. ☒
> Most of the companies actually stated that they had been involved in **courses** focusing on leadership. Those **courses** did not have foundry business as **their** main focus. ☑

14.40 You will need to be extra cautious when using figurative language. Never take it for granted that the content and form of figures of speech are the same in two languages. Do not form figures of speech on your own. One good way is to consult authoritative dictionaries. Another is to see how English authors or mainstream English publications handle them via an Internet search engine. This one looks rather unusual in English:

> The programs **is aimed** at **showering students with impressions.** ☒
> The programs aim to **leave good impressions on the students**. ☑

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14.41 Let us round up this chapter by saying a few words about **amount of**, **number of**, **few**, **less, fewer than** and **lesser than** (for more details see 3.1 and 3.6)**.** The general rule is that **amount of** is used with uncountable nouns, **number of** is used with countable nouns. **few** is used with plural nouns and a plural verb to mean *not many*, and **less** is used with uncountable nouns to mean *smaller amount*. Here are a few examples:
Over the next two and a half years, no **fewer than** 59 different variations of the **BBC** One balloon were produced. (BBC)

> Half of all employees earned **less than** the median. (BBC)
> We all require a certain **amount of fat** and calories in our diets. (FT)
> The **number of** young people starting apprenticeships rose almost 7 per cent last year. (FT)

Try to see what is wrong with this one:

> A small **amount of** students take two courses. ☒
> A small **number of** students take two courses. ☑

14.42 Compounds in English are written in different ways. They can be written as one word, two words or joined by a hyphen. They can be nouns, adjectives or verbs made of two or more words or parts of words. There is no rule of thumb on how to write them, but this does not mean that you are free to bring any two elements (i.e., nouns adjectives, verbs and particles) together haphazardly. It is always a good idea to seek help from an authoritative dictionary. Generally speaking, noun compounds are mainly written as one word and occasionally hyphenated. Verb compounds are mostly separated. Note the following examples:

> back up (v.) backup (n.)
> crack up (v.) crackup (n.)
> cut back (v.) cutback (n.)
> show off (v.) showoff (n.)
> shut down (v.) shutdown (n.)
> smash up (v.) smashup (n.)
> take up (v.) takeup (n. and adj.)
> take off (v.) takeoff (n. and adj.)
> take over (v.) takeover (n. and adj.)

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15 FRIENDLY WORDS

This chapter explains the differences and similarities in meaning, mainly between pairs of words that often are a source of trouble when writing English. I call them 'friendly words' because they have some common characteristics from the viewpoints of orthography or phonetics or both. This short list of words is not haphazard, in the sense that these words were picked at random from the lexicon. They were collected from the corpus, which I had compiled over the ten years of my teaching English and editing English texts. First, I explain the meanings of these words, and then provide examples to show how mainstream English publications use them.

15.1 accept/except

accept is a verb and means to agree or answer positively. **except** is both a conjunction and a preposition. Many learners sometimes confuse between the two and often find it difficult to use **except** properly. **except** as a preposition means with the exclusion of:

> We shouldn't **accept** that losing our brightest and best is always progress. (Guardian)
> Tiger Woods Apologizes For Everything **Except** This Week's Podcast (NPR headline)

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The Martians are coming and they're brainwashing everyone **except** blind people. (BBC)
Now **that** we are a little older not much has changed **except that** we are taking it all a bit more seriously. (BBC)

15.2 adverse/averse

adverse means harmful or unfavorable. **averse** means disinclined or opposed to:

They stand to suffer significant **adverse** impacts in the event of an accident. (FT)
This is unusual in a market that has historically been **averse** to price rises. (FT)

15.3 advice/advise

advice is a noun and means counsel and recommendation. The plural form *advices* is unacceptable in English. **advise** is a verb and means to offer advice to, to counsel or to recommend**.**

Carolyn Hax offers readers **advice** based on the experiences of someone who's been there. (Washington Post)
A 15-member probation commission appointed by county supervisors is supposed to monitor the department and **advise** the probation chief. (LA Times)

15.4 aid/aide

aid is a verb and noun. As a verb, it means to assist or be assisted. As a noun, it means assistance or support. **aide** is a noun and means an assistant or supporter:

Does a military presence help or hinder **aid** agencies? (BBC)
This is when **aid** is sent through charities such as Oxfam. (BBC)
The agency has **aided** a lot of children in the province of Guangxi in China. (BBC)
One of the sacked attorneys was replaced by a former **aide** to Mr Rove. (BBC)

15.5 aids/AIDS

AIDS, all in uppercase, is short for *acquired immunodeficiency syndrome*, a modern devastating disease. The word **aids**, all in lower case, refers to the devices that assist:

If we're teaching our students a wide variety of skills…with PowerPoint or other similar **aids**, then we're doing a good job. (NY Times)
Anti-retroviral treatments (ARVs) and universal testing could stop the spread of **AIDS** in South Africa within five years, a top scientist says. (BBC)

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15.6 allusion/illusion

allusion means an indirect reference to somebody or something. **illusion** means an impression or belief that is false or unreal:

> The British nostalgia movement holds that any contemporary event can benefit from a WWII **allusion**. (Guardian)
> If life is real and art is an **illusion**, does the life of an artist glide between **illusion** and truth? (Guardian)

15.7 always/never/all

Sometimes words like these terrify me. Life is full of exceptions and such words leave no room for that. I have found many of my students to be very fond of these words, particularly **all**. As a writer, you need to be absolutely sure that you leave no room for exception before using such words, otherwise you are bound to lose readers' trust.

15.8 among/amongst/amidst/amid/between

among and **amongst** are prepositions and have the same meaning, i.e., something or someone is in the middle or in the company of. **amidst** is a variant of **amid**, both are prepositions and refer to something or someone in the middle of or surrounded by. **between**, also a preposition, refers to the position someone or something has in relation to interval, quantity, amount or degree. Many non-native speakers of English follow the general tradition of using **between** for two, and **among** for more than two. Unfortunately, this rule is no longer justified since **between** can also be used with more than two items or entities, particularly when their number is unspecified:

> A scholar finds no evidence of cannibalism **among** Donner Party members. (NY Times)
> VIVO is **amongst** Telesp's largest customers. (NY Times)
> In 2006, Mr. Préval was again elected president **amidst** allegations of impropriety. (NY Times)
> The euro continued to weaken **amid** persistent concerns over Europe's sovereign debt crisis. (NY Times)
> Economists study links **between** anatomy and criminal activity. (NY Times)
> Both men sought to play down the sharp differences **between** the governments over the past few months. (NY Times)
> But there are so many divisions **between** the parties on so many issues. (NY Times)

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15.9 amount of/number of

Use **amount of** with items that cannot be counted, items that refer to quantity. Use **number of** with items that can be counted, several things and persons:

> It is impossible to estimate the **amount of** oil gushing into the Gulf. (LA Times)
> How the money gets split will depend on **a number of** factors. (LA Times)

15.10 and/but

These two coordinating conjunctions have great potential in writing. They connect words, phrases and clauses and are versatile as far as meaning is concerned. The issue I want to raise here is whether we can use them to start a sentence or not. Many learners frown when seeing **and** or **but** at the beginning of a sentence. But I am afraid that is no longer the case in current English and in most mainstream English publications:

> **And** it is clear that many key establishment figures are giving only very reluctant support to President Ahmadinejad. (BBC)
> **But** last week was particularly bad. (NY Times)

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15.11 anybody/anyone/any one/such as/no one/everyone

anybody is a pronoun. It means **anyone**, i.e. any person. The two-word form **any one** means one person or thing of a group. Many learners do not see this important distinction between the one-word form **anyone** and the two-word form **any one**. Another important point to note concerns the type of pronoun (singular or plural) to use to refer to **anyone** and **anybody**. Here, grammar and sense have pulled in different directions. But in a world so conscious about gender stereotyping, admired writers and mainstream publications such as The Christian Science Monitor, The Washington Post and The New York Times may use plural pronouns – they, them, their, themselves – to refer to singular pronouns, such as **every**, **each**, **everybody**, **one**, **anyone, no one, everyone**, and even nouns such as **an individual** and **a person**. One way to avoid assuming maleness or femaleness (he or she) is to rephrase your sentence, but often a plural construction will serve:

> Is **anyone** in America listening? (Monitor)
> I doubt **anybody** is going to get **their** ideal best case out of this. (Monitor)
> The state legislature has passed a law that allows the police to stop **anyone** on the street and ask him for **his** papers. (Monitor)
> I mean I did something that really **anyone** could if **they** tried. (Monitor)
> **Any one** of them can cast the deciding vote on matters of life and death, individual freedoms, and government power. (Monitor)
> **Any one** who is injured should be **asked whether their** personal details can be released to the Unions. (BBC)

15.12 bad/badly

bad is an adjective and **badly** is an adverb. You should not mistake **bad** for an adverb when coming across a sentence such as:

> I feel **bad** for Pittsburgh, just as I'd have felt **bad** for us if we hadn't won. (NY Times)
> It's normal to have an opinion and speak **badly** about us. (Independent)
> If he treated me **badly** I'd be out of there in a flash. (NY Times)
> The **bad** news is you may not get paid on time. (Washington Post)

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15.13 beside/besides

beside means next to or at the side of. **besides** means in addition to:

> A major beneficiary of the Judith Rothschild Foundation, **besides** the artists it promotes, has been its only trustee. (NY Times)
> **Besides** burning, the options included shredding, drowning and facing a firing squad. (NY Times)
> Hazare's associates barred them all from sitting **beside** him on the dais. (AP)

15.14 bloc/block

Both words are pronounced in the same way but are totally different in meaning. **bloc** refers to political alliances when coalitions of people, groups or even nations agree on the purpose or goal. **block** has more than a dozen meanings in English, but none of them has anything to do with political alliances:

> She has said that the 27-nation **bloc** should adopt "restrictive measures" of its own. (BBC)
> Officials try to **block** websites containing "suspicious" words, including "drugs, military government, democracy, student movement", according to the US State Department. (BBC)
> This commercial product is fresh coconut sold in the form of a hard white **block**. (BBC)

15.15 borrow/lend/loan

(See 14.25)

15.16 chair/chairperson/chairman/chairwoman

The four words are synonymous in the sense that they are used to refer to a person holding an office or a position of authority in departments, offices, colleges, meetings, etc. The first two, **chair** and **chairperson,** are neutral in gender but **chairman** and **chairwoman** are gender specific, that is we use them when we are certain about the gender of the person we are talking about. As outlined in 13.9, in English we now prefer to select the words and constructions which are neuter in gender as far as possible:

> Mr Papademetriou has been **chair** of the Migration Committee. (Economist)
> Dr Isher Judge Ahluwalia, one of India's foremost economists, is **Chairperson** of the Board of Governors. (Economist)
> President Obama today tapped Janet Yellen to be the Fed's Vice **Chairwoman**. (Economist)
> MIT Economist Simon Johnson Critiques Federal Reserve **Chairman** Ben Bernanke (NPR headline)

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15.17 client/clientele/customer/patron

In general **client** means **customer**. It refers to the person, company or organization that uses the professional services of another. **patron** means **customer** or **client** but assumes other more important meanings as it generally refers to a person who supports or backs a cause, an activity or an organization. **clientele**, mainly used in AmE, refers to the body or collection of **customers**, **clients** and **patrons**. The word can agree with both singular and plural verbs, depending on meaning:

> Goldman Sachs was charged with deceiving **clients** by selling them mortgage securities secretly. (WSJ)
> Sometimes, it seems like companies are trying to annoy their **customers**. (WSJ)
> A line often forms outside the door of LAND Thai Kitchen where **patrons** can eat a two-course prix fixe lunch for $8. (WSJ)
> It's one of the more popular dishes, and we have regular… Japanese **clientele** that **come** to us just for that. (WSJ)
> I would think a lot of Subie's core **clientele are** row-your-own-gears types. (WSJ)
> The **clientele is** just as diverse. (NY Times)

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15.18 complement/compliment

The two words are sometimes confused. They are pronounced the same but have quite different meanings. As a noun **complement** means the thing that makes something complete. The noun **compliment** means the expression of praise and approval. The verb **complement** means combine well with something to form a whole. The verb **compliment** means to express admiration and praise:

> I then moved to the UK to **complement** an artistic background with technical knowledge in software such as 3DS Max. (BBC)
> She is a real **complement** to the team. (BBC)
> Her grandfather Dan was impressed enough to notice and **compliment** her. (BBC)
> Girls are often so hard on themselves that they find it hard to accept a **compliment**. (BBC)

15.19 comprise/constitute/consist of

comprise means to include or to contain; **constitute** means to be an element or part of; **consist of** means something is made of or includes:

> According to the US state department, the country's army has been estimated to **comprise** 1.2 million. (Guardian)
> He therefore claimed that under the new constitution he could stand for another term, even though this would **constitute** a third term in total. (BBC)
>
> ECGD reserves its firepower mainly for long-term contracts that are too big and risky for the private sector – 70% of its portfolio now **consists of** aerospace exports. (Economist)

15.20 continual/continuous

continual means something happening regularly or repeatedly; **continuous** means something happening without interruption:

> That **continual** matter of Iran. (NY Times)
> That **Continuous** Improvement Strategy, Finds Its Ideal Environment (NY Times headline)

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15.21 damage/damages

damage is both verb and noun. As a verb it means to harm, spoil or destroy. As a noun it means destruction. **damages** is noun. It refers to the amount of money paid in return for harm or injury.

> Thomson ordered to pay **damages** to sick Spain tourists. (BBC)
> Blackout **damages** BBC's reputation. (Independent)

15.22 disinterested/uninterested

disinterested means not influenced by personal feelings or impartial. **uninterested** means lacking interest.

> There's no such thing as **disinterested** regulators. (Washington Post)
> Once again, one has to ask: Is the president **uninterested** in prevailing in a war? (Washington Post)

15.23 each/every/any

The difficulty many learners have when using these words is with their grammatical function rather than meaning. They represent a class of English words and expressions that can function as adjectives, pronouns and adverbs at the same time. These words are singular in form but they give the impression of plural in meaning. The confusion between form and meaning leads to pitfalls in writing. Here are some practical rules with examples from mainstream English publications:

Generally, these expressions take a singular verb:

> Where **Every Seat Is** Front Row Center (NY Times headline)
> **Each petitioner receives** a reply. (NY Times)
> Please note 'The Andrew Marr Show' must be credited if **any** part of this transcript **is** used. (BBC)
> Disqualify **any** entrant who **breaches** the rules or **has** acted fraudulently in **any** way. (BBC)
> **Each of the 16 countries** in the euro zone **has** its own economic problems. (NY Times)
> **Everyone of** the incumbants **has** simlpy failed to hold the interests of the American people at heart. (NY Times)

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The word **any** – unlike **each** or **every** – can be used as an adjective in a noun phrase with a plural head:

> It would be useful for us if you kept a record of **any organisations** who **apply** for tickets. (BBC)

The other source of problem relates to the type of pronoun to use when referring backward to nouns modified by these words. In sentences like these, grammar and sense go in different directions. While the grammar requires a singular pronoun, the meaning requires a plural pronoun. Many English writers as well as mainstream English publications today opt for the plural pronoun. The main reason is to avoid gender stereotyping (see 13.9):

> **Each person** can keep **their** own files. (NY Times)
> In addition, a tuition fee loan to cover fees is paid by the government on behalf of **every student** directly to the institution **they** attend. (BBC)

15.24 economics/economic/economical/economically

(See 14.35)

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15.25 effect/affect

The two words have little in common as far as meaning is concerned. While **affect** is almost always a verb meaning to influence, **effect** is usually a noun meaning a result. As a verb **effect** means to bring about, or produce a result:

> The latest round of UN sanctions will not **affect** Russia's deal to supply controversial missiles to Iran. (BBC)
> A similar **effect** can be created using liquid nitrogen. (BBC)
> There are a significant number of authorities where the spur of Ofsted inspections has **effected** real improvements and we want that process to continue. (BBC)

15.26 eminent/imminent

The word **eminent** means outstanding, noteworthy or of high standing. The word **imminent** means that something is about to occur, impending:

> The slide into the Depression was backed by a large chorus, and approved by the most **eminent** economists. (NY Times)
> Alissa J. Rubin describes NATO's **imminent** offensive on the city of Marja in Helmand Province, an insurgent stronghold in the Afghan war. (NY Times)

15.27 enquire/inquire/enquiry/inquiry

Though written differently, the verb and noun forms of these words have the same meaning, with BrE opting for **enquire** and **enquiry** and AmE opting for **inquire** and **inquiry**. The verb **inquire** or enquire means to seek information or to ask about something. The noun **inquiry** or **enquiry** means a question, an examination or an investigation:

> I did not **enquire** what should happen were K and S to have simultaneous medical emergencies. (BBC)
> The 18th Century was the age of **enquiry** but many people in Britain believed the world was formed in 400 BC. (BBC)
> While reporting this story, I did **inquire** about the family's immigration. (NY Times)
> States Discuss Joint **Inquiry** of Google's Data Collection (NY Times headline)

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15.28 ensure/insure

Both **ensure** and **insure** mean to make sure or certain. The difference is that BrE only allows **ensure** while AmE allows both. However, in both varieties of English the word **insure** means to provide, to arrange, to acquire or to have insurance:

> Police commissioners would be tasked to **ensure** that people were encouraged to stand up to anti-social behaviour. (The Independent)
> Bush is working to **insure** Permanent Presence in Iraq. (Washington Post)
> Thai government is to **insure** tourists against bird flu. (AP)

15.29 everyone/everybody

Both words mean all people or every person. But note that the two words, though singular in form, may agree with a plural verb in current English. The same applies to pronouns used to refer to them, particularly when trying to avoid gender stereotyping:

> No, you shouldn't invite **everyone** in your class to your party. (BBC)
> **Everybody is** welcome to edit Wikipedia. (NY Times)
> I believe **everybody have** heard about the mystery of Loch Ness Monster. (BBC)
> I advise **everyone** in the class to bring **their** umbrellas.
> Please have **everyone** bring **their** swimming suits.

15.30 expenditure/expense

expenditure refers to the action of spending money or the amount of money spent. **expense** has several meanings. In the world of money and finance, it means cost, cause of spending and its plural form refers to the money spent for specific purposes. **expense** also means a sacrifice or something spent for a purpose:

> Overall revenue **expenditure** rose 4.3 per cent on average, a small drop from 4.8 per cent in the previous two years. (FT)
> PT Indofood Sukses Makmur may spend 4.2 trillion rupiah on capital **expenditures** this year to expand its business. (BusinessWeek)
> A judge has paved the way for four parliamentarians to stand trial over **expenses** and fraud allegations. (BBC)
> They did this at great **expense**. (BBC)
> The Master Composter will get free resources, training, travel **expenses** and ongoing support from a coordinator. (BBC)

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15.31 expensive/inexpensive

The two words are antonyms, i.e., the meaning of **expensive** (high in price) is opposite to that of **inexpensive** (low in price or cheap).

> What's the most **expensive** thing you've bought? (Guardian)
> Job Clubs are an excellent, **inexpensive** way of getting peer support. (Guardian)

15.32 farther/further

The distinction between both words is not easy to draw today as some writers and media outlets use them interchangeably. However, modern usage generally prefers to reserve **farther** for physical distance and **further** for non-physical distance:

> At that point they decided to rent it out and aim for **further** capital growth. (The Times)
> They boarded a train that they hoped would take them to Spain, but got no **farther** than a town close to Orléans. (The Times)

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15.33 a few/the few/several

a few means a small number of or some, while **the few** means the minority. **several** means more than three, some, but fewer than many.

> Some store food for only **a few** hours or days, while others may do it on a seasonal timescale. (BBC)
> We are committed to sorting out **the few** links that do not exist. (BBC)
> Fire fighters from **several** local stations donned breathing apparatus before entering the building. (BBC)

15.34 fewer/less

The general rule is to use **few**, **fewer**, **fewest** with items that can be counted and **less** with mass items which can have a measureable extent. However, this rule does not hold all the way through. **less** can be used with items where **fewer** would apply. For instance, we use **less than** before items (nouns) that can be counted but refer to measure of amount, time or distance. Examine the following examples:

> When most homes can receive digital channels and radio, 6 Music will have **fewer** than 700,000 listeners. (Guardian)
> Trustbusters want to put **less** emphasis on market definition when assessing mergers. (Economist)
> We're **less than** turtles. (The Times)
> You want it for **less than** a grand (a thousand dollars) for two? (The Times)
> This remarkable amphibian can survive being frozen for long periods of time at temperatures of **less than** 35 degrees centigrade. (BBC)

15.35 formerly/formally

formerly means previously in time and order. **formally** is the adverb of the adjective **formal**, which means the following or pursuing of accepted rules of behavior, particularly on official occasions:

> **Formerly** known as Leicester, or Leicestershire cheese, this is a hard cows' milk cheese made in much the same way as Cheddar. (BBC)
> On Tuesday 18 March, 2003, the UK Government **formally** recognised British Sign Language (BSL) as a language in its own right. (BBC)

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15.36 former/the former/latter/the latter

former refers to an earlier period, or time. **the former** refers to the first mentioned of two things or people. **latter** refers to time near the end of a period. **the latter** means the second of two things or people already mentioned:

> American black vultures are more aggressive than turkey vultures and often drive the **latter** away from carcasses. (BBC)
> Professor Robin Dunbar of Liverpool University spent much of **the latter half** of the 1990s studying the hidden evolutionary signals. (BBC)
> **The former** president of the US private security firm, Blackwater Worldwide, and four other **former** workers have been indicted on federal weapons charges. (BBC)
> There are two main types of partridge available in Britain: the native grey partridge and the red-legged partridge. **The former** has delicate and tender flesh which, when young, is pale and full of flavour. (BBC)

NOTE *When the former or the latter refer backward to a plural noun, they agree with a plural verb:*

But the difference between the cost-control **proposals** in the Democratic bill and the cost-control **proposals** in Ryan's roadmap isn't that **the former are** "complicated and really hard to understand" (read: smart) while **the latter are** simple, unimaginative and cruel. (NY Times)

15.37 if/whether

Both words are used as conjunctions in English. Grammar books dwell at length with their meanings and use and the differences between them. I am afraid there is no rule of thumb. However, use **if** when you want to say that one thing can, will or might happen or be true, depending on another thing happening or being true. Use **whether** to express a doubt or choice between two possibilities. Remember **if** has more uses and meanings than **whether** in English. What is interesting to note here is that both can be used in reporting questions (see Chapter 3):

> She was having a public argument with her boyfriend when a strange woman **asked whether** she'd like to be in a film. (BBC)
> **Asked whether** there were arguments, he replied: "Yeah, of course." (BBC)
> Wendy **asks if** this is an issue on which the DUP struggles. (BBC)
> "We are continuing urgently to clarify **whether** any other British nationals were on the flight." (Guardian)
> **If** Oil Naturally Leaks From Underwater Sources Every Day, Then Why Are Man-Made Spills Such a Big Deal? (Newsweek headline)

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15.38 interest/interests

interest is both noun and verb. As a singular noun it means concern, advantage or interest rates. As a verb it means to hold the attention of. The plural form **interests** is often a cause of problem. It should not be confused with interest rates. It mainly refers to advantages or benefits:

> She deposits it in a bank account that pays **interest** per annum. (BBC)
> The minutes of the meeting record how potential conflicts of **interest** were managed. (BBC)
> Potential bidders have until 17 May to register their **interest** in the 80,000-seater stadium at Stratford. (BBC)
> MPs must inform the House of their private and financial **interests** by declaring them in the Register of Members' **Interests**. (BBC)
> I am **interested** in politics because I think it is important to be **interested** in how the country is run. But right now I am not very **interested. (BBC)**

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15.39 its/it's

The first **its** is a possessive pronoun. It modifies a noun. The second is a contraction of **it is** or **it has**.

> Clothing chain Zara opens **its** first store in India, as **its** Spanish owner Inditex continues **its** global expansion. (BBC)
> **It's** not just a game, **it's** a promotion. (NY Times)
> So far, **it's** never **happened**. (NY Times)

15.40 lie/lay

lie, **lay**, **lain** means to rest, recline or be situated on a flat or horizontal surface. **lay**, **laid**, **laid** means to put, place or cause something to lie down. Do not confuse **lie** as an irregular verb with the regular verb **lie**, **lied**, **lied**, which means to give or make a false statement. Also note that **lie** is used as a noun to mean a false statement:

> For French and Italian Soccer, Dark Days Could **Lie** Ahead (NY Times headline)
> Ms. Stewart-Smith then **laid** a hand on the woman's shoulder as she passed through the threshold of the room. (NY Times)
> The writers will have the highly subjective option of deciding if Bonds and Clemens cheated and **lied.** (NY Times)

15.41 luggage/baggage

Both words have the same meaning. They refer to bags, suitcases taken out on a journey. The difference is that the BrE **luggage** is **baggage** in AmE:

> She said the airline hoped to put between 2,000 and 3,000 pieces of **luggage** on flights throughout the day. (BBC)

15.42 one/ones/one's/once

These words have numerous meanings and uses. Here I will concentrate on areas which are problematic for English language learners. The word **one** is a pronoun in English and is mainly used to refer to an unspecified individual or avoid repeating a noun that has already been mentioned. We use **one** to refer to singular nouns and **ones** to refer to plural nouns. We use **one's** as the possessive form of **one**. The last word **once** is an adverb and means formerly, or at one time in the past:

> **One** was hoping this president will attempt some real reform by tackling much more important areas. (BBC)
> The wooden platform probably **once** led out to a small island sitting in the lake. (BBC)

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Rather, **one** should aim to really live life and to follow **one's** passions. (NY Times)
They pick uncharacteristic works by the artists we know well, and turn up major statements by the **ones** we don't. (NY Times)

15.43 personal/personnel

The word **personal** is an adjective. It mainly means that the things it modifies are private, related to a particular person. The word **personnel** refers to the number of people employed by an organization, or the organization's administrative unit handling their issues:

What happens when I share my **personal** information with the BBC? However, the way we protect your **personal** information is always within the terms of our privacy policy. (BBC)
Founded in 1998 by former Navy Seals, Blackwater Worldwide says it has prepared tens of thousands of security **personnel** to work in hot spots. (NY Times)

15.44 principle/principal

The word **principle** is a noun and means basic truth or rule of law. **principal** is both adjective and noun. As an adjective, it means the highest or foremost in rank or degree. As a noun, it refers to a person holding a presiding position such as the head of a school:

The former **principal** of a Lincolnshire college has become an OBE in the Queen's Birthday Honours list. (BBC)
Neil Blundell, the **principal** of the school, said the tour had been a "tremendous experience". (BBC)
Arabic is the nation's **principal** language. (NY Times)
I take it as a first **principle** of economics that consumers respond to pricing. (NY Times)

15.45 rise/raise

Some dictionaries list more than 20 meanings for **rise** (rose, risen). But it is probably one out of its many meanings that learners get confused with when writing English. **rise**, which generally means to increase in number, amount, volume, size, intensity, force or level, is a transitive verb, i.e., it does not need an object. **rise** can be used as a noun in English, too. **raise**, which is a regular verb, has as many meanings, many of them are identical with rise. But **raise** is a transitive verb, requiring an object. When used in a sentence, its meaning should be to cause something to increase in level, force, intensity, size, volume, amount or number. Also **raise** can be used as a noun:

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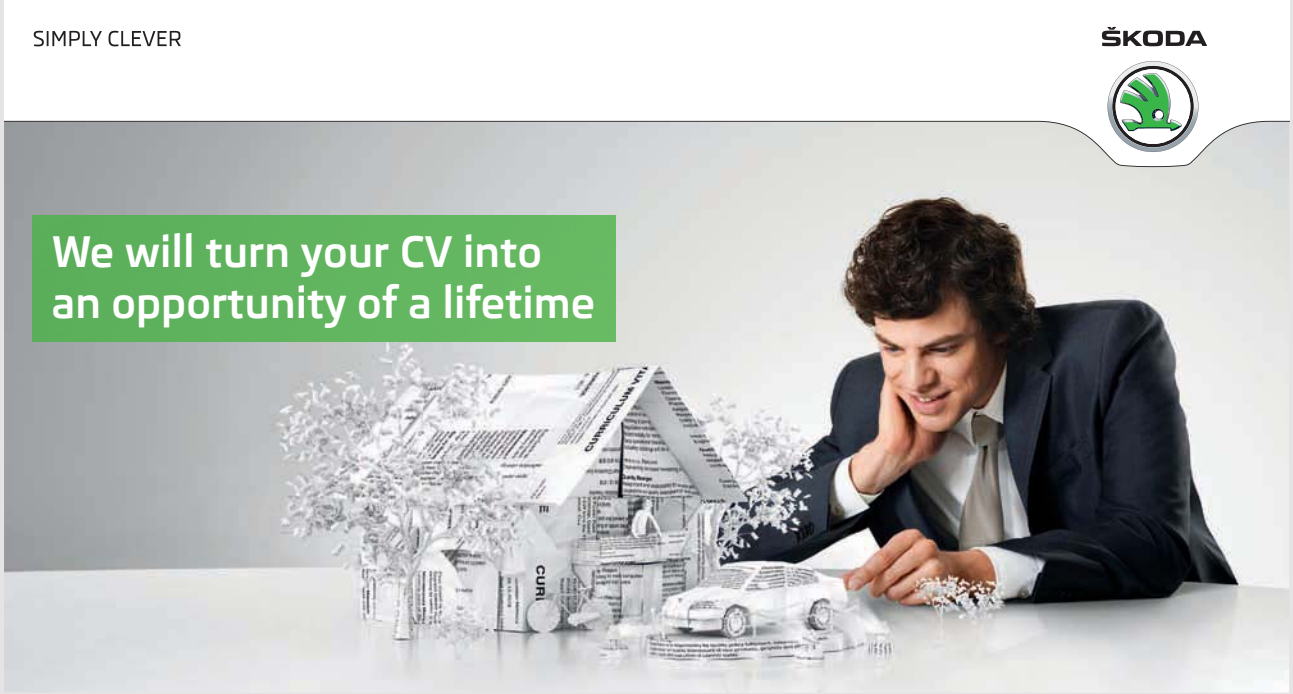
The U.S. unemployment rate **rose** in March despite a larger-than-expected **rise** in the number of jobs added. (BusinessWeek)
Online Auctions **Raise** Big Bucks for Charity (BusinessWeek headline)
The Fed **raised** interest rates by a quarter percentage point. (BusinessWeek)
For Health Care to Work, These Doctors Need a Big **Raise** (BusinessWeek headline)

15.46 somebody/someone

As pronouns, both words refer to an unspecified or unknown person. Here also grammar and sense have pulled in different directions as to the type of pronoun (singular or plural) that is to be used when referring to them:

Somebody is snooping around in **her** room. (BBC)
What happens if **somebody decides** to vandalise content on Wikipedia deliberately? (BBC)
If **somebody** was planning or designing a serious garden, then **they** would definitely not consider this. (BBC)
How long does it take for **someone** to change **their** mind? (NY Times)
Telling **someone** to stay home if **they** cannot eat everything is simply childish. (NY Times)



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15.47 than/then

than is a conjunction. It follows comparative adjectives or adverbs. **then** is an adverb and means next in time, in addition or at that time:

> In this economy, is any job better **than** no job? (NY Times)
> Economists estimate that the U.S. needs to add more **than** 100,000 jobs a month just to keep pace with new workers. (NY Times)
> Other Countries' Newspapers Are Faring Better **Than** U.S. Counterparts (NY Times headline)
> I will come back next year and I hope it will be third time lucky **then. (BBC)**
> A panicked janitor **then** came in, telling the students to stay in the classroom as "someone's shooting". (BBC)

Notes

1) Sweden has reversed its generous policy, and students from outside the E.U., the E.E.A. and Switzerland will have to pay for their education at Swedish universities, starting autumn semester 2011.
2) Sidney Greenbaum and Randolph Quirk, A Student's Grammar of the English Language, Longman, 1990, p. 204.
3) Allan M. Seigal and William G. Connolly, The New York Times Manual of Style and Usage: The Official Style Guide Used by the Writers and Editors of the World's Most Authoritative Newspaper, 1992, The New York Times Company.

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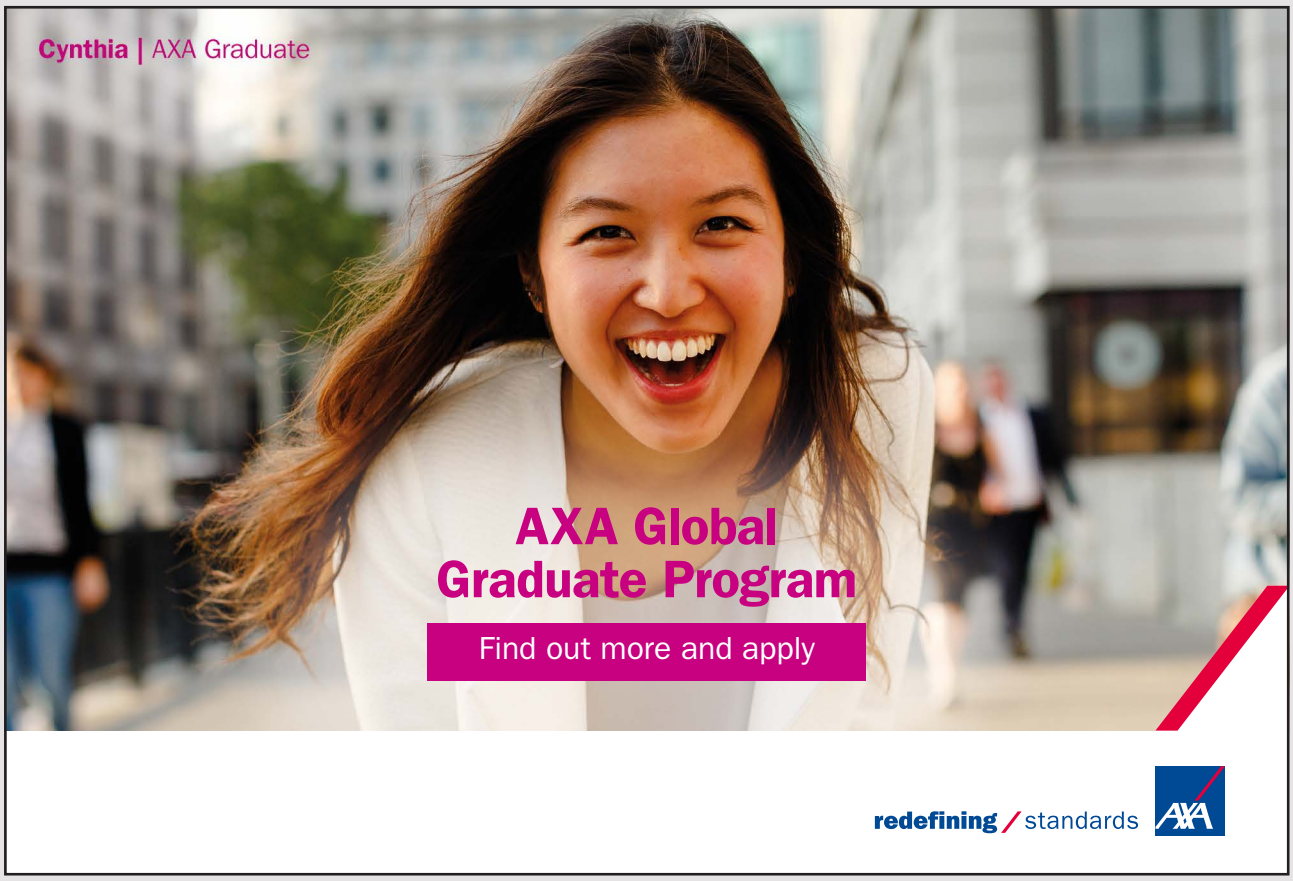

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The main work to which this book relates is *A student's Grammar of the English Language* (SGE) by S. Greenbaum and R. Quirk (Longman, 1990) and the related workbook by S. Chalker (Longman, 1992). Chalker's workbook simplifies SGE and provides scores of exercises of what can be 'right' or 'wrong' in English. However, there are other grammars, using the same basic approach, which can be consulted in coordination with this book. *A Communicative Grammar of English* published by G. Leech and J. Svartvik (Longman, 1994) is written with the needs of foreign learners of English in mind. There are other grammar books targeting foreign learners like *English Grammar in Use* by R. Murphy, first published in 1985 (Cambridge University Press), and now in its third edition. It is a self-study reference and practice work. CUP's English language teaching includes several grammar titles with practical use like *Advanced Grammar in Use 2nd Edition*, *Advanced Grammar in Use Supplementary Exercises and Essential Grammar in Use 3rd edition*. Other works readers might find useful include *The Craft of Editing* (Springer, 2000) by M. Alley, *Publication Manual of the American Psychological Association* (6th Edition 2009), and *The New York Times Manual of Style and Usage* (Three River Press, 1999), written by A. Siegal and W. Connolly.

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