

4 Write sentences

4.1 Check your tenses

One of the most difficult things about English grammar for non-native speakers of English is verb tenses. Consistent and correct use of tenses and time markers is important since it considerably enhances the readability of your academic text. There are three tenses (present, past and future) and two aspects (perfect and progressive) in English, giving a total of twelve possible combinations. However, the good news is that only a few of these combinations are actually used in academic writing. This course therefore focuses on the combinations you are likely to need when writing your research paper.

After a brief discussion of the three tenses in sections 4.1.1– 4.1.3, we give copious examples of use of the recommended tenses in the different parts of your paper (sections 4.1.4– 4.1.7).

4.1.1 Check your present tense [Is, Are, Has and Have]

The simple present tense is the most widely used verb form in English academic writing. It refers to general actions and events that take place in the present or at no specific time in the past or future. In academic texts, the present tense is used to refer to states or activities. Common verbs in academic writing that often occur in the simple present are *believe, know, appear, consist, seem, become* (Hinkel, 2004). In academic writing the present tense can be used in:

1. citations
2. paraphrases of information
3. presentation of general facts
4. opinions
5. research aims

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1. Gibbs and Johnson (2004:141) state that any realistic study of firearms ownership requires a detailed examination of the varying ways in which firearms are presently being used in the U.S.
2. Black (2006) acknowledges that this factor cannot be used to explain the phenomenon.
3. Resources for biodiversity conservation are severely limited, requiring strategic investment.
4. It is doubtful that even sample series of this size will provide sufficient power to identify recessive loci.
5. The aim of this paper is to argue that the crisis of capitalism that began in the late 1960s created conditions that engendered a more permissive atmosphere for the legalization of lotteries.

The simple present can be used very flexibly in academic writing, and using it as much as possible can greatly facilitate the task of writing for a non-native speaker. Since it also improves the readability of your paper, simplifying your tenses also helps your reader. A passage from an academic text illustrating the use of the simple present is given below.

EXAMPLE

Because we are unaware of previous studies that have estimated the economic costs and benefits of conservation in a spatially explicit manner, we emphasize the preliminary nature of this study and highlight the associated assumptions, pitfalls, and challenges. In particular, we note that this study is based on a utilitarian view of conservation, where benefits and costs are assessed in purely economic terms. We do not consider here deeper issues of "value," such as the intrinsic value of nature and ethical issues associated with conservation. These values, while impossible to quantify in economic terms, are clearly fundamental to conservation of the natural world. The analyses presented here are meant to complement, not replace, more profound considerations of the value of biodiversity.

From: Naidoo R, Ricketts. *Mapping the Economic Costs and Benefits of Conservation*. TH PLoS Biology Vol. 4, No. 11, e360 doi: 10.1371/journal.pbio.0040360.

Verbs mainly used in the present tense

care	doubt	imply	matter	mind	tend
differ	fancy	know	mean	suppose	want

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From: Hinkel, Eli *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*. Mahwah: Lawrence Erlbaum Associates, 2004 (p.147).

IMPORTANT

Subject-verb agreement: When you use the present tense it is very important to know how to establish subject-verb agreement. Each verb must always agree with its subject, meaning that if the subject is singular the verb should be singular and if the subject is plural, so should the verb be.

- It is not the researchers but the **project leader** who **decide** this issue.
- It is not the researchers but the **project leader** who **decides** this issue.

4.1.2 Check your past tense [Was, Were and Had]

The past tense refers to specific and finished actions, events or states in the past. In academic writing, the past tense is used almost exclusively in the Materials & methods and Results section of an article. When the past tense occurs elsewhere in an academic text it is almost always accompanied by a past time marker (*in early 1987, two decades ago, yesterday, previous*). When writing the Summary and Conclusion, you will need to be able to distinguish between the present perfect (have form) and the simple past (e.g. was), and to use these tenses effectively in describing observations that need to be placed at different distances in the past. The difference between the past and the present perfect is addressed in section 2.7.1 above.

Global and regional projections of mortality and burden of disease by cause for the years 2000, 2010, and 2030 **were published** by Murray and Lopez in 1996 as part of the Global Burden of Disease project.

In the early 1990s, the World Bank sponsored the 1990 Global Burden of Disease study carried out by researchers at Harvard University and the World Health Organization (WHO).

The use of the past tense is optional in citations of earlier research. As mentioned in the section on the present tense above, the present tense is generally used in citations. However, even though the use of the present is

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common in citation, it is also entirely appropriate to use the past tense if you prefer.

Kurtz even argues that "the claims that the citation rate ratio of papers openly available on the Internet versus those not available is caused by the increased readership of the open articles..."("OA advantage") are somewhat overstated."

Or:

Kurtz even argued that "the claims that the citation rate ratio of papers openly available on the Internet versus those not available is caused by the increased readership of the open articles..."("OA advantage") are somewhat overstated."

4.1.3 Check your reference to future time [Will]

There are several ways of talking about the future in English: you can use the auxiliary verbs **will + the infinitive** ('I will leave'), **going to + the infinitive** ('I'm going to leave') or the **present continuous** ('I'm leaving') to refer to future actions, events or conditions. The going to form and the present continuous are, however, generally too informal for academic texts. Even the **will** form should be used with discrimination. You can use it, for example, in the Introduction to announce what you intend to discuss in the rest of your paper or when referring to some event that is definitely going to take place in the future. When making a prediction, however, **will** is generally considered too definite for use in English academic prose.

Just as we saw in the section on hedging (section 3.3) that **must** is often toned down to **should** to express obligation, a researcher is expected to be cautious when making statements about the future. This is reflected by use of the modal verbs **may**, **can** or **could + infinitive** instead of **will** as shown in the following examples.

Not :

For instance, in a relatively unfavorable trial with long delays to both rewards, although hyperbolic discounting **will** favor the large reward, pursuing the small more immediate reward **will** result in a smaller overall decrease of the average reward rate.

But :

For instance, in a relatively unfavorable trial with long delays to both rewards, although hyperbolic discounting **may** favor the large reward, pursuing the small more immediate reward **may** result in a smaller overall decrease of the average reward rate.

Or :

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For instance, in a relatively unfavorable trial with long delays to both rewards, although hyperbolic discounting can favor the large reward, pursuing the small more immediate reward can result in a smaller overall decrease of the average reward rate.

4.1.4 Tenses used in the Introduction

The emphasis in this section is on presenting a number of verb forms as actually used in academic writing. We have tried to keep the grammatical rules to a minimum and to present the various forms of the verb in their most frequent contexts, to show what they can do for the writer.

The following tenses are used in the Introduction.

General statements about research up to the present time:

use the present perfect (the *have* form).

Such statements are often accompanied by time expressions like to date, as yet, until now, so far, thus far, long, for 10 years now.

Since the start of the experiment, we have enlarged the number of subjective criteria.

Until now, inspectors have had to rely on visual checks of storage facilities.

Many historians have cast doubt on this interpretation of the events.

It has long been recognized that ...

Many investigators have recently turned to...

For statements which announce what is going to be done in the paper and which introduce your research aims

use the simple present.

In this paper, we report our findings on ...

This paper examines...

The aim of this research paper is to...

Brief overviews of what is to be found in the various sections of the paper:

use 'will' (or shall) + infinitive.

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We will show how X is done in Chapter 2, and finally we will present our conclusions in chapter 3.

I shall begin by... I shall then show...

Presenting items of previous research:

- use the **simple present**.

Smith (2005) argues that

Johnson (2006) shows that....

Criticizing previous research:

- use the **simple present + contrast word**.

However, the second group is time-consuming and expensive.

Statements about work that has been carried out:

- use the **simple past (passive)**.

The three investigations reported here were designed to...

4.1.5 Tenses used in literature overviews

Direct and indirect quoting, and referring to the literature:

- you have a choice here between the **present** and the **simple past**.

Velicer and Yu (2003: 141) suggest that...

In the same vein Osborne (2004: 51) shows that...

Greshock (2006) suggested that...

Quoting someone who is no longer relevant or an authority:

- use the **simple past tense**.

Ptolemy said that ...

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4.1.6 Tenses used in describing a process

Describing a process:

- if possible, use the **passive construction in the past tense** (passive indicates that what is done is more important than who did it). The section of your paper in which you describe your methods often contains a large number of passive constructions

The subjects were instructed...

The information was recorded...

4.1.7 Tenses used in the Conclusion

Making a general concluding statement:

- use the **simple present**.

In conclusion, it appears that...

Suggesting implications for further research:

- use a **modal hedge**.

This knowledge might provide ...

In the concluding sentence:

- it is usually best to use the **present**, but a **modal hedge** may be more appropriate in some contexts.

Before closing we wish to...

We would like to ...

4.1.8 Check the passive

Many people will discourage you from using the passive voice (form of **to be** + past participle form of the main verb) in your writing, arguing that it does not contribute to a lively text. The use of the passive voice is very common in

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academic writing, however, as it contributes to "academic indirectness, detachment, and objectivity" (Hinkel, 2004). Use of the passive voice will tend to draw the reader's attention to "what is done" instead of "who does it".

- Making statements about the general state of thinking in a particular area

It is usually assumed that ...

- Announcing plans for the text and summarizing what you have done in the text without drawing attention to yourself

The results of the experiment are discussed below...

- Adding comments

It might be argued that ...

It should be added at this point that ...

It must be stressed here that ...

- Describing procedures

All experiments were performed using recombinant mouse RAG1 and RAG2; core RAG1 (residues 384–1,008) and either core (residues 1–387) or full-length RAG2 were expressed from the pEBG vector. RAG1 and RAG2 were co-purified as glutathione-S-transferase fusion proteins from Chinese hamster ovary (RMP41) cells. Recombinant human HMGB1 was purified from Escherichia coli as previously described.

What the above uses of the passive have in common is that either the agent is too vague to be worthy of mention (general agent) or the agent is the writer him/herself and the writer wishes to avoid being 'overly present' in the text. In all these cases, therefore, the agent is relatively unimportant.

A disadvantage of the passive is that it may lead to ambiguity. For instance, it may be unclear whether you yourself or other (unspecified) authors are the agent. If this is the case, you should use an unambiguous subject or add some specification to the passive to clear up the ambiguity.

Poverty has been defined in relative terms.

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Poverty has been defined above in relative terms.

Think twice before using the passive together with a 'by' phrase. In academic writing, 'by' phrases are used when they contain the most important information in the sentence. When the agent is unknown, unimportant or easily identified from the context, the 'by' phrase is usually omitted.

The Internet was reported as used at least once in a lifetime by 45% (223) of respondents.

Agent unknown or unimportant:

GBD 2002 estimates of deaths by cause, age, and sex were carried out [by someone] in 226 countries and territories.

Agent clear from context:

The predictions of the projections model were compared [by us] with historical trends in child mortality.

Apart from passive constructions, academic writing also includes a high frequency of active verbs with abstract subjects. Non-native speakers of English often have difficulty realizing that in English the subject of an active verb does not have to be alive, or capable of actually performing the activity expressed by the verb. Common constructions of this type in academic texts are, for example:

The chapter discusses...

The program runs...

Most common passive verbs in academic writing

made given	seen used	found done	Considered shown
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From: Hinkel, Eli. *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*. Mahwah: Lawrence Erlbaum Associates, 2004 (p.166).

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Other verbs mainly used in the passive voice			
achieved	described	inclined	Presented
aligned (with)	designed	intended	recognized
applied	determined	introduced	regarded
approved	discussed	involved	related (to)
asked	distributed	kept	replaced
associated (with)	documented	known	reported
attributed (to)	drawn	labeled	represented
based (on)	entitled (to)	left	required
born	estimated	limited (to)	said
brought	examined	linked (to/with)	situated
calculated	expected	located (at/in)	stored
called	explained	lost	studied
carried	expressed	measured	subjected (to)
chosen	extracted	needed	thought
classified (as)	flattened	noted	told
compared	formed	observed	transferred
composed (of)	given	obtained	treated
coupled (with)	grouped (with/by)	performed	viewed
deemed	held	plotted	understood
defined	identified	positioned	
derived	illustrated	prepared	

From: Hinkel, Eil. *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*. Mahwah: Lawrence Erlbaum Associates, 2004 (p.166).

4.1.9 Check your conditionals: using *if* and *when*

Conditionals are used to formulate hypotheses, possibilities or predictions, and come in four different constructions:

- Present tense in *if* clause combined with simple present tense

Oil floats if you pour it on water → universal truth

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- Present tense in if clause combined with will/ shall/ may/ can

If I tell him, he will kill me → very likely to happen

- Past in if clause combined with would/ should/ might/ could

If I told him, he would kill me → less likely / improbable / hypothetical

- Past perfect in if clause combined with would + have + past participle

If I had told him, he would have killed me → condition can no longer be met

A word of caution is in place here. The structure of English conditionals is different from that in Dutch: in English, **will or would is not used in the if/when part of the clause**, whereas Dutch allows the use of *zullen* in the *indien* part. This difference often confuses speakers of Dutch.

Dutch: Als/indien ik dit zou doen, zou je me dankbaar zijn.

- If I would do this, you **would** be grateful.

- If I did this, you **would** be grateful

There is an exception to this rule, when *if* can be replaced by *whether* (in Dutch: 'of'). In other words, *if + would* is acceptable in such constructions, though it is better to use *whether*.

It is important to investigate *If / whether* such an approach would yield detailed enough results.

If *whether* can replace *if* (in object and subject clauses), then *whether* is usually the better bet. It is particularly advisable in a contrastive environment (*whether ... or not*) and in cases where the clause in question has an *if* clause inserted into it.

It is not yet certain whether we can go ahead as planned [or not].

The most important thing is to ascertain *whether*, if for example a number of questions have been left open on the form, a repetition is necessary.

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Beware of the difference in meaning between *if* and *when*. *If* refers to a condition (Dutch *indien*), whereas *when* refers to a moment in time – Dutch *wanneer*. In other words, if you can replace *als* by *indien* then you need *if* in English. Compare the following two sentences:

I'll tell him if I see him	→ I may or may not see him
I'll tell him when I see him	→ I'll pass on the message
When you pass your exams	→ you will certainly pass
If you pass your exams	→ you may pass, but you may also fail

4.2 Check your word order

In this section we will first look at basic word order patterns in English and then discuss how you can play with word order to add extra meaning dimensions to your text.

4.2.1 English word order: basics

Appropriate choice of special constructions and word order can help to make your text more coherent and mark important information. Note that English word order is different from that in Dutch: the subject, the verb, and the object (SVO) remain a closely linked 'trinity' in English affirmative statements.

SUBJECT	VERB(S)		OBJECT(S)
John	is writing		a report
We	pay	our subjects	a small fee
These data	support		our ideas

As will be elaborated on below ("Adverbs"), in English, phrases reflecting time and place go outside the 'trinity', as is illustrated in the following examples.

John writes his reports **at home**.

She has conducted research **in Canada since April**. (place before time)

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On Monday, I'm going to start the experiment. (time can also be put at the beginning)

The trinity of subject, verb(s), and object(s) can only be separated by a particular set of expressions (*always, never, usually, seldom, hardly*, for example). (For more information on the position of these expression in a sentence, see text below ("Adverbs").

Our data are **always** double-checked.
Patients never participate twice.
Results will **probably** be published next week.
Are you **definitely** attending the conference?
We **usually** pay our subjects a small fee.
This phenomenon has **hardly** ever been noticed in other projects.

The 'trinity' may also change in constructions where word order is used as a tool to express emphasis. A number of these constructions often used in academic writing are discussed in sub-section 4.2.2.

4.2.2 Adverbs

Adverbs of manner (e.g. *slowly, carefully, selectively, powerfully*) may be put behind the direct object (or behind the verb if there is no direct object) (see example 1 below). Another construction frequently used in academic writing is to place them before the main verb (see example 2).

1. Progress towards openness is being watched **carefully**.
2. This facility allows users to generate refined enquiries, so that they can **selectively** access data of interest.

Adverbs of time (e.g. *recently, now, then, since, currently*) are put at the end of the sentence (see example 1 below). However, if you want to emphasize the time at which something took place, you can also put the adverb of time at the beginning of the sentence (example 2). A third possibility is to place adverbs of time before the main verb (example 3).

1. Smith has been working on this topic **since** 2006.
2. **Currently**, the time constraints and scope of medical practice make it difficult for practitioners to develop this skill.
3. We **recently** downloaded this program.

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Adverbs of frequency (e.g. *always*, *never*, *seldom*, *usually*) are put directly before the main verb (see example 1 below), unless the main verb is a form of 'be' in which case the adverb is placed directly after the verb (example 2). If, however, there is an auxiliary verb, adverbs of frequency are put between the auxiliary verb and the main verb (example 3).

1. We **always** keep in mind that the cultural background of patients influences how, when, and where they present with illness.
2. Changing individual behaviour is **never** easy and it remains one of the greatest challenges in medicine and public health.
3. Scientists have **frequently** used highly diverse and controversial nomenclature, for example, in the naming of MHC molecules.

4.2.3 Playing with word order: sophisticated extras

When composing texts you have to organize your information effectively. This is not only true at the levels of section and paragraph, but also at the level of sentence. This sub-section deals with techniques of clause combining that you can employ to group related pieces of information together in one sentence while at the same time making clear the relative importance of each piece of information in the broader context of the discourse. In addition, this sub-section discusses various means of giving prominence to sentence elements through word order.

Clause combining

An interesting stylistic difference between written English and written Dutch is that formal English appears much more tolerant of long and complex sentences than Dutch. In Dutch, relatively short sentences, comma splices (see 4.3.2) and separate sentence fragments create a so-called choppy style, which – in English genres – is predominantly common in 'easy-read' fiction, advertising and tabloid journalism. This difference between English and Dutch writing styles may be related to the fact that written Dutch is closer to spoken Dutch than written English is to spoken English (Hannay & Mackenzie, 2002).

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The main reason why you should avoid choppy prose is that it often consists of strings of relatively short sentences where the logical relation between the sentences is not particularly clear and where it is not obvious what information is relatively more important. In order to avoid a choppy style and to get messages into the right place, you will need to have a command of the various clause-combining techniques available in English. Clause combining allows you to gather related information together in one sentence, while at the same time adding extra dimensions of meaning to the text - by distinguishing important from less important information.

Before we have a look at some of the options English has for clause combining, let us first consider the difference between main clauses and subordinated clauses. A main clause (or an independent clause) contains the core message of a sentence and can stand by itself as a complete sentence. A subordinate clause (or a dependent clause), however, depends on the main clause which it modifies and, consequently, cannot stand alone as a sentence.

Having briefly considered the difference between main and subordinate clauses, we will now look at several sentences which show the options English has for combining clauses into complex sentences. (The subordinated clauses have been italicized.)

- (1) This approach allows fusing of MR and PET data[,] *which is important when soft tissue detail is required.*
- (2) Special drug centres have been set up for drug victims[,] *who receive guidance and help to kick the habit.*
- (3) I have argued that cognitive development is independent of language development[,] *one of the reasons being that children evidence an ability to think before they acquire the ability to use language.*
- (4) The "group mind" that developed among these soldiers was created by a set of known social psychological conditions[,] *some of which are nicely featured in Golding's "Lord of the Flies".*
- (5) *Encouraged by the preliminary results of the pilot study,* we decided to carry out another, more sophisticated experiment.

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- (6) *To obtain a better understanding of very low sea level change*, we compared the observed VLF sea level changes to various numerical ocean models.
- (7) The 1930s began with the Depression[,] *forcing Shell to reduce its workforce and impose financial cuts*.
- (8) *Since there are doubts about the readiness of WTO members to take up such an agenda*, a new programme of ambitious bilateral negotiations needs to be developed.
- (9) *Following infection and the development of antibodies*, the lymph nodes of the animals become enlarged.
- (10) *With the negotiators still poles apart on so many issues*, it's hard to see how these talks will ever end.
- (11) Other evidence which called STLV-IIIa into question came from a technique known as 'restriction endonuclease mapping'[,] *which chops up DNA into discrete fragments*, *producing a pattern unique for a given molecule of DNA*.

In the above sentences, the subordinate clauses either precede or follow the main clause. You should be well aware that subordinate clauses in initial position tend to have a different function from subordinate clauses in final position. In general terms, the subordinate clause in sentence-initial position has a preparatory and orientational function. This initial position gives a relatively backgrounded status to the information. With since-clauses and temporal clauses, for example, this also involves the notion of inchallengeability, in that the writer assumes that the reader can take the content of the subordinate clause for granted. This is shown in the following examples:

- (12) *Since human rights often challenge long-standing local values*, it comes as no surprise that teachers and parents are often not ready to deal with human rights such as the right to divorce and equality between all people regardless of sex.
- (13) *As far as 2009 is concerned*, we recommend that the investment budget be doubled.

Whereas subordinate clauses in initial positions present information that can be taken for granted or is already known, subordinate clauses in final

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positions often present information which adds something new. The function of this new information is to elaborate on the message expressed in the previous clause. In example (14) below, for instance, the subordinate clause relates the consequences of the events described in the first clause. In example (15) the subordinate clause gives more details concerning the nature of the embargo, and in example (16) it gives a reason for the information provided in the preceding clause.

- (14) The socialist government's repressive secularism and one party rule fed a fundamentalist backlash, *which gave rise to widespread rioting in 1985.*
- (15) The United nations called for actions, *insisting on an embargo on the supply of arms to all parties to the conflict in Darfur.*
- (16) Research on metaphoric comprehension (particularly in adults) has been sparse, *since appreciation of the importance of metaphor has developed only recently in psychology.*

In summary, you should not be afraid to produce long and complex sentences in English, but you should be well aware of the extra dimensions of meaning that clause combining can add to a text. When writing or revising a paragraph, you have to decide whether particular clauses should be combined or whether a particular message is so important that it should be given separate sentence status. In the remainder of this section attention will be paid to various means of giving prominence to sentence elements through word order.

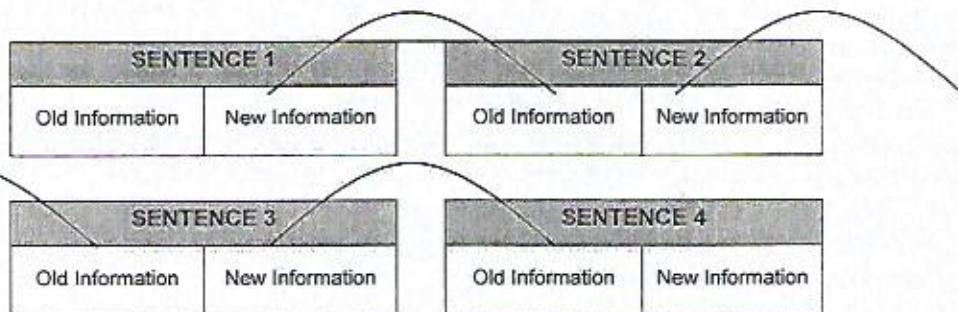
4.2.4 End-focus and end-weight

English sentences are based on the principle of "end-focus". End-focus means that native English speakers place new information towards the end of the clause, preferably right at the end, rather than at the beginning.

Since sentences in academic texts are often long and contain much detailed information, it is very useful for your reader to know where in each sentence to expect the most important information. The English syntactic system allows for (old) information within the clause which links up with the preceding context to be placed at the beginning of the clause. The new information, which is often 'weighty' and 'long', is then placed at the end.

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This way of organizing your information will allow you to fit the message into its context in such a way as to knit the discourse neatly together. It can be represented graphically as shown below:



Of particular interest were any differences in the relation between IQ and self-perceptions of social competence within three of the groups: integrated gifted, self-contained gifted, and random controls. The random controls were assumed to be more representative of the general population for these analyses than were the matched controls.

"In our experience, the misplacement of old and new information is the No. 1 problem in American professional writing today."

- "Put in the topic [= initial] position the old information that links backward; put in the stress [= final] position the new information you want the reader to emphasize."

From: Gopen, George D. and Judith A. Swan, "The science of scientific writing," *American Scientist* 78 (Nov-Dec 1990): 550-558.

The principle of "end-weight" places shorter textual components towards the beginning of the clause and longer, more complex components in the final position. There is often a strong connection between end-focus and end-weight since you are more likely to elaborate further on the new information you present than on old information.

Compare:

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- The possibility that the patterns shown by our study persist because of factors associated with the social structure of the delivery system is far more likely.
- Far more likely is the possibility that the patterns shown by our study persist because of factors associated with the social structure of the delivery system.

With passive sentences, the danger exists that the sentence becomes top-heavy, starting with a long subject and ending with a short verb phrase. This problem can be avoided by splitting up the subject (Dutch has the same mechanism) and in doing so creating end-weight. Compare the (a) and (b) sentences below:

- | | |
|-----|---|
| 1a) | A number of major differences between the two best-selling stomach tablets have been found. (<i>top-heavy</i>) |
| 1b) | A number of major differences have been found between the two best-selling stomach tablets. (<i>end-weight</i>) |
| 2a) | A suggestion that the solution might already have been found was made. (<i>top-heavy</i>) |
| 2b) | A suggestion was made that the solution might already have been found. (<i>end-weight</i>) |

Another way of rephrasing front-heavy passive sentences of the kind mentioned above is by using an active verb in the so-called "locative subject" construction. This construction works with verbs like **discuss**, **report**, **describe**, **examine**, **investigate**, **provide**, **give**, **present**, **reveal** and **show**, which can take things like **study**, **paper**, **chapter**, **section**, **table** and **figure** as subject. Here are some examples:

Figure 2 provides the data necessary for these inquiries. This investigation concentrates on this second aspect of pitch. The present report describes the management of root absorption in a group of patients who had undergone treatment. This study examines the impact of different kinds of stressful marital situations on individual levels of stress.

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Joseph M. Williams (2002) has formulated a number of straightforward techniques that can help you to construct coherent sentences:

- Preliminary contexts and evaluative adverbs frame the sentence and are placed at the very beginning (e.g., *in many ways, generally speaking, it is important to note that, perhaps*).
- The time and place of an action or event are also placed at the outset (e.g., *in the 20th century, during the experiment, at the time of the reformation, in Rome, in American social structure*).
- After the preliminary elements, the sentence states what is already known and supplies the new information at the end.

In most cases, sentence topics are their grammatical subjects, and the rest of the sentence provides information about (comments on) the topic.

From: Hinkel, Eli. *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*. Mahwah: Lawrence Erlbaum Associates, 2004 (p.186).

Object-adverb switching

Another means of giving prominence to sentence elements through word order is object-adverb switching. One of the standard positions for adverbs and prepositional phrases is at the end of the clause:

We are now in a position to put these features into context.

We now need to specify these conditions more precisely.

However, if the object of the sentence is rather long, you can give **end-focus** to the long, 'weighty' object while still giving secondary prominence to the adverb by placing the adverb between verb and object:

Compare:

- ✗ Similar inferences may be drawn for community mental health agencies, although additional research is needed to specify the conditions under which the relationship between life change and mental health is linear or curvilinear more precisely.

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- Similar inferences may be drawn for community mental health agencies, although additional research is needed to specify more precisely the conditions under which the relationship between life change and mental health is linear or curvilinear.

4.2.5 Presentatives

Presentatives are constructions that deviate from the normal structure of an English sentence by having the subject at the end rather than at the beginning. The first constituent, which often contains an adjective, functions as a kind of staging device for the new referent. Presentatives are frequently used in academic writing in order to:

- introduce new topics which you wish to expand upon

Underlying this second argument, however, is the important assumption that life change is within the control of the individual.

A central problem until recently has been the lack of statistical estimation of the second issue.

- make additional points and present additional arguments

Equally obvious problems are the numerous simplifying assumptions that have been made in order to estimate and interpret the dynamic models.

In this connection should also be mentioned the injuries which arise from the injudicious use of chemical protective agents such as sprays.

- present lists

To this group belong all such appliances as water turbines, steam turbines, steam engines and boilers, gas producers, gas engines, oil engines, etc.

Among other outstanding contributions should be mentioned the work of Goldberger on pellagra and Strong on trench fever.

Note, however, that the first constituent must either contain an explicit link to the preceding context or strongly suggest such a link (for example, equally, also, far more, of particular interest). It is important to point out that this reference to the previous context is an absolute requirement in English,

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unlike in Dutch. In English you cannot say things like *implicit is the assumption that ... or central is a view of the clause.*

It-clefts and pseudoclefts

The function of "it-clefts" is to afford special prominence to a particular part of the message. It-clefts are more common in academic writing than in conversation. The information that is 'clefted' usually refers to something in the previous context. It-clefts are more common in English than in Dutch, because in Dutch the constituent concerned can be placed at the start of the clause and marked by special particles like *juist*, *alleen* and *pas*.

Juist dit probleem hebben de auteurs verwaarloosd.

It is precisely this problem that the authors neglected.

Pas later is Smith tot de conclusie gekomen dat ...

It was not until later that Smith came to the conclusion that ...

It-clefts are formed by placing the focus word or phrase after an introductory *It* plus the verb *be* in the proper tense followed by a clarifying relative clause.

IT + BE + FOCUS PHRASE + THAT/ WHO ...

"Pseudoclefts" (also known as "What-clefts") also serve to highlight a particular piece of information, but the highlighted part comes in the second part of the sentence, acquiring end focus. A pseudocleft is a sentence that splits the basic clause into two parts, beginning with **what**. The information presented is often quite long.

What is striking in the data presented in Table 3 is that the expected results are consistently obtained not only in the sample as a whole but within the sex, ethnic, and diagnostic subgroups.

4.3 Check your punctuation

Good punctuation is essential in any form of writing, especially in academic prose. Use of too much or too little punctuation will make it difficult for the reader to follow your argument. Punctuation is a powerful tool in getting your

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message across and making life easier for your reader. Conversely, poor punctuation can make life very hard for your reader. Consider the following extreme example, taken from the cover of Lynne Truss's *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation* (London: Profile Books, 2003):

A panda walks into a café. He orders a sandwich, eats it, then draws a gun and fires two shots in the air. "Why?" asks the confused waiter, as the panda makes towards the exit. The panda produces a badly punctuated wildlife manual and tosses it over his shoulder. "I'm a panda," he says, at the door. "Look it up." The waiter turns to the relevant entry and, sure enough, finds an explanation. "Panda: Large black-and-white bear-like mammal, native to China. Eats, shoots and leaves."

4.3.1 Commas [,]

The comma is the most frequently used form of punctuation. Although there are many different viewpoints about the correct use of commas in English, a number of rules applying to commas in academic writing may be laid down. Commas are used to:

- separate linking words from the main idea of the sentence
- separate extra information from the main idea of the sentence
- list things, concepts, events, ideas etc.
- shift between the main discourse and a quotation
- prevent misreading

Separate linking words from the main idea of the sentence

Linking words and phrases are used to indicate and define a relationship between either two sentences, or between two parts of the same sentence. These linking words and phrases are separated from the main sentence by a comma.

The following words and phrases, which frequently occur in sentence-initial position, are followed by a comma:

furthermore	in addition
by the same token	in the same way

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moreover	besides
what is more	Indeed
by way of contrast	even so
by way of comparison	for all that
nevertheless	nonetheless
despite this	in spite of this
all the same	however
on the one/other hand	on the contrary
in consequence	In other words
In that case	accordingly
all in all	In conclusion
summing up	to sum up
In sum	In short
for example	in a word

Despite the success, the research group was not satisfied with the outcome.

Nevertheless, it was decided that the project should be continued.

In addition, new staff could be hired.

Furthermore, new funds were made available for the projects.

To sum up, they all lived happily ever after.

When the linking words occur in the middle of a sentence, they are isolated by two commas:

We prepared various samples, all in all, and stored them in the refrigerator.

There was, however, still a lot to be done in the way of setting up the experiments.

We could, of course, count on support from the entire team.

Our research students, for example, were eager to make the tests a success.

Final subclauses beginning with *while*, *whereas* or *although* are always preceded by a comma:

Our results were not spectacular, although they did show some significant differences.

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The linking words *and*, *but*, *or*, *nor*, *for*, *yet* and *so* are preceded by a comma when they are used to link two independent sentences.

IMPORTANT

It is a myth that clauses with *and* and *but* are not preceded by commas. The literature in your discipline abounds with counterexamples.

Separate extra information from the main idea of the sentence

Extra information may be any kind of information that is not part of the main idea of the sentence. It can be one of the linking words mentioned above, or a linking word such as *while*, *whereas*, *although* or *if*. Extra information can also be a specification of time, place or manner, or an example. Commas make it easier for your reader to separate the core information from the extra information.

Place: In Britain, most researchers use this method.

Time: In 1900, Carter discovered the extrinsic period of incubation of yellow fever.

It is, however, often considered stylistically better to place such extra information, without commas, later on in the sentence:

Place: Most researchers in Britain use this method.

Time: Carter discovered the extrinsic period of incubation of yellow fever in 1900.

List things, concepts, events, ideas, etc.

Members of a list are separated by commas. In American English, a comma is also placed before the and preceding the final member of the list. This is usually not the case in British English. If however the last member of a list is rather long, or has a 'last but not least' flavour, then a comma may be appropriate whatever kind of English you are writing.

Prices fell, interest rates fell, employment figures rose, consumer behaviour changed, and the economy received a terrific boost.

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Shift between the main discourse and a quotation

You must always use a comma to set off quoted matter from the rest of the sentence. The Dutch practice of using a colon for this purpose should not be followed here.

"I was able", he answered, "to complete the experiment before the deadline".
According to Smith (1994), "interest rates will affect the company's budget."

Prevent misreading

The longer the initial phrase or clause, the greater the need for a comma:

After we had completed the study and the necessary experiments, (!) we could turn our thoughts to writing a report.

- If you separate information from the core information by means of a comma, the reader can see it is not part of the core information.

4.3.2 Comma splice and run-on sentence

What you cannot separate by means of a comma:

Two of the most common errors involving the use of commas in academic writing are the **comma splice** and the **run-on sentence**. A **comma splice** occurs when a linking word is left out and two complete sentences are joined by means of a comma only. For example:

- The public is often not aware of this, they are unconsciously influenced by the newspaper's opinion.
- The reasons for capture were various, one could be punished for stealing bread as well as murder.

Simply removing the comma to give a **run-on sentence** – where both the comma and the coordinating conjunction (linking word) are left out – does not solve the problem. A couple of examples of run-on sentences are given below:

- The public is often not aware of this they are unconsciously influenced by the newspaper's opinion.

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- The reasons for capture were various one could be punished for stealing bread as well as murder.

There are several ways of correcting a comma splice or run-on sentence.

- Replace the comma with a semi-colon:

The public is often not aware of this; they are unconsciously influenced by the newspaper's opinion.

Write the two clauses as separate sentences:

The public is often not aware of this. They are unconsciously influenced by the newspaper's opinion.

- Insert a coordinating conjunction (*and, but, or, nor, for, so, yet*) following the comma:

The public is often not aware of this, but they are unconsciously influenced by the newspaper's opinion.

- Make one clause dependent on the other:

Although the public is often not aware of this, they are unconsciously influenced by the newspaper's opinion.

A third serious error to which non-native writers of English are liable is **separating major constituents of the clause (subject, verb complement, object) by a punctuation mark**. In other words, you can use punctuation to separate pieces of information that are loosely attached to the body of the clause, but you cannot break up the basic elements of the clause in this way. This means that the following sentences (which represent **three of the most common mistakes in the use of commas made by non-native writers**) are simply wrong:

- What is important here, is that we distinguish colons from semi-colons.
- Bouchard (1969) indicates, that the group brainstorming process may be suspect in its effectiveness.
- The assumptions which underlie the modernity school, can be seen in the work of Cohen and Till (1977).

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4.3.3 Relative clauses (restrictive and non-restrictive)

We need to add a few words on restrictive and non-restrictive clauses, because the presence of commas makes all the difference for the interpretation of sentences including a relative clause. The purpose of a relative clause is to say something about the noun that it follows. Some types of extra information are either purely additional or vitally specific and set the phrase they belong to apart from the rest. Commas provide you with the interpretation tools here. Consider the following examples.

The students, who were late, could not get in. (*All students: non-restrictive*)

The students who were late could not get in. (*Some of the students: restrictive*)

The difference in meaning is clear. Two commas indicate that being late is purely additional information: an aside comment that can be left out without changing the meaning of the sentence (*non-restrictive relative clause*). None of the students in that sentence got in. No commas indicates that being late is vital information to separate those who were late (and could not get in) from those who were *not* late (and could get in) (*restrictive relative clause*). Thus, before placing your commas, you must consider carefully what you want to say and whether certain information is additional or vital. Further, if information could be left out, you should consider whether it is worth putting it in at all.

"In formal academic writing, only 15% of all relative clauses are non-restrictive."

From: Hinkel, Eli. *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*. Mahwah: Lawrence Erlbaum Associates, 2004 (p.255).

Restrictive relative clauses can contain **that, which or whose** when you are writing about non-humans and **who or whose** for humans. In non-restrictive relative clauses, you can use all the forms available for restrictive relative clauses except that.

Restrictive relative clause:

- The study **that/which** reviews this principle most extensively is the one by McMillan.

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- The researcher who reviews this principle most extensively is McMillan.

Non-restrictive relative clause

- The study by McMillan, which reviews this principle most extensively, dates from 2005.
- The study by McMillan, that reviews this principle most extensively, dates from 2005.

4.3.4 Colons and semi-colons [:][;]

Colons

Colons separate a general statement from a specific one. The latter explains or elaborates on the former. The colon may introduce a list, an example or a quotation

We discussed the plan in great detail: from the project's initial planning stages up to the ultimate tests.

There are four types of plate boundaries: divergent boundaries, convergent boundaries, transform boundaries and plate boundary zones.

The information following the colon **does not** begin with a capital letter, except when the sentence is a quotation. In that case the first word is always capitalized (unless it is not capitalized in the source).

We were given three options: abandoning the project, continuing the experiment, or taking the money and run.

When the clarifying material is longer than a sentence, the colon is inappropriate.

The group consisted of experts from the three disciplines involved in the project: medicine, which was made responsible for patient selection, and biology, in charge of laboratory facilities. The chemistry section focused on lab protocols.

The above example could better be formulated as follows, for example:

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The group consisted of experts from the three disciplines involved in the project. The medical experts were made responsible for patient selection, the biology experts were put in charge of laboratory facilities and the chemistry experts focused on lab protocols.

Semi-colons

The **semi-colon** is the writer's superglue. It is used when the information in the second clause forms a **general elaboration on the first clause**. The two sentences connected by the semi-colon are felt to be so closely related that one sentence is regarded as better than two. Technically speaking, of course, separation by a full stop is always an option: this gives greater prominence and independence to the information in the second clause.

When deciding whether to use a comma, a colon or semi-colon or a full stop, it is often useful to consider the length of the **pause** you would consider appropriate if you were reading the sentence aloud. A comma corresponds to a short pause, a colon or semi-colon to a longer pause (though their syntactic function is different), and a full stop to an even longer pause.

The study of networks has expanded rapidly over the last 10 years; networks are now widely recognized not only as outcomes of complex interactions, but as key determinants of structure, function, and dynamics in systems that span the biological, physical, and social sciences.

The semi-colon is very often used to **contrast** the information provided in the two clauses.

Of these mother-offspring pairs, three were excluded because of multiple gestations, six were excluded because they delivered at home (therefore cord serum was unavailable), and two were excluded because the mother died during delivery; the remaining 149 HIV-infected women formed the reference cohort of the case-cohort study.

Semi-colons can also be used to **separate items in a list**, particularly when each item is grammatically complex:

Students may use our library facilities provided that subscriptions are paid regularly; that all borrowing activities are carried out properly; that efforts are made to return the books before the expiry date; that any damage incurred is compensated, and that silence is maintained in the reading rooms.

WRITING TIP

The following sentence provides an instructive example of the contrasting use of commas, colon and semi-colons:

"If we are to develop an evolutionary ecology of networks then we should: (i) improve classification schemes for describing the microstates of networks; (ii) develop a more rigorous, and perhaps, system-specific understanding of permitted moves and trade-offs between networks; and (iii) use the principles of game theory and adaptive dynamics to consider how networks interact via their emergent properties."

4.3.5 Hyphens [-]

You should use a hyphen:

to join two or more words serving as a single adjective before a noun:

a near death experience
China-related topics
a well known author
a thought-provoking argument

when attaching a prefix to a capitalized base word:

anti-American
mid-December

when attaching a prefix to a date:

pre-1800

when using the prefixes all-, ex-, self-;

all-inclusive
ex-boyfriend
self-help

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- when using a single-letter prefix:

T-shirt
X-ray

- with numbers:

twenty-six
seventy-eight

- when a vowel would otherwise be doubled or a consonant tripled:

micro-organism
fall-like

- to prevent misreading:

un-uniform
post-stall

Note that the prefixes over-, co-, de-, pre-, pro-, and re- are written without a hyphen unless a vowel would otherwise be doubled:

repurchase
re-emerge

Note also that hyphens are rarely used to connect a suffix to a word (suffixes being groups of letters placed after a word to modify its meaning or to change it into a different word group, from an adjective to an adverb, etc.). Hyphens are only used with suffixes:

- to avoid tripling a consonant
 when the suffix -like is attached to a noun

4.3.6 Quotation marks [“] [‘]

Double quotation marks are used in four situations, to:

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- enclose direct quotations:

One of the authors, Anatol Lieven, is a brilliant, fiery pamphleteer of the left who has described the neoconservative enterprise as "world hegemony by means of absolute military superiority."

- indicate words used ironically or in an unusual way:

Early views on the function of the brain regarded it to be a "cranial stuffing" of sorts.

- stress a particular word or its definition:

For instance, he excoriates the news media as "liberal."

- indicate the titles of books, theories, essays, speeches or articles from books or journals, etc:

Erik Larson's "Thunderstruck" is about murder, invention and distraction.

- Single quotation marks may be used to indicate a quotation within a quotation:

It was even worse when his positive view of the American liberal arts education appeared under the headline "Nobel Laureate suggests a society of 'Know – It – Alls'"

4.3.7 Apostrophes [’]

The apostrophe is used in two situations:

- to form possessives:

John's paper
The country's population

The possessive tells your reader that something or someone owns that which comes after the possessive. You can usually form the possessive by simply adding 's. However, when the item or items is owned by more than one person or thing, you only add an apostrophe after the final –s.

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The researchers' funding
The politicians' campaign

It is perfectly acceptable to form the possessive of a word ending in -s by adding 's' in this case too. Some authorities argue, however, that this 's' is superfluous and that it is sufficient to add an **apostrophe** to form the possessive of such words. Both options are correct. Choose one and remember to be consistent.

Normal: James
Possessive: James's or James'

Note that the possessives his, hers, its, ours, yours and theirs do not contain apostrophes.

to form contractions:

cannot	=	can't
did not	=	didn't
they are	=	they're
will not	=	won't
it is	=	it's
of the clock	=	o'clock
'60	=	1960

IMPORTANT

Non-native speakers seem to like contractions and frequently use them in their writing. However, contractions are mainly used in spoken and informal language, and should be avoided in academic writing. Check your academic paper for contractions and if you find one, change it to the full form.

to make letters and numbers plural:

I passed my exam with five 7's and two 8's.
There are two A's and two C's in the word "academic".

Although the apostrophe is never used to make a word plural, it is used to pluralize letters and numbers.

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TRICKY TRIO

its = of it = possession:	the dog and its bone
It's = it is = contracted form:	it's the dog's bone
It's = it has = contracted form:	it's got a bone

4.4 Check your spelling

A number of common spelling problems will be dealt with in this section. Before we go into some issues in more detail, here are a few things to look out for.

- The suffix *-ful* always has only one *l*:

handful
successful

Do not confuse the suffix *-ful* with the word *full* and the suffix *-fully*, both of which are written with *double l*.

- Final consonants are doubled after stressed vowels:

begin	beginning
omit	omitted
refer	referred
occur	occurred

- Note the difference in spelling between:

choose	(present)	chose	(past)
lose	(verb)	loose	(adjective)
prove	(verb)	proof	(noun)
advise	(verb)	advice	(noun)
practise	(verb)	practice	(noun)
devise	(verb)	device	(noun)

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Note the plural forms of:

crisis	crises
basis	bases
analysis	analyses
criterion	criteria [preferable]/ criterions
stimulus	stimuli

Compounds are written as two words (unless the dictionary states otherwise):

water pollution
blood pressure

Compound premodifiers are always hyphenated:

habit-forming side effects
yellow-coloured structures
three-month-old babies
wide-scale replicability
rest-activity patterns
an eighteen-inch telescope

Avoid the following words:

by the way	use	incidentally
besides	use	in addition
so	use	therefore, consequently
a lot of	use	a great deal of, many, much

The following words are often used incorrectly:

conclusively	<i>does not mean</i>	in conclusion
as	<i>is to mean</i>	such as
(only used in archaic English)		
already	<i>does not mean</i>	as early as
economical	<i>does not mean</i>	economic
(careful with money)		(discipline)

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shortly (soon)	<i>does not mean</i>	in short, briefly
since	<i>in the sense of</i>	for
also	<i>in the sense of</i>	including

Note the difference between:

less/ fewer	less is used with non-count nouns; fewer with count nouns
much/many	much is used with non-count nouns; many with count nouns
amount/ number	amount is used with non-count nouns; number with count nouns
in case of/ in the case of	in case of means if or when something happens; in the case of means with respect to
in the future/ in future	in future means Dutch <i>voortaan</i> ; in the future means Dutch <i>in de toekomst</i> .

The following abbreviations are incorrect.

a.o.	<i>what you mean is</i>	among others / among other things
w.r.t.	<i>what you mean is</i>	with regard to
f.i.	<i>what you mean is</i>	for instance
f.e.	<i>what you mean is</i>	e.g.
nr.	<i>what you mean is</i>	No.

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List of commonly misspelt words	
Incorrect	Correct
loose [as present tense of verb]	lose
seperate	separate
developped	developed
adress	address
untill	until
succesful	successful
can not (correct when emphasis on NOT)	cannot
devide	divide
intervieuw	interview
acomadate	accommodate
comittee	committee
price	prize (award)
ofcourse	of course (= 2 words)
campain	campaign
parlament	parliament (capitalized to Parliament if referring to a particular body)
dependant	dependent
assistent	assistant
existance	existence
responsable	responsible
Brittain	Britain

4.4.1 Dates and numbers

Dates

In British English, there are four ways to write **dates**:

- May 9
- 9 May
- May 9th
- 9th May

However, it is quite common now to leave out the abbreviations th, nd, st and rd after the date. When a year is also involved the best option in British English is 17 July 1978. (In American English, this date is usually written July 17, 1978.)

Centuries should be spelled out without using capital letters. In cases where the century comes before a noun (such as the last example), hyphens should be used.

the seventeenth century
the early-twentieth century
nineteenth-century authors

When referring to a **decade** in a formal text such as an academic paper, add s to the first year of the decade.

in the 1940s

It is probably best not to use the informal contraction "in the '40s" in academic English, especially to avoid confusion between the 1940s and, for instance, the 1840s.

Numbers

In numbers, English has a decimal point where Dutch has a decimal comma, and English uses a comma as thousands separator where Dutch uses a full stop. Thus, in English 4.057 (read 'four point nought fifty seven') means four and 57 thousandths, while 4,057 means 'four thousand and fifty-seven'.

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Dutch	English
0,6	0.6
€ 229,99	\$ / £ / € 229.99
27.000	27,000

100	a/one hundred, 100
1.000	a/one thousand, 1,000 or 1000
10.000	ten thousand, 10,000
100.000	a/one hundred thousand, 100,000
1.000.000	a/one million, 1,000,000
1.000.000.000	a/one billion, 1,000,000,000

In the past, a 'billion' in British English meant a million million (10^{12}) and a 'trillion' meant a million million million (10^{18}). This is called the "long scale". The UK has now, however, moved to the "short scale" used in the USA, in which a billion is 10^9 and a trillion is 10^{12} . There are however many countries throughout the world that still use the "long scale".

4.4.2 Prepositions

The following section contains a number of sentences taken from academic texts in which prepositions occur. It is useful to learn these combinations of prepositions, verbs and nouns that occur frequently in academic discourse.

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Combinations commonly used in academic writing		
at a glance in due course solution to on average on the whole	comment on account for convince of stem from distinguish from	confused by related to devoted to aware of satisfied with
http://elc.polyu.edu.hk/CiLL/eap/2004/u2/pg34preps.htm		

- (1) A distinction will be made between 4 basic usages, which will be referred to as the 'classical', 'descriptive', 'symbolic' and 'structural' conceptions.
- (2) Her study shows a profound insight into human character.
- (3) Writings on festive performances attempt to account for the process of change that occurs in community life.
- (4) The analysis of ideology is not taken into consideration.
- (5) His career has been completely devoted to conventional political theory.
- (6) This paper looks into the processes involved in the transmission of pre-existing cultural forms.
- (7) Tribes needed to adapt themselves to new customs and manners.
- (8) The tendency among these 4 important sociologists is to view communication as part of 'the culture industry'.
- (9) In the second part of the essay I shall focus on questions of a more methodological kind.
- (10) I shall draw on these studies and try to show the relevance of critical social theory in this area.
- (11) Compared to some languages, English has a simple grammar.
- (12) The present paper offers an investigation into the interaction between the physics community in Germany and the National Socialist movement.

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- (13) The stability theory has been **applied to** other areas, including monetary policy.
- (14) How do these conceptual systems **relate to** systems of action?
- (15) The article is an **attempt** at describing the attitude of Plato and Aristotle toward the question of toleration.
- (16) Subjects have been **taking part** in the study for two years.
- (17) It was believed that high levels of pollution could never occur in a 'clean' country **such as** Switzerland.
- (18) The article has been **translated** into English.
- (19) This kind of behaviour is **typical** of people suffering from this disorder.
- (20) He was driving at **full speed** when the accident occurred.
- (21) The **increase** in carbon dioxide appears trifling when one considers that the total amount in the atmosphere is a little more than .03 percent by volume.
- (22) Global warming **due to** the accumulation of heat-trapping gases, particularly carbon dioxide, was **predicted** at the turn of the century.
- (23) **Information** on the earth's temperature has been more difficult to accumulate.
- (24) In particular, ostensive definition cannot convey any **information** about the reference of object labels unless the language learner already expects that the label being uttered is **related** in some way to things in the world.
- (25) Insofar as logicians are **concerned with** the formulation of very general patterns of valid inference, the formal devices possess a decisive **advantage over** their natural counterparts.
- (26) This would be **consistent with** the hypothesis that infants possess a general bias to relate the language they hear to the objects they see.
- (27) Cultural analysis is the study of symbolic forms **in relation to** the historically specific and socially structured contexts and processes within which, and by means of which, these symbolic forms are produced, transmitted and received.

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- (28) Anthropologists such as White and Geertz have **linked** the study of culture to the analysis of symbols and **symbolic action**.
- (29) Here I shall **restrict myself to** commenting briefly on the social-historical dimension of cultural analysis.
- (30) Although these figures **relate to** Britain, they are **indicative of trends characteristic of** many modern industrial societies.
- (31) In creating media products, the personnel of media institutions **draw upon** everyday forms of culture and communication, **incorporating** these forms into media products and thereby reproducing, in a selective and a creative way, the cultural forms of everyday life.
- (32) This represents a significant **advance over** earlier studies.
- (33) Many aspects of immigrant women's lives did not **fit into** the analytical framework that he adopted.
- (34) In abstract growth models like Diamond's, there is no difference between the marginal product of capital, which might be **inferred** from data on profits and the capital stock, and the real interest rate on safe government securities.
- (35) Our goal is to ascertain which observable features of actual economies can be used to make **inferences about** dynamic efficiency and then to assess whether the United States economy is dynamically efficient.
- (36) Much of the previous **discussion of** the issue **centres on** comparisons of rates of return and growth rates.
- (37) Respondents were asked to fill out the questionnaire and sign their name **at the bottom** of the page.
- (38) Children at that age want to be **independent of** their parents.
- (39) She is **well-known** for her brilliant essays on the French symbolists.
- (40) **In his opinion** these plans should be abolished.
- (41) The country is heavily **dependent on** foreign aid.

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4.4.3 Articles [The and a(n)]

Here is an overview of the rules concerning the use and non-use of articles in English most relevant for writers of academic English. Consideration is only given to cases where English and Dutch differ.

- Plural count nouns and abstract nouns used in a general sense have no article in English, while Dutch uses the definite article:

Life after 1992...

Prices have risen.

- When abstract nouns and plural count nouns are premodified they also get no article:

20th-century literature

modern Western thought

rural architecture

Real wages rose little.

- No article occurs before adjectives followed by a proper noun:

historical Greece

ancient Peru

- Half is only used with the if it is premodified, so you get:

Half of the subjects were given the questions in the reverse order.

The other half were given twenty minutes to complete the text.

- Plural adjectival nouns in Dutch like daklozen, blinden, werklozen and doven can be translated either by phrases like homeless people, blind people etc. or, when used in a general sense, by the homeless, the blind:

a blind person

a homeless person

Chapter 4 - Write sentences

- The following words are non-count, which means that they cannot be preceded by a/an and do not occur in the plural:

advice
research
progress
information

- Consider the following expressions in which the use of the article differs between Dutch and English:

in recent years (or 'of recent years')	in de afgelopen jaren
as a rule	als regel
on a large scale	op grote schaal
to a certain extent	tot op zekere hoogte
a short time after	korte tijd daarna
take an interest in	belang stellen in
they are of a size	ze zijn even groot

4.4.4 British or American spelling?

The choice between British and American spelling will depend on the house style of the journal in which you hope to publish. It should be noted, however, that while the -ise ending is generally regarded as typically British, many British academics prefer to use -ize, citing arguments from classical Greek grammar (from which this ending is derived) as the reason for their choice. Once again, you will have to ascertain the requirements of the journal of your choice in this matter. Spellings like humor, sulfur or caliber, however, are never found in British English.

-se versus -ze	
British	American
harmonise	harmonize
analyse	analyze
generalise	generalize

Chapter 4 - Write sentences

-our versus -or	
British humour flavour behaviour	American humor flavor behavior
Warning: when the suffix -ous is added to these words, the British and American spelling is identical: vigorous, humorous.	

-re versus -er	
British calibre kilometre meagre	American caliber kilometer meager

-l versus -ll	
British skilful instalment fulfil	American skillful installment fulfill

-ence versus -ense	
British pretence licence offence	American pretense license offense

Chapter 4 - Write sentences

-oe / -ae versus -e

British
paediatrics
oestrogen
aesthetics

American
pediatrics
estrogen
esthetics

-ogue versus -og

British
catalogue
dialogue
analogue

American
catalog
dialog
analog

-ll versus -l

British
travelling
counselling
parallelling

American
traveling
counseling
paralleling

-ge versus -g

British
judgement
ageing

American
judgment
aging

Chapter 5 - Get published

5 Get published

5.1 Tips for aspiring authors

Hugh Gosden (1992) carried out an extensive study of the most frequent causes of rejection of papers written by non-English authors by 116 editors. The three main reasons for rejection were:

1. UNCLEAR TEXT/ INCOHERENT THINKING
2. INCOHERENT DEVELOPMENT OF TOPIC IN PARAGRAPHS
3. INCORRECT USE OF GRAMMAR

From: Gosden, H., 1992. Research Writing and NNSs: From the Editors. *Journal of Second Language Writing*, 1(2): 123-139.

You will find invaluable advice on improving your chances of getting your papers published in the *Ten Simple Rules for Getting Published* by Philip E. Bourne, Editor-in-Chief of *PLoS Computational Biology*. PLoS (Public Library of Science) is a non-profit organization of prominent scientists and physicians who have created a number of open-access, peer-reviewed journals in the field of science and medicine, which offer an opening for beginning as well as experienced scientists to publish their findings and share them with the scientific community.

These ten simple rules are not restricted to the field of computational biology, but will help anyone who wishes to publish an academic paper¹.

¹ For the full text of Bourne's article, go to
<http://compbiol.plosjournals.org/perlserv/?request=get-document&doi=10.1371/journal.pcbi.0010057>

Chapter 5 - Get published

The rules are summarized below.

- | | |
|-----------------|--|
| Rules 1: | Read many papers, and learn from both the good and the bad work of others. |
| Rule 2: | The more objective you can be about your work, the better that work will ultimately become. |
| Rule 3: | Good editors and reviewers will be objective about your work. |
| Rule 4: | If you do not write well in the English language, take lessons early; it will be invaluable later. |
| Rule 5: | Learn to live with rejection. |
| Rule 6: | Ingredients of good science are obvious—novelty of research topic, comprehensive coverage of the relevant literature, good data, good analysis including strong statistical support, and a thought-provoking discussion. The ingredients of good science reporting are obvious: good organization, the appropriate use of tables and figures, the right length, writing to the intended audience. Do not ignore the obvious. |
| Rule 7: | Start writing the paper the day you have the idea of what questions to pursue. |
| Rule 8: | Become a reviewer early in your career. |
| Rule 9: | Decide early on where to try to publish your paper. |
| Rule 10: | Quality is everything. |

From: Bourne PE (2005) Ten Simple Rules for Getting Published . PLoS Comput Biol 1(5): e57
doi:10.1371/journal.pcbi.0010057

5.2 Use the correct citation style

At the end of your academic paper, you should list references to the sources you summarized, paraphrased or quoted in your paper. The following professional associations have formulated standard citation styles that are widely used in the disciplines mentioned:

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- **APA (American Psychological Association):**
psychology, education and other social sciences.
- **MLA (Modern Language Association):**
literature, arts and humanities.
- **AMA (American Medical Association):**
medicine, health and biological sciences.

Before compiling your reference list, you must always check the citation style requirements of the journal in which you wish to publish. These may be in line with one of the above-mentioned styles, or may be based on a combination of styles. In any case, the crucial thing is to comply with the wishes of the journal you have chosen. By way of example, we show below how different types of publications are cited in the three styles listed above.

Journal article, one author

APA

Haig, D. (1996). Placental hormones, genomic imprinting, and maternal-fetal communication. *Journal of Evolutionary Biology*, 9, 357–380.

MLA

Haig, David. "Placental hormones, genomic imprinting, and maternal-fetal communication." *Journal of Evolutionary Biology* 9 (1996): 357–380.

AMA

Haig D. Placental hormones, genomic imprinting, and maternal-fetal communication. *J Evol Biol.* 1996;9:357–380.

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Journal article, more than one author

APA

Smith, M.A., Brandt, J., Shadmehr, R., (2000) Motor disorder in Huntington's disease begins as a dysfunction in error feedback control. *Nature*, 403, 544–549.

MLA

Smith, Maurice A. and Jason Brandt and Reza Shadmehr. "Motor disorder in Huntington's disease begins as a dysfunction in error feedback control." *Nature* 403 (2000): 544–549.

AMA

Smith MA, Brandt J, Shadmehr R. Motor disorder in Huntington's disease begins as a dysfunction in error feedback control. *Nature*. 2000;403:544–549.

Book, one author

APA

Trivers, R. (2006). *Genes in conflict*. Cambridge, MA: Harvard University Press.

MLA

Trivers, Robert. *Genes in conflict*. Cambridge: Harvard University Press, 2006.

AMA

Trivers R. *Genes in conflict*. Cambridge, Mass: Harvard University Press; 2006.

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Book, more than one author

APA

Crow, J.F., Kimura, M. (1970). *An introduction to population genetics theory*. New York: Harper & Row.

MLA

Crow, James F. and Motoo Kimura. An introduction to population genetics theory. New York: Harper & Row, 1970.

AMA

Crow JF, Kimura M. *An introduction to population genetics theory*. New York: Harper & Row; 1970.

Chapter in book

APA

Cheverud, J.M., Moore, A.J. (1994). Quantitative genetics and the role of the environment provided by relatives in behavioral evolution. In Boake, C.R.B., *Quantitative genetic studies of behavioral evolution* (pp. 67–100). Chicago: Chicago University Press.

MLA

Cheverud, James M. and Allen J. Moore. "Quantitative genetics and the role of the environment provided by relatives in behavioral evolution." Quantitative genetic studies of behavioral evolution. Christine R.B. Boake, Chicago: Chicago University Press, 1994. 67–100.

AMA

Cheverud JM, Moore AJ. Quantitative genetics and the role of the environment provided by relatives in behavioral evolution. In: Boake CRB, *Quantitative genetic studies of behavioral evolution*. Chicago: Chicago University Press; 1994:67–100.

5.3 Avoid plagiarism

The Merriam-Webster online dictionary defines the verb *plagiarize* as: "to steal and pass off (the ideas or words of another) as one's own, to use (another's production) without crediting the source, to commit literary theft, present as new and original an idea or product derived from an existing source."

Scientific authors cannot avoid referring widely to the work of others. You must, however, learn to do this without plagiarism — which may be characterized as one of the deadliest academic sins. The following suggestions may prove useful in this context².

How to Avoid Plagiarism

Give credit where credit's due

Most people know when they are intentionally plagiarizing, for example copying an entire essay out of a book or buying a paper off the Internet. However, many people are tripped up by unintentional plagiarism — not giving proper credit for others' quotes, facts, ideas, or data.

When in doubt, give credit

A good rule of thumb is always to give credit for any ideas that are not yours by citing your sources. Different disciplines, publications, and supervisors have different standards for citation. Usually, your supervisor can specify how you should present your citations.

Common citation formats

Footnotes and Endnotes

For longer papers especially, a widely used form of citation is the footnote or endnote. After a quote or paraphrase, a small, superscript number appears. This number corresponds to a numbered note either at the bottom of the

² Adapted from <http://www.collegeboard.com/student/plan/college-success/10314.html>

page or the end of the text. Your citation and footnote or endnote should look something like this:

Commenting on the history of climate change, Kennedy notes, "We have known since the early 1900s that global temperatures between 90,000 and 10,000 years ago underwent sudden dramatic shifts."¹²

¹² Don Kennedy, "New Climate News," *Science*, volume 290 (November 10, 2000), 1091.

In-Text Citations

The purpose of in-text citations is to refer the reader to the works-cited list (also called reference list) at the end of the article. Depending on the journal style sheet being used, in-text citations usually list at least the author of the work and a page number or the author and the year of publication.

MLA in-text citations are usually made with a combination of introductory phrases (or identifying tags) and parenthetical references. An introductory phrase indicates that a quotation, summary or paraphrase is about to be used and typically includes the author's name. The parenthetical reference, which comes after the cited material, normally includes at least a page number. In the examples below, the elements of the in-text citation are shown in italics.

As Keijzer states, "another limitation of the (...) investigation lies in its synchronic research design" (286).

Zwaan showed that genre expectations have an impact on the way texts are represented in memory (1994).

Penn's writings epitomize seventeenth-century religious thought (*Dengler and Curtius* 72).

In the following example, the first parenthetical reference not only includes the author's name and page number, like the second reference, but also the date of publication. The reason for this is that the works cited list contains two works by Oakes and only one by Peachtree.

The term "hunter-gatherer," when used to describe nomadic societies that practice neither agriculture nor animal husbandry, places undue emphasis on hunting both as a source of nutrition (Oakes, 1980: 121) and as a time commitment (Peachtree 12).

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Readers can look up the author's last name in the alphabetized Works Cited list, where they will learn the work's title and other publication information.

The APA's **in-text citations** provide at least the author's last name and the date of publication. For direct quotations – and usually also for paraphrases that refer to a long, complex passages – a page number is given as well.

Keijzer (2007) stated that "another limitation of the (...) investigation lies in its synchronic research design" (p. 286).

Zwaan (1994) showed that genre expectations have an impact on the way texts are represented in memory.

Penn's writings epitomize seventeenth-century religious thought (Dengler and Curtus, 1995).

Note: APA style requires the use of the past tense or the present perfect in phrases introducing cited material (Fields (2006) reported, Neenan (2004) has argued)

The alphabetized Reference List, which appears at the end of a paper, provides readers with publication information for the sources that were cited.

AMA in-text citations usually contain a reference number (indirect quotes and summaries) or a reference number and, within parentheses, the page numbers from which the text was copied (direct quotes).

Supercritical assisted atomization (SAA), first proposed in 2002,¹³ is one of the applications in which supercritical CO₂ (SC-CO₂) is used to improve the atomization process.

Because of the complex nature of the drug delivery, most of the studies related to transdermal iontophoresis are focused on aqueous solutions.⁸

He points out that although these works are at risk for "traumatic injuries, noise-induced hearing loss, needle sticks, hydrogen sulfide and carbon monoxide poisonings, and infectious diseases,"¹⁵ (p586) respiratory illness is the most recognized occupational risk.

The reference list at the end of the paper provides all relevant publication details.

Use of 'ibid.' and 'loc. cit.'

If you refer to the same source more than once, you can simplify your reference by using the Latin abbreviations 'ibid.' and 'loc. cit.' *Ibid.* is short for *ibidem* (= the same place), and may be used if the source referred to is

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identical with that cited in the previous reference. Loc. cit. (short for loco citato = in the place cited) may be used if you have already cited precisely the same source by a given author previously. For example, if you need to make a second reference to Don Kennedy, "New Climate News," *Science*, volume 290 (November 10, 2000), 1091, you can simply put 'Kennedy, loc. cit.' the second time.

While these abbreviations can save time and space, you should think of the reader when you use them: he will not thank you if he has to search through pages of your article to find the previous citation referred to by *ibid.* or *loc. cit.*

Citing Material from Websites

Rules for citing websites are still evolving. For now, a good general rule is to give the site's name, the page's URL (uniform resource locator), the date of publication if you are citing an article or a journal, and the date you consulted it, as shown below:

Mihm, Stephen. "Pet Theory: Do Cats Cause Schizophrenia?" *Lingua Franca*, December 2000/January 2001. Online.
Available: http://www.linguafranca.com/print/0012/cover_pet.html, November 30, 2000.

A word of caution about using the Internet for research: the Web is full of rumours posing as facts, as well as plagiarism of every sort, so evaluate sources carefully before relying on them.

DO cite

- Direct quotations
- Opinions, ideas, observations and insights of others that you summarize or paraphrase
- Information that is open to dispute
- Tables, figures and statistics taken from a source
- Information that is not widely known

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DO NOT cite

Common Knowledge

You do not have to give credit for a fact stated in your own words. For instance, information that is common knowledge (i.e. information that is widely available in reference books, newspapers and magazines) need not be cited:

Thelonious Monk, acclaimed jazz pianist and composer, wrote the classic tune, "Round Midnight."

Your Own Ideas

You also do not have to give a citation for facts or ideas that you, yourself, have established. However, it is always a good idea to make the origin of such material clear, as shown in the example below:

After conducting a survey of sophomore engineering majors, I found that 72 percent cite the potential for high salaries after graduation as an important factor in their choice of major.

However, if stating a fact or idea taken from one of your previous publications, you will help the reader if you make a reference to this previous publication.

Is paraphrasing plagiarism?

Paraphrasing is putting information and ideas into other words for the sake of clarity or brevity. Used properly, paraphrasing can be a powerful tool for both explaining ideas and making persuasive arguments. But what constitutes proper and improper use of the paraphrase? Take the following example of an original text:

The lost-wax casting process (also called cire perdue, the French term) has been used for many centuries. It probably started in Egypt. By 200 BCE the technique was known in China and ancient Mesopotamia and was soon after used by the Benin peoples in Africa. It spread to ancient Greece sometime in the sixth century BCE and was widespread in Europe until the eighteenth century, when a piece-mold process came to predominate.

From: Marilyn Stokstad, Art History, Volume Two (New York, Prentice Hall, Inc. and Harry Abrams, Inc., 1995), 31

And here is a paraphrase:

The lost-wax casting process is an ancient method for making metal sculpture. While the ancient Egyptians appear to have been its first practitioners, other cultures around the world also developed or imported the technique. Introduced to Europe by the ancient Greeks in the sixth century BCE, lost-wax casting remained an important artistic method up to the eighteenth century (Stokstad 31).

Rather than simply restating the text, the author of the paraphrase changes the text to draw out a particular idea and leaves out the details that aren't relevant to the point she's making. Moreover, she adds some clarity by including a short definition of the lost-wax method in her opening sentence. Also notice that to avoid plagiarism, the author has refrained from imitating both the source's exact words and the source's syntax (sentence structures). Most importantly, the author has cited her source by author and page number.

When paraphrasing, you should make sure that the reader can differentiate between your ideas and those of your sources. You can accomplish this by introducing your paraphrases with running acknowledgements and appropriate documentation, as is shown in the following examples:

According to Halliday, grammatical metaphors may be inherently complex (1994: 350), Grammatical methophrs may in fact be inherently complex, notes Halliday (1994: 350). Although grammatical metaphors may not be inherently value-laden, observes Halliday, they may nevertheless be inherently complex (1994: 350).

The second and the third example show that identifying tags need not always be placed at the beginning, but can also be placed at the end and in the middle. To avoid monotonous sentence structure, vary the placement of the identifying tag: do not always put the identifying tag at the beginning of a paraphrase, quote or summary. In addition, vary the verbs that you use to introduce a source's ideas instead of repeating the same word(s) over and over again (*suggest, acknowledge, predict, report, affirm, explain, note, propose, indicate, point out, etc.*). (These remarks on the integration of sources into your writing also hold for summaries and quotes.)

Is summarizing plagiarism?

Whereas in a paraphrase you give a detailed restatement of a source's main ideas, reflecting its order and emphasis, in a summary you just convey -in your own words- the main idea of a passage or article, leaving out the details. Because a paraphrase includes (nearly) all the content of the original, it is about the same length as the original. A summary, however, is much shorter because it only contains the key points.

Your summary should accurately present the source's ideas and should not include your own opinions or interpretations. To avoid plagiarism, make sure you do not imitate the words or sentence structures of the original. If, however, you feel it is necessary to use words and phrases from the source text, enclose them in quotation marks. Keep in mind that whether or not you quote, you should always cite your source. Failing to do so constitutes plagiarism.

A note on notes

If you are less than meticulous in your note-taking, you may not know when you come to write your paper whether a given passage is a close paraphrase or a copy of the original. To avoid doubt, it is advisable to copy out the exact words of the original quote in your notes, put it in quotation marks, and include the citation information. Then you can later decide whether to quote or paraphrase, according to your reason for citing the text.

5.4 Write a cover letter

Often a submitted manuscript will have to be accompanied by a cover letter (Dutch: aanbiedingsbrief). You must keep your cover letter brief and to the point. Check the journal's submission requirements to find out if a cover letter is required, and if so what information it should contain.

A cover letter in its most basic form will need to state:

- the title of your manuscript
- the name(s) of the author(s)

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- contact information (E-mail and telephone)

Also state:

- that you are submitting the enclosed manuscript
- that the manuscript has not been submitted or published elsewhere

A more elaborate cover letter might also mention:

- your reason for choosing this particular journal (always take the time to consider why this manuscript is suitable for publication in the journal in question, and explain how your research relates to other research in the field).
- that all authors contributed substantially to the work
- that the manuscript submitted duplicates no portions of other texts by the author(s)
- that there is no conflict of interest (that no financial, personal or professional interests have influenced the writing of the paper)

IMPORTANT

Always add the obligatory line that "This paper is not being offered for publication elsewhere nor has it been published previously."

SAMPLE COVER LETTER

RE: (title of manuscript), by (all authors in order listed on title page)

Word Count: (number of words in text of manuscript, not including figures and tables)

This article includes xxx Figures and xxx Tables

Dear (name of editor),

Please find enclosed a manuscript entitled [X], reporting our/ my latest/ research into [Y], for consideration by your journal. Its findings indicate that [A] may be a cause of [B].

The material presented is based on the original research of the author[s] and is not being offered for publication elsewhere. As this is the second of three articles based on the same series and method, I enclose copies of the other articles: one already published, and one in manuscript form.

We/ I look forward to hearing from you.

Signature, Date

From: <http://www.helsinki.fi/kksc/language.services/AcadWrit.pdf> (page 44)

5.5 Peer review

There are two different types of peer review. Officially, peer review is the evaluation of your academic work by other people in the same field in order to maintain or enhance the quality of the work in that field. When you submit

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your academic article to a journal, the editors will always have your article peer reviewed before publishing it.

It can also be useful to subject your paper to informal peer review before submitting it for publication, by getting other researchers in your own or associated departments to read it through and comment on it. You can learn a lot by engaging in such informal peer review yourself. This whole process not only gives you valuable feedback regarding your own paper, but also prepares you for the time you might be asked to do some peer reviewing for a journal.

The following text on peer review is part of an article taken from Wikipedia³. (The title of this article should alert you to the fact – which we will not dwell on further here – that when you give your paper to others to review, you do lay yourself to the risk that they may make improper use of the information and ideas it contains. You must thus be able to trust the people you ask to peer-review your work.)

“Peer review”

“Peer review” (known as refereeing in some academic fields) is a process of subjecting an author’s scholarly work or ideas to the scrutiny of others who are experts in the field. It is used primarily by editors to select and to screen submitted manuscripts, and by funding agencies to decide the awarding of grants. The peer review process aims to make authors meet the standards of their discipline, and of science in general. Publications and awards that have not undergone peer review are likely to be regarded with suspicion by scholars and professionals in many fields. Even refereed journals, however, have been shown to contain errors, fraud and other flaws that undermine their claims to publish sound science.

In the case of manuscripts, the editor will pass manuscripts that are accepted for publication to a publisher who will be responsible for organizing editing services, printing and distribution of the publication. In specialist academic (scholarly) journals, the editor (or increasingly group of editors) is normally a well-respected academic in the field, and edits the journal on behalf of a learned society or a commercial publisher. Some journals have

³ http://en.wikipedia.org/wiki/Peer_review-Abuse_of_inside_information_by_reviewers

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professional editors employed by the publisher (e.g. Nature) or the charity (e.g. Science) owning the journal. Editors are ultimately responsible for the quality and selection of manuscripts chosen to be published, usually basing their decision on peer review, although the authors are always responsible for the content of each manuscript. The editor does not revise and correct spelling, grammar and formatting - that process is carried out by a Copy Editor, although the editor controls the quality of the process."

The following tips for peer review are adapted from recommendations produced by the Nesbitt-Johnston Writing Center, Hamilton College, Clinton NY, USA⁴.

"Tips for Peer Review of Student Drafts"

Goal of Peer Review

Your goal as a peer reviewer is to help the writer compose the best possible final draft. Direct all your comments toward that end.

Step One: See what's there and identify what needs revision

Read the draft to understand what it's about and to identify strengths and weaknesses. Concentrate on how the draft strikes you as a reader. With a pencil, indicate ideas that confuse you or appear undeveloped, but don't try to rewrite anything. Jot quick responses in the margins ("interesting," "confusing," "clever," "surprising" "?"). You will be most helpful by identifying problems with the structure of the argument and the clarity of expression ("How does this relate to what you say above?"). Don't spend time on surface features of the writing, such as word choice and punctuation, unless you see serious, recurring errors.

As you read, make an informal outline of the structure of the argument. Start by identifying the thesis; then outline the main ideas in the Discussion. Outlining helps you see the overall logic of the argument as well as identify the paragraphs that have either no central idea or more than one.

* https://my.hamilton.edu/academics/resource/wc/Tips_for_Peer_Review.PDF

Step Two: Complete a peer review sheet

After reading the draft, answer questions on a peer review sheet (if one is being used). It can be useful to review drafts in pairs, so that each pair of reviewers discusses and comments on two peers' essays.

Step Three: Help the writer revise

Discuss the paper with the writer. The reviewer's task is to help the writer figure out how to construct a clear and substantial final draft. An effective way to accomplish this is to point out the areas that are confusing to you and to ask the writer questions, such as:

- "What are you trying to say here?"
- "Can you explain how this point relates to your argument?"
- "How does this evidence support your conclusion?"

Where the phrasing confuses you, ask the writer to read out loud (and to hear the language that might be confusing). By asking questions, you help the writer to articulate and clarify what he or she is trying to say. Encourage the writer to note possible revisions onto the paper. You can also look over your outline together, asking questions such as:

- "Is this the best structure for your argument?"
- "What alternatives in organization would strengthen the logic or impact?"
- "Should this paragraph be divided into separate paragraphs?"

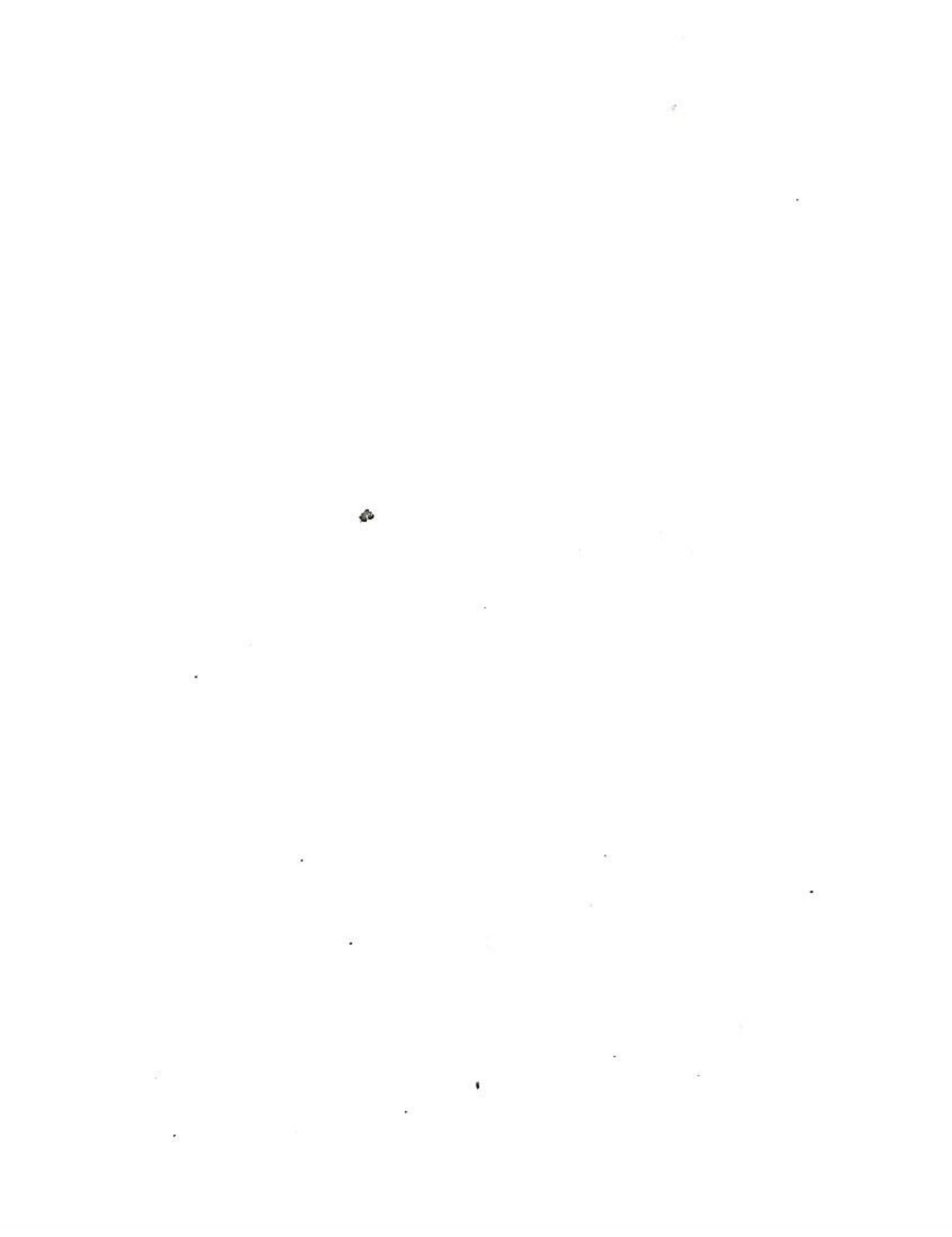
If you see ideas that should be placed elsewhere, ask "Why did you put this idea here?" or "Is this topic more closely related to the ideas you discussed earlier?"

Remember

- Identify the paper's key strengths, as well as aspects to improve.
- In describing weaknesses, try to prioritize: Focus first on one or two changes that would "leverage" the most improvement before noting other possible improvements.
- Don't rewrite the paper; instead, suggest/ask what the writer should revise.
- Be courteous, but be honest as well.

6 Works Cited List

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Interesting websites

Scientific articles online

<http://www.plos.org/>

PLoS is a nonprofit organization of scientists and physicians committed to making the world's scientific and medical literature a freely available public resource.

www.sciencemag.org

Website with scientific articles.

<http://www.doaj.org/>

Directory of Open Access Journals: search engine for scientific articles.

<http://www.thelancet.com>

"The Lancet is an independent and authoritative voice in global medicine. We seek to publish high-quality clinical trials that will alter medical practice; our commitment to international health ensures that research and analysis from all regions of the world is widely covered. Critical appraisal of research and reviews is ensured by strong Comment and Correspondence sections; The Lancet's opinion and personality is communicated by three editorials every week; fast dissemination of priority issues is delivered by early online publication through thelancet.com; and the continued success of our monthly specialty titles ensures that The Lancet delivers in-depth knowledge in key medical disciplines."

Online dictionaries

<http://m-w.com/>

Merriam Webster Dictionary: one of the best online English-English dictionaries. Also has a Thesaurus plus pronunciation through loudspeaker.

www.britannica.com

Encyclopedia Britannica Online, featuring the complete Encyclopedia Britannica, Dictionary Search: Dictionary and thesaurus entries from Merriam-Webster.

<http://www.dictionary.cambridge.org>
Cambridge Advanced Learner's Dictionary

<http://www.oup.com/elt/catalogue/teachersites/oald7/?cc=global>
Oxford Advanced Learner's Dictionary

<http://www.thesaurus.com>
This site is useful when you are searching for a synonym for a word that you have already used frequently.

<http://www.tecdic.com/>
TecDic is the online Dutch-English and English-Dutch technical dictionary.

<http://www.mijnwoordenboek.nl/thema/>
Dutch website that can help you find a translation or synonym of a specific word.

<http://www.onelook.com/reverse-dictionary.shtml>
An on-line reverse dictionary. Give it a try, and it will work wonders for your English. OneLook's reverse dictionary allows you to describe a concept and retrieve a list of words and phrases related to that concept. Your description can be a few words, a sentence, a question, or even just a single word.

<http://www.wordsmyth.net>
A powerful, flexible resource for people who need to work with words

<http://www.online-medical-dictionary.org/>
A free online medical dictionary.

Tips for academic writing

<http://owl.english.purdue.edu/owl/>
Online Writing Lab: very good website on academic writing.

<http://www.utoronto.ca/writing/advise.html>
Advice on academic writing by the University of Toronto.

<http://elc.polyu.edu.hk/CiLL/eap/>
Centre for Independent Language Learning: English for Academic Purposes

www.phrasebank.manchester.ac.uk/

A very useful resource for academic writers. It contains many useful phrases organized under headings such as "being critical", "describing methods" and "discussing findings".

www.bbc.co.uk/worldservice/learningenglish/

Grammar help, quizzes, exercises, audio/video material

www.telegraph.co.uk/

Visit 'science' section for popular writing examples

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

UsingEnglish.com provides a large collection of English as a Second Language (ESL) tools & resources for students, teachers, learners and academics.

www.esl.about.com

On anything related to English as a second language (grammar, vocabulary, quizzes, exercises)

Miscellaneous

<http://www.ease.org.uk/>

The European Association of Science Editors (EASE) is an internationally-oriented community of individuals from diverse backgrounds, linguistic traditions and professional experience who share an interest in science communication and editing.

<http://mulford.mco.edu/instr/>

These pages provide links to Web sites which provide instructions to authors for over 3,500 journals in the health and life sciences. All links are to "primary sources" - that is, to publishers and organizations with editorial responsibilities for the titles.

www.mbi.ufl.edu/dictionary

Offers ODN: online dictionary of neuroscience. The neuroscience dictionary offers definitions for terms related to neuroscience and other neuro-related fields.

<http://www.ualberta.ca/~neuro/OnlineIntro/glossary.htm>

An English neuroscience glossary

www.everythingbio.com

A life-science glossary with over 3,700 definitions. Extensive collection in the following fields:

Anatomy
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Cell biology
Developmental biology
Ecology
Evolutionary biology
Genetics
Immunology
Molecular biology
Molecular genetics

<http://www.glossarist.com/glossaries/science/>

As the name suggests, this contains lots of glossaries.

<http://www.umm.edu/glossary/>
Glossary of medical terms

Application Letters and CVs

www.plainenglish.co.uk
Go to free guides

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EXERCISES

EXERCISE 1 - STRUCTURE

The following introduction has been scrambled. Rearrange the blocks of text and decide which blocks should go in one paragraph.

- (a) One approach is to make case studies of texts, observing writers' products as specific incidents of linguistic choice and correlating such choice with use and function. For this study I have examined a particular variety of a text (a lecture chapter on physics) in order to demonstrate that its discourse functions can be identified by patterns of linguistic choice.
- (b) To demonstrate this claim, I will explain how thematic choice and distribution express genre through a discussion of the characteristics of a particular text that I will examine in detail. At the same time, I will outline some procedures that should govern a researcher's approach to a study of this kind.
- (c) We all know this intuitively or abstractly, but how can we capture as much analytically and empirically? How can we make heuristic generalizations regarding text design that in fact reflect actual writers' choices?
- (d) Writers and readers depend upon many linguistic signals to convey and redeem meaning in text signals that work systematically because language itself is a text-generating system that provides for semantic, syntactic and rhetorical choice. Writers select from these options, given the genre constraints of their work, and readers interpret them in the light of conventional uses.
- (e) My analysis shows that genre is realized within the linguistic system that governs text formation itself—language's textual component. In fact, an analysis of THEMATIC CHOICE and DISTRIBUTION—one aspect of the textual component as realized in the features of a specific text—can reveal heuristic structures defining a genre.

[From: Eller, M.A. (1986). Thematic distribution as a heuristic for written discourse function. In B. Couture (ed.) *Functional approaches to writing*. London: Frances Pinter. 49-68]

Check your answer in the key.

EXERCISE 2 - STRUCTURE

The following introduction has been scrambled. Rearrange the blocks of text and decide which blocks should go in one paragraph.

- (a) I argue that the crisis of capitalism that began in the late 1960s created conditions that engendered a more permissive atmosphere for the legalization of lotteries. These general crisis conditions and the experience of fiscal crises in many states explain why some states tried to meet marginal revenue demands with a source (lotteries) that was capable of satisfying both the needs of the state and the apparent needs of many individuals as well.
- (b) There is general agreement that the use and present scale of lotteries is largely, if not entirely, a response to 'the revenue imperative.' The need for further explanation of the spread of lotteries may not be apparent. After all, most explanations are so simple and obvious: State governments needed the additional revenue and thought they might siphon away some of the money going into illegal games; voters were tired of high tax burdens and so were receptive to the ideas.
- (c) In 1974, Americans bet between \$150 and \$180 per person on legal and illegal gambling; by 1983, total real per capita wagering had tripled to about \$460. Lotteries are the form of gambling that spread most rapidly in the period since 1964, as 22 states and the District of Columbia made them legal by 1986.
- (d) Lotteries have a long history as revenue devices: In 1612 a lottery was introduced in London to raise funds for the settlement at Jamestown, and for the next two hundred years lotteries were widely used to raise both public and private revenues. A long series of scandals and the resultant public outcry led to their virtual disappearance by the middle of the nineteenth century (Ezell, 1960).
- (e) I believe that the search for new sources of revenue was an important factor motivating state governments, but the conclusion that revenue pressures alone explain the burgeoning use and popularity of lotteries is both too deterministic and too simplistic.
- (f) While they make up only 4 percent of total legal wagering, lotteries generate 25 percent of total revenue to gambling operators. (Abt, Smith and Christiansen 1985:1, 2, 7, 224). Only once before in this century have fiscal and social pressures combined with the pervasive private practice of gambling to lead to widespread legalization of a previously illegal game: During the Depression, 21 states legalized parimutuel horse-racing wagering (Weinstein and Deitch, 1973:13).
- (g) It also includes an examination of other factors capable of changing publicly Puritan attitudes toward legalizing lotteries, because legalization required overturning anti-lottery laws and the alteration of many state constitutions. However, there was not majority approval of the legalization of any gambling game not already legal (Kallick et al., 1976: 139).
- (h) By the end of the 19th century, lotteries were constitutionally forbidden in 36 states. Despite attempts in New Hampshire, Maryland and Massachusetts to reintroduce lotteries during the Depression and in subsequent years, there were still no lotteries in the United States until 1964 (Weinstein and Deitch, 1974:12-14).
- (i) A complete explanation must rely on a multiplicity of causes, each of which contributes to the end result. My explanation includes an understanding of the causes of fiscal crises unevenly experienced by state and local governments.
[From: Peppard, Jr. D.M. (1987). Government as bookie: Explaining the rise of lotteries for revenue. *Review of radical political economics*, Vol. 19, No. 3, 56-65.]

Check your answer in the key.

EXERCISE 3 - ARGUE BY EXAMPLE

Write paragraphs on the basis of the following groups of notes.

(1)

- Many chemical elements are constituents of plants.
- Only 14 chemical elements are definitely known to be necessary in chemically detectable quantities for most kind of plants.
- carbon, oxygen, hydrogen, nitrogen, magnesium, potassium, calcium, phosphorus, sulphur, iron, boron, manganese, zinc, copper
- carbon, oxygen, hydrogen are obtained by plants from atmospheric gases or soil water
- nitrogen, magnesium, potassium, calcium, phosphorus, sulphur, iron, boron, manganese, zinc, copper are obtained from mineral salts which are absorbed from the soil
- iron, boron, manganese, zinc, copper are often called trace elements. Reason: they constitute a very small proportion of the necessary mineral ration of plants

(2)

- The synthesis of fats and fat-like substances is well enough understood to warrant discussion.
- Three main steps in this process:
 - synthesis of glycerol from carbohydrates
 - synthesis of fatty acids from carbohydrates
 - condensation of glycerol and fatty acid molecules
- The detailed chemistry of synthesis of glycerol from carbohydrates and synthesis of fatty acids from carbohydrates is not known, except that both glycerol and fatty acids contain more energy than the carbohydrates from which they are made.
- Let us take palmitic acid as an example: the condensation of fatty acids and glycerol to form a fat proceeds as follows:.....

Check your answer in the key.

EXERCISE 4 - ARGUE BY COMPARISON AND CONTRAST

Use a variety of comparison and contrast words to link the following groups of sentences. If subordination is involved then one of the sentences is underlined and this should form the main clause in your edited version. In some cases the word you should use is given between brackets.

Here is an example:

EXERCISE: *There has been a long-term neglect in the main body of analytical economics.*
There has grown a large body of literature on the economics of scientific and technological change.
[Use 'despite'.]

KEY: Despite a long-term neglect in the main body of analytical economics, there has grown a large body of literature on the economics of scientific and technological change.

- (1) The economics of scientific and technological change assumes a central role in historical research. Modern resource allocation theory ignores the phenomenon.
[Use 'however'.]
- (2) Public finance is as crowded a field of research as ever before. It rarely addresses the production and use of knowledge.
- (3) Society- and state-centered approaches begin their analysis within the nation-state. Systemic theories abstract from domestic policies and focus on the relative attributes of countries.
[Use 'while' or 'whereas'.]
- (4) The president in the US fulfills the functions of both political leader and head of state. In Britain these two functions are separate.
- (5) The data used in this study proved inadequate. Some of it has been analyzed.
- (6) The spectrophotometric study established a range of 6 YR. The Hayashi study established a range of 6 YR.
- (7) Clark felt that colour differences are recognized more easily than other dimensions. Chroma reflected a similar feeling in her analysis.
- (8) Experience provides the opportunity to learn through trial and error. Trial and error is not a particularly efficient approach to learning.
- (9) The United States has a written constitution. Great Britain has no written constitution.
[Use 'unlike'.]
- (10) There is a great deal of anecdotal information about this subject. It has proved difficult to collect reliable data.

Check your answer in the key.

EXERCISE 5 - ARGUE BY CHRONOLOGICAL DEVELOPMENT

Unscramble the sentences to produce a coherent text. In some cases you need to use the expressions that are given to link up the sentences.

(1)

- Since 1985 their government has increased its spending on aid by more than 10% (and more than doubled it in dollar terms).
- The Japanese are moving rapidly into the worldwide aid business.
- Next financial year Japan plans to spend 1.4 trillion yen on official development assistance
- more money than any other industrial nation, although a below-average share of GNP.
[From: *The economist* Nov. 1988, 63]

(2)

- In these days when colonisation is in sad disrepute the attempt is made to study the various civilisations involved from the standpoint of their indigenous development, rather than from that of their contact with the West.
- Twentieth-century historians, more interested in economic and social democracy, have turned towards economic and social history, towards peoples and away from individuals.
- Now that many new nationalities compete for attention on the world stage there has been a boom in African history, in Latin-American history, and, above all, in Chinese and East Asian history.
- Nineteenth-century historians (in Western Europe and North America) dealt largely with governments and great men, and with the development of national consciousness and the growth of political liberalism.
- Traditionally, historians in the western countries were interested only in their own civilisation, seeing the rest of the world, if at all, in terms of interaction with Western culture.
[From: Marwick, A. [1970]. *The nature of history*. London: Macmillan, 19-20.]

(3)

- The generation gap between younger and older people became prominent in the 1960s.
- The change in many standards of public behaviour has been a marked one.
- Although the sharpest effects of this had died down, there remain significant groups of young people who reject the society they find around them.
[Use: *by the 1980s; since the Second World War*]
[From: Harrison, B., *Britain observed*. 112]

(4)

- He had been an improvident, unreliable, mercurial sort of man, full of quirks and oddities.
- The first ten years of his life were spent wandering with his parents from one barracks to another in England and Ireland.
- When Laurence was eighteen his father died as the result of a duel.
- Laurence Sterne was born at Clonmel in Ireland in 1713, where his father, an army officer, was stationed.
- Then his uncle Dr. Jacques Sterne, Precentor and Canon of York Cathedral, took charge of Laurence, and sent him to schools near Halifax, and to Jesus College Cambridge.
[From: Phelps, G. *An introduction to 50 British novels*. 117]

Check your answer in the key.

EXERCISE 6 - ARGUE BY CAUSE AND EFFECT

Fill in the blanks in the following texts using expressions of cause and effect. One word is needed for each blank. In each case the first letter is given for you.

- (1) Reference has been made to soil moisture as a factor of importance in connection with plant diseases. This is merely one of the many soil factors which influence plant growth and which t..... require to be considered in dealing with the liability of plants to disease. The physical texture of the soil and the presence or absence of certain chemicals are of importance mainly inasmuch as they influence soil humidity. But there are in addition a number of soil factors which act otherwise. T..... the amount of certain constituents present in the soil (e.g. nitrogen, potash, phosphate) influences not only the quantity of plant growth but, also, to an appreciable degree, its quality – and in particular its susceptibility to disease. The presence or absence of lime, by controlling the reaction of the soil, is in some cases the factor which determines whether a particular disease will develop or not. Soil aeration is a factor in itself, though in practice it is often difficult to separate its effects from those d..... to soil humidity.
[From: E.B. no. 18, 33-4]
- (2) Carbolic Acid or phenol is commonly used as a disinfectant for domestic and surgical purposes. Allied preparations such as creosote, cresol, etc., have a similar poisonous effect. Lysol is a combination of cresol with soap and is similar in action to phenol. Carbolic acid and the allied substances have a powerful corrosive action c..... necrosis of the tissues with which they come in contact, the superficial part of which has a whitish appearance, the deeper parts being dark red o..... to resulting haemorrhage into them. Carbolic acid is one of the poisons most frequently used by suicides, and on a..... of its common use for domestic purposes accidental poisoning by it often occurs. The symptoms c..... by carbolic acid are those of corrosive poisoning but o..... to its local anaesthetic action vomiting may be absent, and pain may be less marked. If death does not r..... from shock, the profound effect of the poison on the nervous system causes paralysis of the respiratory and cardiac centres, with rapid feeble pulse, and stertorous breathing, coma develops in severe cases and is usually followed by death. One drachm of carbolic acid taken by the mouth has caused death in 12 hours. Death has r..... f..... the absorption of phenol by the skin, and from rectal injections of the drug in solution. Usually death occurs in from 3 to 4 hours after the taking of a large dose.
[From: E.B. no. 18, 36]
- (3) For every plant there is a certain range of environmental conditions within which it grows best. If the conditions vary widely in any important respect from those which are ideal, the plant grows badly. A weakly growing plant is in general more susceptible to parasitic attack than is a strongly growing one, and the abnormal condition of the plant r..... from the unfavourable environment may in itself be so pronounced as to be called diseased. Good cultivation, t....., which aims at giving the plant the optimal conditions for its growth, is the first line of treatment to be adopted with a v..... to lessening the incidence of disease.
[From: E.B. no. 18, 36]

Check your answer in the key.

EXERCISE 7 - TENSE

Supply the correct form of the verb in brackets. Choose between the simple past, the present perfect (the 'have' form) and the past perfect (the 'had' form)

- (1) The commons' agriculture committee has plenty to chew over as it prepares its report on the furore over contamination of British eggs with salmonella. Hearings over the past few weeks (produce) such contradictory evidence from scientists and vets that the parliamentarians are now confused.

The fear that salmonella could contaminate eggs is not new. As long ago as 1930, the British Medical Journal (record): 'The ovaries and oviducts [of chickens] may be contaminated with salmonellae which may then be deposited through the shell membrane inside the egg'. But evidence is strong that there is a genuinely new epidemic involving *Salmonella enteritidis* phage type 4.

The Public Health Laboratory Service (PHLS), giving evidence to the MPs, said that by 1981 it (record) 392 cases of *Salmonella enteritidis*. By 1988, there were 12,522 cases, making up more than half of all investigated cases of salmonella poisoning.

Phage type 4 (make up) 36 per cent of the cases of enteritidis poisoning in 1981, but 81 per cent in 1988. It (not turn up) at all in samples of raw liquid eggs in 1981, but (be present) in 40 per cent of samples of egg containing salmonella in 1988.

[From: *New scientist*, 18 February 1989, 22]

- (2) When Roosevelt (take) office in March 1933, he (hope) to reconcile two major goals: to stabilize international economic relations, and to resolve the country's pressing domestic economic problems. Britain (go off) the gold standard in 1931 to devalue the pound and improve Britain's trade position; it also (move) towards trade protection within the empire. By 1933 international monetary, financial and trade relations (be) in shambles. At the same time, the United States (be) in the midst of a serious banking crisis, and the agricultural depression that (begin) in the late 1920s was deepening.

[From: *International organization* 42, 1, 1988]

- (3) Over the course of the past two decades rapid developments in molecular genetics (occur), and efforts aimed at gene 'mapping' (make) considerable progress. These developments (lead) to the localization and identification of genes that are responsible for certain cancers, including breast cancer, ovarian cancer and colorectal cancer [1-4]. Better understanding of the role of genetics in cancer etiology (lead) to an increased demand for genetic counseling for familial forms of cancer [5].

In the Amsterdam area, a counseling program for hereditary and familial forms of cancer (to be established) in 1995 at the familial cancer clinic of the Netherlands Cancer Institute / Antoni van Leeuwenhoek Hospital (NKI / AvL). To date, a number of studies (to be published) addressing psychological issues affecting individuals at heightened risk of developing cancer [7-10].

[From: E.M.A. Bleiker et al., *Patient Education and Counseling* 32 (1997) 107-116

Check your answer in the key.

EXERCISE 8 - TENSE

Supply the correct form of the verb in brackets. Choose simple present, simple past, present perfect or past perfect.

In 1957, a chemical company (launch) a programme of mineral exploration in the US that (have) the atmosphere of a gold rush. During the following five years, a small group of latter-day forty-niners, spearheaded by Union Carbide, (make) many successful strikes. These (do) not hit the headlines, however; no fortunes (be made) or lost overnight, and the huge reserves of minerals discovered (remain) largely untouched to this day. What (be) the mineral that (cause) such excitement and why (do) the venture prove to be something of a damp squib? It (be), in fact, not a single mineral but a group of minerals - zeolites. Until then, people (recognize) them only as rare and beautiful crystals and (consign) them to museum collections. When, more than 50 years ago, chemists (discover) that zeolites (have) some unique and remarkable properties, the natural minerals (provoke) little more than academic interest, because they (be) so rare.

Instead, in the 1950s, chemical companies, in particular Union Carbide, (develop) synthetic versions of zeolites. A few years later, geologists (realise) that natural zeolites (be) much more abundant than they previously (think). More than 40 countries (have) large deposits of minerals such as clinoptilolite, phillipsite and mordenite that could be easily mined (see Table 2). By that time, however, chemical companies already (invest) heavily in manufacturing synthetic zeolites. The result (be) that few people (want) to exploit natural zeolites even though they would be cheaper than producing their synthetic analogues.

Today, synthetic zeolites (be) important in the petrochemical industry as catalysts and as 'molecular sieves' to separate materials. Soap-powder manufacturers also (include) synthetic zeolites as fillers in detergents to replace phosphate compounds, which can damage the environment. In contrast, most countries with deposits of natural zeolites (use) them as building materials or soil conditioners. In Europe, most zeolitic rock (end up) as building stone or as one of the ingredients in cement or as lightweight insulation - and, then, only in the locality where the rock (be) found. In Japan, paper makers (use) zeolites as fillers.

In the last part of this text, choose between present simple and present progressive (the 'ing-form').

Natural zeolites (have), however, a lot more to offer, as people just (begin) to recognise. A growing band of small mining companies (invest) in the development of products using the natural forms of these minerals.

[From: *New scientist*, 25 March 1989, 40]

Check your answer in the key.

EXERCISE 9 - PASSIVE

Supply the most appropriate form for each verb in the following sentences. Note that you will also have to choose between the active and the passive voice.

- (1) The statistical analyses, which [perform] in 1988, proved to be unreliable.
- (2) By the time the negotiations began, most politicians [become] convinced of the need for a compromise.
- (3) It is a well-known fact that cork [float] on water.
- (4) There now [exist] a large body of literature on accommodation processes.
- (5) The data were analyzed with the aid of a computer despite the fact that they [not examine] properly.
- (6) Informants were asked to answer a questionnaire which [use] before.
- (7) The results of our experiment invalidate the results of previous experiments, which [carry out] in 1998.
- (8) Considerable research attention [devote] to the concept of DC since it [describe] in the early 1970s.
- (9) One characteristic of DC which [remain] open to debate is the nature of the factor structure.
- (10) The Winston inventory is a widely used measure in child psychology. It rapidly [become] a valued tool in other areas of research.
- (11) Afterwards, while half of the subjects still [listen] to the recordings, the control groups [participate] in the experiment.
- (12) A normal human heart [beat] at a rate of 80 times per minute.
- (13) The findings of the present study [resemble] those of Kelley (1981).
- (14) This scientist, who [die] in 1956, [claim] that the work [do] under her supervision.
- (15) Subjects just [complete] the questionnaire when the results [come] through.
- (16) It is now over 25 years since Brend (1960) and Wells (1960) [publish] on the intonation of American English.
- (17) Since then many studies [examine] the harmful effects of smoking.
- (18) Weiner [come] to England in 1953 and he [live] here ever since.
- (19) Subjects performed a test after they for three hours.
- (20) This research [resemble] other research.
- (21) This is the first time we [use] this method.
- (22) So far research in this field [focus] on differences rather than on similarities.
- (23) Man always [be] a fighter.
- (24) Testees were given instructions. Earlier they [have] information about the method adopted.
- (25) Technological innovation [become] increasingly important for survival in dynamic markets.

Check your answer in the key.

EXERCISE 10 - PASSIVE

Translate into English:

- (1) Men zou kunnen stellen dat de verbetering is veroorzaakt door diverse structurele veranderingen.
- (2) Het succes van het project werd afgemeten aan een vergroting van de woordenschat.
- (3) In deze publikatie wordt een overzicht gegeven van alle onderzoeks-uitkomsten.
- (4) Uit epidemiologisch onderzoek kon worden afgeleid dat er na drie jaar minder ziektegevallen voorkwamen.
- (5) Er is wel gesuggereerd dat er verschillende onderzoeksmaatstaven zijn gehanteerd.
- (6) Om deze vraag te kunnen beantwoorden heeft men vergelijkbare gegevens nodig.
- (7) Dieren worden vaak gebruikt in onderzoek ten behoeve van de cosmetische industrie.
- (8) In vroeger jaren zijn er wel prijzen uitgeloofd voor het beste model.
- (9) Er werd aangenomen dat zij allemaal positief zijn.
- (10) Er wordt veel tijd verspild aan nutteloze experimenten.
- (11) Er is veel geld uitgegeven aan onderzoek.
- (12) Bovendien werd besloten af te wachten totdat de resultaten bekend waren gemaakt.
- (13) In het verleden schonk men weinig aandacht aan fosfaat in zeepoeder.
- (14) Er werd een vergadering belegd om het probleem te bespreken.
- (15) Men veronderstelt dat onschadelijke zeolieten het fosfaat in zeepoeder kunnen vervangen.

Check your answer in the key.

EXERCISE 11 - CONDITIONALS

*Fill in the blanks in the following texts with either **if** or **when**.*

- (1) One of the organisers of Japan's controversial research hunts for whales said last week that an alternative method of surveying the animals became available, he would be 'very happy to use it'.
- (2) The virus that causes AIDS seems to become more hardy to zidovudine patients undergo prolonged treatment with the drug, the only one licensed in Britain for the treatment of AIDS.
- (3) It is often impossible to compare data from different laboratories because the researchers differ in the way that they do the experiments or express the results. Even we can make some comparison, there may be glaring gaps because the information has been gathered on an ad hoc basis, rather than systematically.
- (4) Despite an enormous amount of work on the growth of bacteria that spoil foods and make people ill, our knowledge of what will happen a particular food hits the supermarket shelf remains surprisingly poor.
- (5) Braithwaite and Biles confuse us with their attempt to mediate the dispute between ourselves and Brown, they state that other variables could also be used as control variables.
- (6) there is a general explanation for this phenomenon, it is that by placing the testees in organized settings, exchange becomes an organizational as well as an interpersonal matter.
- (7) Ethical directives can be made rational and coherent by logical thinking and empirical knowledge. we can agree on some fundamental ethical propositions, then other ethical propositions can be derived from them.
- (8) Von Hess asserted that fishes and invertebrates, and in particular bees, are totally colourblind. this were true the colours of flowers should have no biological significance.
- (9) A great deal of scientific research has to be carried out new drugs are being developed.

Check your answer in the key.

EXERCISE 12 - CONDITIONALS

Translate the following sentences into English:

- (1) We verwachten het niet, maar als de experimenten mislukken, moet een alternatieve methode gevonden worden.
- (2) Als het onderzoek gedaan is kunnen er nieuwe medicijnen worden geproduceerd.
- (3) Verandert de vloeistof van kleur, dan duidt dit op de aanwezigheid van water in de oplossing.
- (4) Voeg het water toe wanneer de vloeistof van kleur verandert.
- (5) Indien een geschikte lokatie gevonden wordt, zal het congres plaatsvinden in Rotterdam.

Check your answer in the key.

EXERCISE 13 - ADVERBS

Translate the following sentences into English

- (1) Nooit is zo iets eerder voorgekomen.
- (2) Slechts zelden is er onderzoek gedaan naar deze problematiek.
- (3) Nauwelijks waren de vragen beantwoord of men ging verder met het lezen van de tekst.
- (4) Nergens konden we voldoende bewijs voor deze stelling vinden.
- (5) In geen geval moet de patient direct horen wat de testresultaten zijn.
- (6) Niet totdat de kanker in een vergevorderd stadium was werd de juiste diagnose gesteld.
- (7) Niet alleen had Müller's aanstelling een geschil veroorzaakt in de partij, het leidde ook tot een splitsing.

Check your answer in the key.

EXERCISE 14 - PREPOSITIONS

Fill in the right preposition.

- (1) The increase ____ carbon dioxide appears trifling when one considers that the total amount in the atmosphere is a little more than .03 percent by volume.
- (2) Global warming due ____ the accumulation of heat-trapping gases, particularly carbon dioxide, was predicted ____ the turn of the century.
- (3) Information ____ the earth's temperature has been more difficult to accumulate.
- (4) In particular, ostensive definition cannot convey any information ____ the reference of object labels unless the language learner already expects that the label being uttered is related in some way ____ things in the world.
- (5) Insofar as logicians are concerned ____ the formulation of very general patterns of valid inference, the formal devices possess a decisive advantage ____ their natural counterparts.
- (6) This would be consistent ____ the hypothesis that infants possess a general bias to relate the language they hear to the objects they see.
- (7) Cultural analysis is the study of symbolic forms in relation ____ the historically specific and socially structured contexts and processes within which, and by means of which, these symbolic forms are produced, transmitted and received.
- (8) Anthropologists such as White and Geertz have linked the study of culture ____ the analysis of symbols and symbolic action.
- (9) Here I shall restrict myself ____ commenting briefly on the social-historical dimension of cultural analysis.
- (10) Although these figures relate ____ Britain, they are indicative ____ trends characteristic ____ many modern industrial societies.
- (11) ____ creating media products, the personnel of media institutions draw ____ everyday forms of culture and communication, incorporating these forms ____ media products and thereby reproducing, in a selective and a creative way, the cultural forms of everyday life.
- (12) This represents a significant advance ____ earlier studies.
- (13) Many aspects of immigrant women's lives did not fit ____ the analytical framework that he adopted.
- (14) In abstract growth models like Diamond's, there is no difference between the marginal product of capital, which might be inferred ____ data on profits and the capital stock, and the real interest rate on safe government securities.
- (15) Our goal is to ascertain which observable features of actual economies can be used to make inferences ____ dynamic efficiency and then to assess whether the United States economy is dynamically efficient.
- (16) Much of the previous discussion ____ the issue centres ____ comparisons of rates of return and growth rates.
- (17) Respondents were asked to fill ____ the questionnaire and sign their name ____ the bottom of the page.
- (18) Children at that age want to be independent ____ their parents.
- (19) She is well-known ____ her brilliant essays on the French symbolists.
- (20) ____ his opinion these plans should be abolished.
- (21) The country is heavily dependent ____ foreign aid.

Check your answer in the key.

EXERCISE 15 - ARTICLES

Insert 'the' if necessary.

- (1) Among ____ thousands of studies on ____ 1930s, there are few on ____ social history of unemployment or relief.
- (2) All ____ students placed all ____ other students in three categories of participation-- ____ high, ____ medium, or ____ low.
- (3) ____ cognitive theorists have focused on ____ systems of thought in depression.
- (4) Beck described three dysfunctional aspects of thinking seen in ____ content, ____ process and ____ structure of thought of depressed patients.
- (5) ____ symptoms reported were: ____ visual flash-backs or ____ distortions, ____ continued sense of detachment from reality, ____ disturbance of balance and ____ persistent difficulty in concentrating and sleeping.
- (6) In ____ situations where ____ population growth rate exceeds ____ steady state marginal product of capital, or equivalently ____ economy is consistently investing more than it is earning in profit, ____ economy is said to be dynamically inefficient.
- (7) Many authors take ____ position that ____ United States economy is dynamically efficient.
- (8) However calculated, ____ official crime rates are almost always higher among ____ poor, and ____ poor people are more likely to be arrested and convicted for a wide variety of offences.
- (9) In this article we will present ____ evidence on ____ relationship between ____ poverty and ____ crime gathered from two randomized experiments.
- (10) A host of obstacles face ____ ex-felons upon their release from prison.

Check your answer in the key.

EXERCISE 16 – PUNCTUATION

For each blank in the following text decide whether or not a comma is appropriate.

In this study _____ excess energy expenditure attributable to nicotine _____ was apparent both at rest _____ and during light physical activity. Although the excess expenditure due to nicotine was proportionately similar during rest (5.3 percent of base-line resting metabolic rate) _____ and activity (4.9 percent of the metabolic rate during base-line activity) _____ the absolute expenditure attributable to nicotine _____ was more than twice as great during activity (12.1 percent of base-line resting metabolic rate). These results indicate _____ that the metabolic effect of nicotine may play a greater part in accounting for body-weight differences between smokers and nonsmokers _____ than was previously believed. Previous research _____ which examined the metabolic effects of smoking almost exclusively during rest _____ usually reported a short-term increase in expenditure _____ similar to that found during rest with nicotine intake in this study. However _____ given the fact _____ that most smokers smoke more frequently during light daily activity _____ than at rest _____ it appears _____ that the small but significant metabolic effect of nicotine at rest may be less relevant than the more substantial metabolic effect of nicotine during activity _____ in explaining the effect of smoking and body weight. For example _____ if the results of this study were generalized to the effects of nicotine intake (i.e. smoking) over the course of a day _____ the excess expenditure attributable to regular smoking during eight hours of rest _____ would total approximately 130 kJ (31 kcal) for the average smoker in this study _____ whereas the excess expenditure attributable to the same nicotine intake during eight hours of light physical activity _____ would total 288 kJ (69 kcal).

Check your answer in the key.

EXERCISE 17 - CLAUSE COMBINING

Complete the following minitexts using the information given in Dutch. The added information should be combined with the previous sentence.

- (1) In the 18th and 19th centuries, geometry went through a series of revolutionary changes.

[Zeg nu dat door de veranderingen het idee ontstond dat er niet een geometrie is maar vele.]

- (2) Liberty was an important concept for English puritans and appears frequently in their writings of the 1620s and 1630s. The founding of puritan-sponsored colonies, however, revealed that the single word covered many meanings.

[Zeg nu dat sommige betekenissen 'mutually exclusive' bleken te zijn.]

- (3) The Ford Thunderbird (popularly called the T-Bird) and the Volkswagen Rabbit have some very important differences in the following areas: physical dimensions, equipment, fuel consumption and economy. One major difference between the Ford and the Volkswagen is in their physical dimensions. The Ford measures 199 inches in length.

[Zeg nu dat de Volkswagen slechts 156 inches meet.]

- (4) Spina bifida is the most common malformation of the central nervous system, occurring in about 1 in 1,000 births. The most complex and severe form of spina bifida is called myelomeningocele (MM).

[Zeg nu dat dit de 'protrusion of the spinal cord through the spina bifida defect' inhoudt.]

- (5) Since 1983, French-speaking Jose Happart has repeatedly tried to become or remain mayor of Fourons. Fourons (Voeren in Dutch) is a small but notorious commune in eastern Belgium which lies in Dutch-speaking Flanders.

[Zeg nu dat de meeste van Voeren's inwoners Frans-sprekende Walloniers zijn]

- (6) Cardiff English (henceforth CE) is taken here to be the accent used by working-class speakers in the city of Cardiff and surrounding areas. The extent of the accent in one direction is sharply defined by the geographical barrier of the hilly country to the north of the town; Tongwynlais, although inside the city boundary, is outside the accent area. To the west and east, the spread of the accent is greater.

[Zeg nu dat het accent veel van de provincie South Glamorgan beslaat.]

Check your answer in the key.

EXERCISE 18 - CLAUSE COMBINING

Read the following texts and then rewrite them by combining the sentences in heavy print with either the previous or following sentence.

- (1) In the 1790s, as in the 1780s, the London debating societies were a respectable and popular form of 'rational entertainment' (as the advertisements termed the debates). **The societies attracted as many as 650 people to each weekly debate.** Probably the audience consisted chiefly of artisans, mechanics, and shopkeepers. **For these people the admission fee of sixpence must have been a considerable sum.** This entrance fee would have been too high for the poorest classes and even for some journeymen. **Sixpence was a substantial sum to the aspiring artisans who attended.** But it was only half as much as they would have to pay to hear the cheapest lecture or to sit in the upper gallery at the theatre. In their desire for an 'improving' use of leisure time, these audiences were the forerunners of people attending the Mechanics Institute in the nineteenth century or the Open University in the twentieth. A few people came to talk. **The majority attended to hear the oratory of some future Pitt or Burke or the speeches of regulars provided by the managers to ensure two hours of good talk.**
[From: Thale, M. (1989). London debating societies in the 1790s. *The historical journal*, 32/1, 57-86]
- (2) **This article builds on perspectives from sociology, criminology, and economics.** The article reports findings from a randomized experiment undertaken with over 2,000 ex-offenders in the states of Texas and Georgia in which unemployment benefits were extended to individuals immediately upon release from prison. The analysis focuses on the endogenous relationships (over a one-year follow-up period) between these 'transfer payments', unemployment, arrests for property and nonproperty crimes, and the resulting time spent in jail or prison. By and large, the hypotheses derived from a priori theory are supported by the data.
[From: Berk, R.A., K.J. Lenihan & P.H. Rossi (1980). Crime and poverty: some experimental evidence from ex-offenders. *American sociological review* vol. 45, 766-786]
- (3) This essay examines the shift toward 'structural' explanations in recent studies of inequality. **We review this body of research and some of its shortcomings.** Then we examine its theoretical underpinnings. **In doing so we compare 'structuralist' perspectives on work organization derived from institutional economics and neo-Marxism to more orthodox accounts based on neoclassical and 'industrialism' theories.** This discussion suggests areas where the different perspectives overlap and diverge. We conclude that work arrangements within the firm and their trend are the focus of most 'structural' perspectives on positional stratification: thus, empirical studies grounded at the organizational level are more likely to inform current debates about the 'structure of work' than is the growing body of research about structural effects on individual attainment or covariation among industrial/ occupational characteristics.
[From: James N. Baron, J.N. & W.T. Bielby (1980). Bringing the firms back in: stratification, segmentation, and the organization of work. *American sociological review* vol. 45, 737-765]
- (4) In the 18th and 19th centuries, geometry went through a series of revolutionary changes. **This led to the idea that there is not one geometry, but many.** These developments cause enormous headaches for the mathematical historian. **There are blind spots.** **These create long gaps between the discovery of important ideas and their general appreciation.** There are enthusiastic trips down blind alleys accompanied by stolid indifference to more worthwhile directions.
[From: New scientist, 25 March 1989]

Check your answer in the key.

EXERCISE 19 - PRESENTATIVES/DISCONTINUOUS EXPRESSIONS/LOCATIVE SUBJECT

Rephrase the following sentences to achieve a clear and relevant end focus, where possible using presentatives, discontinuous expressions or locative subjects.

- (1) In this article the results of an empirical study on moral judgments of students are presented.
- (2) Three groups of students participated in this study: students from a College of EAS (Group 2 and Group 3, mean age 17) and students from a School for CSCD (Group 1, mean age 16).
- (3) To test the validity of the SROM mod., Group 1 and Group 3 are compared. Significant differences on especially the care items between these two groups are found.
- (4) In Amsterdam in the fifties two culturally different groups of youngsters reacted in a different way to the same situation: the bourgeois society of these years. The 'Dijkers' preferred to embrace the new mass culture, while the 'Pleiniers' preferred the traditions of nihilism and existentialism.
- (5) The first organisation that held more or less nationalist ideas was started on Java in 1908. It was called Boedi Oetomo, recruited its members mainly amongst the Javanese and had as its primary aim the progress of the Indies. In practice it supported education and expressions of Javanese culture. **Political action was out of the question for the members of Boedi Oetomo, most of them being part of the Javanese elite.**
- (6) Asking people themselves what and who they consider to be evangelical will produce contradictory outcomes. Within the Reformed churches people consider members of Baptist churches, independent Pentecostal groups and Full Gospel groups as evangelicals.
- (7) Although considerable intra- and inter-individual differences in incidence of movement patterns existed, certain trends could be detected.
- (8) Table III lists ... In this table a comparison is made between ... Also cumulative overall positivity and positivity for all stages is given. The cut-off level employed for each marker in the different studies is listed.
- (9) In this study, two cases of interstitial pregnancy treated with MTX are presented: one with local and systemic administration, the other with solely systemic supply.
- (10) On the basis of a survey of noninstitutionalized women of 60 years and over the prevalence of urinary incontinence was estimated. Factors potentially associated with incontinence were investigated. The psychosocial impact on daily living activities was explored.
- (11) The names, ages and addresses of all women aged 60 years and over were obtained.
- (12) A potential association between parity, constipation, poor mobility, usage of diuretics and the presence of urinary incontinence was investigated.

Check your answer in the key.

EXERCISE 20 - CLEFTS AND PSEUDOCLEFTS

Translate the following sentences into English:

- (1) Het zijn juist de belangrijkste resultaten die zij niet hebben besproken.
- (2) Juist die zaken hebben zij over het hoofd gezien.
- (3) Juist in dit verband is het bovenstaande van belang.
- (4) Het waren Verhoeven en Simoons die voor het eerst twee niveaus onderscheiden.
- (5) Het zijn juist de economen die er anders over denken.
- (6) Zijn het de Amerikanen die het model geïntroduceerd hebben?
- (7) Vooral jonge mensen zijn gebaat bij de nieuwe maatregelen.
- (8) Vorig jaar werden de resultaten pas bekend.
- (9) Waar ik vooral op in zal gaan is de relatie tussen de bevindingen.
- (10) Van de 4 types is (2) het meest flexibel.
- (11) Het belangrijkste was een fabrikant voor het voertuig te vinden.

Check your answer in the key.

KEYS

EXERCISE 1

The right order is [D-C] [A-E-B]

Writers and readers depend upon many linguistic signals to convey and redeem meaning in texts--signals that work systematically because language itself is a text-generating system that provides for semantic, syntactic and rhetorical choice. Writers select from these options, given the genre constraints of their work, and readers interpret them in the light of conventional uses. We all know this intuitively or abstractly, but how can we capture as much analytically and empirically? How can we make heuristic generalizations regarding text design that in fact reflect actual writers' choices?

One approach is to make case studies of texts, observing writers' products as specific incidents of linguistic choice and correlating such choice with use and function. For this study, I have examined a particular variety of text--a lecture-chapter on physics--in order to demonstrate that its discourse functions can be identified by patterns of linguistic choice. My analysis shows that genre is realized within the linguistic system that governs text formation itself--language's textual component. In fact, an analysis of THEMATIC CHOICE and DISTRIBUTION--one aspect of the textual component as realized in the features of a specific text--can reveal heuristic structures defining a genre. To demonstrate this claim, I will explain how thematic choice and distribution express genre though a discussion of the characteristics of a particular text that I will examine in detail. At the same time, I will outline some procedures that should govern a researcher's approach to a study of this kind.

EXERCISE 2

The right order is [C-F] [D-H] [B-E] [G-I-A]

In 1974 Americans bet between \$150 and \$180 per person on legal and illegal gambling; by 1983, total real per capita wagering had tripled to about \$460. Lotteries are the form of gambling that spread most rapidly in the period since 1964, as 22 states and the District of Columbia made them legal by 1986. While they make up only 4 percent of total legal wagering, lotteries generate 25 percent of total revenue to gambling operators. (Abt, Smith and Christiansen 1985:1, 2, 7, 224). Only once before in this century have fiscal and social pressures combined with the pervasive private practice of gambling to lead to widespread legalization of a previously illegal game: During the Depression, 21 states legalized parimutuel horse-racing wagering (Weinstein and Deitch, 1973:13).

Lotteries have a long history as revenue devices: In 1612 a lottery was introduced in London to raise funds for the settlement at Jamestown, and for the next two hundred years lotteries were widely used to raise both public and private revenues. A long series of scandals and the resultant public outcry led to their virtual disappearance by the middle of the nineteenth century (Ezell 1960). By the end of the 19th century, lotteries were constitutionally forbidden in 36 states. Despite attempt in New Hampshire, Maryland and Massachusetts to reintroduce lotteries during the Depression and in subsequent years, there were still no lotteries in the United States until 1964 (Weinstein and Deitch, 1974:12-14).

There is general agreement that the use and present scale of lotteries is largely, if not entirely, a response to 'the revenue imperative'. The need for further explanation of the spread of lotteries may not be apparent. After all, most explanations are so simple and obvious: State governments needed the additional revenue and thought they might siphon away some of the money going into illegal games; voters were tired of high tax burdens and so were receptive to the ideas. I believe that the search for new sources of revenue was an important factor motivating state governments, but the conclusion that revenue pressures alone explain the burgeoning use and popularity of lotteries is both too deterministic and too simplistic.

It also includes an examination of other factors capable of changing *publicly* Puritan attitudes toward legalizing lotteries, because legalization required overturning anti-lottery laws and the alteration of many state constitutions. However, there was not majority approval of the legalization of any gambling game not already legal (Kallick et al., 1976:139).

A complete explanation must rely on a multiplicity of causes, each of which contributes to the end result. My explanation includes an understanding of the causes of fiscal crises unevenly experienced by state and local governments. I argue that the crisis of capitalism that began in the late 1960s created conditions that engendered a more permissive atmosphere for the legalization of lotteries. These general crisis conditions and the experience of fiscal crises in many states explain why some states tried to meet marginal revenue demands with a source (lotteries) that was capable of satisfying both the needs of the state and the apparent needs of many individuals as well.

[From: Peppard, Jr. D.M. (1987). Government as bookie: Explaining the rise of lotteries for revenue. *Review of radical political economics*, Vol. 19, No. 3, 56-65.]

EXERCISE 3

- (1) Although many chemical elements are constituents of plants, only 14 are definitely known to be necessary in chemically detectable quantities for most kinds of plants. **These are:** carbon, oxygen, hydrogen, nitrogen, magnesium, potassium, calcium, phosphorus, sulphur, iron, boron, manganese, zinc and copper. The first three are obtained by plants from atmospheric gases or soil water. The remainder are obtained from mineral salts which are absorbed from the soil. The last five of the elements listed are often called trace elements because they constitute a very small proportion of the necessary mineral ration of plants.
- (2) The synthesis of the fats and fat-like substances is well enough understood to warrant discussion. There are three main steps in this process: (1) synthesis of glycerol from carbohydrates, (2) synthesis of fatty acids from carbohydrates, and (3) condensation of glycerol and fatty acid molecules. The detailed chemistry of the first two steps is not known, except that both glycerol and fatty acids contain more energy than the carbohydrates from which they are made. Using palmitic acid as an example, the condensation of fatty acids and glycerol to form a fat proceeds as follows:.....

EXERCISE 4

- (1) The economics of scientific and technological change **assumes** a central role in historical research. **However**, modern resource allocation theory ignores the phenomenon.
- (2) Public finance is as crowded a field of research as ever before. **Nevertheless**, it rarely addresses the production and use of knowledge.
- (3) Society- and state-centered approaches begin their analysis within the nation-state, **while/whereas** systemic theories abstract from domestic policies and focus on the relative attributes of countries.
- (4) The president in the US fulfills the functions of both political leader and head of state, **whereas** in Britain these two functions are separate.
- (5) **Despite the fact that** the data used in this study proved inadequate, some of it has **nevertheless** been analyzed.
- (6) **Just like** the spectrophotometric study, the Hayashi study established a range of 6 YR.
- (7) **Both Clark and Chroma** felt that colour differences are recognized more easily than other dimensions.
- (8) Experience provides the opportunity to learn through trial and error. **However**, trial and error is not a particularly efficient approach to learning.
- (9) **Unlike** the United States, Great Britain has no written constitution.
- (10) **Although** there is a great deal of anecdotal information about this subject, it has proved difficult to collect reliable data.

EXERCISE 5

- (1) The Japanese are moving rapidly into the worldwide aid business. Since 1985 their government has increased its spending on aid by more than 10% (and more than doubled it in dollar terms). Next financial year Japan plans to spend 1.4 trillion yen on official development assistance - more money than any other industrial nation, although a below-average share of GNP.
- (2) Nineteenth-century historians (in Western Europe and North America) dealt largely with governments and great men, and with the development of national consciousness and the growth of political liberalism; twentieth-century historians, more interested in economic and social democracy, have turned towards economic and social history, towards peoples and away from individuals. Traditionally, historians in the western countries were interested only in their own civilisation, seeing the rest of the world, if at all, in terms of interaction with Western culture. Now that many new nationalities compete for attention on the world stage there has been a boom in African history, in Latin-American history, and, above all, in Chinese and East Asian history. In these days when colonisation is in sad disrepute the attempt is made to study the various civilisations involved from the standpoint of their indigenous development, rather than from that of their contact with the West.
- (3) Since the Second World War the change in many standards of public behaviour has been a marked one. The generation gap between younger and older people became prominent in the 1960s. Although by the 1980s the sharpest effects of this had died down, there remain significant groups of young people who reject the society they find around them.
- (3) Laurence Sterne was born at Clonmel in Ireland in 1713, where his father, an army officer, was stationed. The first ten years of his life were spent wandering with his parents from one barracks to another in England and Ireland. When Laurence was eighteen his father died as the result of a duel. He had been an improvident, unreliable, mercurial sort of man, full of quirks and oddities. Then his uncle Dr. Jacques Sterne, Precentor and Canon of York Cathedral, took charge of Laurence, and sent him to schools near Halifax, and to Jesus College Cambridge.

EXERCISE 6

- (1) Reference has been made to soil moisture as a factor of importance in connection with plant diseases. This is merely one of the many soil factors which influence plant growth and which therefore require to be considered in dealing with the liability of plants to disease. The physical texture of the soil and the presence or absence of certain chemicals are of importance mainly inasmuch as they influence soil humidity. But there are in addition a number of soil factors which act otherwise. Thus the amount of certain constituents present in the soil (e.g., nitrogen, potash, phosphate) influences not only the quantity of plant growth but also, to an appreciable degree, its quality - and in particular its susceptibility to disease. The presence or absence of lime, by controlling the reaction of the soil, is in some cases the factor which determines whether a particular disease will develop or not. Soil aeration is a factor in itself, though in practice it is often difficult to separate its effects from those due to soil humidity.
- (2) Carbolic Acid or phenol is commonly used as a disinfectant for domestic and surgical purposes. Allied preparations such as creosote, cresol, etc., have a similar poisonous effect. Lysol is a combination of cresol with soap and is similar in action to phenol.
Carbolic acid and the allied substances have a powerful corrosive action causing necrosis of the tissues with which they come in contact, the superficial part of which has a whitish appearance, the deeper parts being dark red owing to resulting haemorrhage into them. Carbolic acid is one of the poisons most frequently used by suicides, and on account of its common use for domestic purposes accidental poisoning by it often occurs.
The symptoms caused by carbolic acid are those of corrosive poisoning but owing to its local anaesthetic action vomiting may be absent, and pain may be less marked. If death does not result from shock, the profound effect of the poison on the nervous system causes paralysis of the respiratory and cardiac centres, with rapid feeble pulse, and stertorous breathing, coma develops in severe cases and is usually followed by death.
One drachm of carbolic acid taken by the mouth has caused death in 12 hours. Death has resulted from the absorption of phenol by the skin, and from rectal injections of the drug in solution. Usually death occurs in from 3 to 4 hours after the taking of a large dose.
- (3) For every plant there is a certain range of environmental conditions within which it grows best. If the conditions vary widely in any important respect from those which are ideal, the plant grows badly. A weakly growing plant is in general more susceptible to parasitic attack than is a strongly growing one, and the abnormal condition of the plant resulting from the unfavourable environment may in itself be so pronounced as to be called diseased. Good cultivation, therefore, which aims at giving the plant the optimal conditions for its growth, is the first line of treatment to be adopted with a view to lessening the incidence of disease.

EXERCISE 7

- (1) The commons' agriculture committee has plenty to chew over as it prepares its report on the furore over contamination of British eggs with salmonella. Hearings over the past few weeks have produced such contradictory evidence from scientists and vets that the parliamentarians are now confused.

The fear that salmonella could contaminate eggs is not new. As long ago as 1930, the British Medical Journal recorded: 'The ovaries and oviducts [of chickens] may be contaminated with salmonellae which may then be deposited through the shell membrane inside the egg'. But evidence is strong that there is a genuinely new epidemic involving *Salmonella enteritidis* phage type 4.

The Public Health Laboratory Service (PHLS), giving evidence to the MPs, said that by 1981 it had recorded 392 cases of *Salmonella enteritidis*. By 1988, there were 12,522 cases, making up more than half of all investigated cases of salmonella poisoning.

Phage type 4 made up 36 per cent of the cases of *enteritidis* poisoning in 1981, but 81 per cent in 1988. It did not turn up at all in samples of raw liquid eggs in 1981, but was present in 40 per cent of samples of egg containing salmonella in 1988.

- (2) When Roosevelt took office in March 1933, he hoped to reconcile two major goals: to stabilize international economic relations, and to resolve the country's pressing domestic economic problems. Britain had gone off the gold standard in 1931 to devalue the pound and improve Britain's trade position; it also had moved towards trade protection within the empire. By 1933 international monetary, financial and trade relations were in shambles. At the same time, the United States was in the midst of a serious banking crisis, and the agricultural depression that had begun in the late 1920s was deepening.

- (3) Over the course of the past two decades rapid developments in molecular genetics have occurred, and efforts aimed at gene 'mapping' have made considerable progress. These developments have led to the localization and identification of genes that are responsible for certain cancers, including breast cancer, ovarian cancer and colorectal cancer [1-4]. Better understanding of the role of genetics in cancer etiology has led to an increased demand for genetic counseling for familial forms of cancer [5].

In the Amsterdam area, a counseling program for hereditary and familial forms of cancer was established in 1995 at the familial cancer clinic of the Netherlands Cancer Institute / Antoni van Leeuwenhoek Hospital (NKI / AvL). . . . To date, a number of studies have been published addressing psychological issues affecting individuals at heightened risk of developing cancer [7-10].

[From: E.M.A. Bleiker et al., Patient Education and Counseling 32 (1997) 107-116]

EXERCISE 8

In 1957, a chemical company launched a programme of mineral exploration in the US that had the atmosphere of a gold rush. During the following five years, a small group of latter-day forty-niners, spearheaded by Union Carbide, made many successful strikes. These did not hit the headlines, however; no fortunes were made or lost overnight, and the huge reserves of minerals discovered have remained largely untouched to this day. What was the mineral that caused such excitement and why did the venture prove to be something of a damp squib? It was, in fact, not a single mineral but a group of minerals - zeolites. Until then, people had recognized them only as rare and beautiful crystals and (had) consigned them to museum collections. When, more than 50 years ago, chemists discovered that zeolites had/have some unique and remarkable properties, the natural minerals provoked little more than academic interest, because they were so rare.

Instead, in the 1950s, chemical companies, in particular Union Carbide, developed synthetic versions of zeolites. A few years later, geologists realised that natural zeolites were much more abundant than they had previously thought. More than 40 countries have large deposits of minerals such as clinoptilolite, phillipsite and mordenite that could be easily mined (see Table 2). By that time, however, chemical companies had already invested heavily in manufacturing synthetic zeolites. The result was that few people wanted to exploit natural zeolites even though they would be cheaper than producing their synthetic analogues.

Today, synthetic zeolites are important in the petrochemical industry as catalysts and as 'molecular sieves' to separate materials. Soap-powder manufacturers have also included synthetic zeolites as fillers in detergents to replace phosphate compounds, which can damage the environment. In contrast, most countries with deposits of natural zeolites use them as building materials or soil conditioners. In Europe, most zeolithic rock ends up as building stone or as one of the ingredients in cement or as lightweight insulation - and, then, only in the locality where the rock is found. In Japan, paper makers use zeolites as fillers.

Natural zeolites have, however, a lot more to offer, as people are just beginning to recognise. A growing band of small mining companies is/are investing in the development of products using the natural forms of these minerals.

EXERCISE 9

- (1) The statistical analyses, which **were performed** in 1988, proved to be unreliable.
- (2) By the time the negotiations began, most politicians **had become** convinced of the need for a compromise.
- (3) It is a well-known fact that cork **floats** on water.
- (4) There now **exists** a large body of literature on accommodation processes.
- (5) The data were analyzed with the aid of a computer despite the fact that they **had not been examined** properly.
- (6) Informants were asked to answer a questionnaire which **had been used before**.
- (7) The results of our experiment invalidate the results of previous experiments, which were **carried out** in 1998.
- (8) Considerable research attention **has been devoted** to the concept of DC since it **was described** in the early 1970s.
- (9) One characteristic of DC which **remains/will remain** open to debate is the nature of the factor structure.
- (10) The Winston inventory is a widely used measure in child psychology. It is rapidly **becoming** a valued tool in other areas of research.
- (11) Afterwards, while half of the subjects **were still listening** to the recordings, the control groups **participated** in the experiment.
- (12) A normal human heart **beats** at a rate of 80 times per minute.
- (13) The findings of the present study **resemble** those of Kelley (1981).
- (14) This scientist, who **died** in 1956, claimed that the work **had been done** under her supervision.
- (15) Subjects **had just completed** the questionnaire when the results **came through**.
- (16) It is now over 25 years since Brend (1960) and Wells (1960) **published** on the intonation of American English.
- (17) Since then many studies **have examined** the harmful effects of smoking.
- (18) Weiner **came** to England in 1953 and he **has lived** here ever since.
- (19) Subjects performed a test after they **had read** for three hours.
- (20) This research **resembles** other research.
- (21) This is the first time we **have used** this method.
- (22) So far research in this field **has focused** on differences rather than on similarities.
- (23) Man **has always been** a fighter.
- (24) Testees were given instructions. Earlier they **had had** information about the method adopted.
- (25) Technological innovation **has become/is becoming** increasingly important for survival in dynamic markets.

EXERCISE 10

- (1) It could be argued that the improvement is due to various structural changes.
- (2) The success of the project was measured against an increase in the vocabulary.
- (3) In this publication a review is given of all research results.
- (4) From epidemiological research it was possible to deduce that after 3 years fewer cases of the disease occurred. / Epidemiological research revealed that after three years fewer cases of the disease occurred.
- (5) It has been suggested that different research measures were used / There have been suggestions that... (different interpretation)
- (6) In order to answer this question comparable data are needed.
- (7) Animals are often used in research for the benefit of the cosmetics industry.
- (8) In former years prizes were offered for the best model. / In former years there were prizes offered for the best model.
- (9) They were all assumed to be positive.
- (10) A great deal of time is (being) wasted on futile experiments. / There is a great deal of time (being) wasted on futile experiments.
- (11) A great deal of money has been spent on research. / There has been a great deal of money spent on research.
- (12) Moreover, a decision was taken to wait until the results had become known.
- (13) In the past little attention was paid to phosphate in soap powder. / In the past phosphate in soap powder was paid little attention to.
- (14) A meeting was called to discuss the problem.
- (15) It is assumed that harmless zeolites can replace the phosphate in soap powder.

EXERCISE 11

- (1) One of the organisers of Japan's controversial research hunts for whales said last week that if an alternative method of surveying the animals became available, he would be 'very happy to use it'.
- (2) The virus that causes AIDS seems to become more hardy to zidovudine *if/when* patients undergo prolonged treatment with the drug, the only one licensed in Britain for the treatment of AIDS.
- (3) It is often impossible to compare data from different laboratories because the researchers differ in the way that they do the experiments or express the results. Even if we can make some comparison, there may be glaring gaps because the information has been gathered on an ad hoc basis, rather than systematically.
- (4) Despite an enormous amount of work on the growth of bacteria that spoil foods and make people ill, our knowledge of what will happen *when* a particular food hits the supermarket shelf remains surprisingly poor.
- (5) Braithwaite and Biles confuse us with their attempt to mediate the dispute between ourselves and Brown, *when* they state that other variables could also be used as control variables.
- (6) If there is a general explanation for this phenomenon, it is that by placing the testees in organized settings, exchange becomes an organizational as well as an interpersonal matter.
- (7) Ethical directives can be made rational and coherent by logical thinking and empirical knowledge. If we can agree on some fundamental ethical propositions, then other ethical propositions can be derived from them.
- (8) Von Hess asserted that fishes and invertebrates, and in particular bees, are totally colourblind. If this were true the colours of flowers should have no biological significance.
- (9) A great deal of scientific research has to be carried out *when* new drugs are being developed.

EXERCISE 12

- (1) We do not expect it, but if the experiments fail, an alternative method will have to be found.
- (2) When the research is finished, new drugs can be produced.
- (3) If the liquid changes colour, (then) this indicates that there is water in the solution.
- (4) Add the water when the liquid changes colour.
- (5) If a suitable venue is found, the conference will take place in Rotterdam.

EXERCISE 13

- (1) Never has anything like this happened before.
- (2) Only seldom has any research been done in this area.
- (3) Hardly had the questions been answered when they continued to read the text.
- (4) Nowhere could we find sufficient evidence for this proposition.
- (5) On no account should the patient hear the test results immediately.
- (6) Not until the cancer was in an advanced stage was the correct diagnosis made.
- (7) Not only had Müller's appointment caused a controversy within the party; it also led to a schism.

EXERCISE 14

- (1) The increase in carbon dioxide appears trifling when one considers that the total amount in the atmosphere is a little more than .03 percent by volume.
- (2) Global warming due to the accumulation of heat-trapping gases, particularly carbon dioxide, was predicted at the turn of the century.
- (3) Information on the earth's temperature has been more difficult to accumulate.
- (4) In particular, ostensive definition cannot convey any information about the reference of object labels unless the language learner already expects that the label being uttered is related in some way to things in the world
- (5) Insofar as logicians are concerned with the formulation of very general patterns of valid inference, the formal devices possess a decisive advantage over their natural counterparts.
- (6) This would be consistent with the hypothesis that infants possess a general bias to relate the language they hear to the objects they see.
- (7) Cultural analysis is the study of symbolic forms in relation to the historically specific and socially structured contexts and processes within which, and by means of which, these symbolic forms are produced, transmitted and received.
- (8) Anthropologists such as White and Geertz have linked the study of culture to the analysis of symbols and symbolic action.
- (9) Here I shall restrict myself to commenting briefly on the social-historical dimension of cultural analysis.
- (10) Although these figures relate to Britain, they are indicative of trends characteristic of many modern industrial societies.
- (11) In creating media products, the personnel of media institutions draw upon everyday forms of culture and communication, incorporating these forms into media products and thereby reproducing, in a selective and a creative way, the cultural forms of everyday life.
- (12) This represents a significant advance over earlier studies.
- (13) Many aspects of immigrant women's lives did not fit into the analytical framework that he adopted.
- (14) In abstract growth models like Diamond's, there is no difference between the marginal product of capital, which might be inferred from data on profits and the capital stock, and the real interest rate on safe government securities.
- (15) Our goal is to ascertain which observable features of actual economies can be used to make inferences about dynamic efficiency and then to assess whether the United States economy is dynamically efficient.
- (16) Much of the previous discussion of the issue centres on comparisons of rates of return and growth rates.
- (17) Respondents were asked to fill out / in the questionnaire and sign their name at the bottom of the page.
- (18) Children at that age want to be independent of their parents.
- (19) She is well-known for her brilliant essays on the French symbolists.
- (20) In his opinion these plans should be abolished.
- (21) The country is heavily dependent on foreign aid.

EXERCISE 15

- (1) Among the thousands of studies on the 1930s, there are few on the social history of unemployment or relief.
- (2) All Ø students placed all Ø other students in three categories of participation: Ø high, Ø medium, or Ø low.
- (3) Ø Cognitive theorists have focused on Ø systems of thought in depression.

- (4) Beck described three dysfunctional aspects of thinking seen in the content, Ø process and Ø structure of thought of depressed patients.

- (5) The symptoms reported were: Ø visual flash-backs or Ø distortions, Ø continued sense of detachment from reality, Ø disturbance of balance and Ø persistent difficulty in concentrating and sleeping.
- (6) In situations where the population growth rate exceeds the steady state marginal product of capital, or equivalently the economy is consistently investing more than it is earning in profit, the economy is said to be dynamically inefficient.
- (7) Many authors take the position that the United States economy is dynamically efficient.
- (8) However calculated, Ø official crime rates are almost always higher among the poor, and Ø poor people are more likely to be arrested and convicted for a wide variety of offences.
- (9) In this article we will present Ø evidence on the relationship between Ø poverty and Ø crime gathered from two randomized experiments.
- (10) A host of obstacles face Ø ex-felons upon their release from prison.

EXERCISE 16

In this study [.] excess energy expenditure attributable to nicotine was apparent both at rest and during light physical activity. Although the excess expenditure due to nicotine was proportionately similar during rest (5.3 percent of base-line resting metabolic rate) and activity (4.9 percent of the metabolic rate during base-line activity) [.] the absolute expenditure attributable to nicotine was more than twice as great during activity (12.1 percent of base-line resting metabolic rate). These results indicate that the metabolic effect of nicotine may play a greater part in accounting for body-weight differences between smokers and nonsmokers than was previously believed. Previous research [.] which examined the metabolic effects of smoking almost exclusively during rest [.] usually reported a short-term increase in expenditure similar to that found during rest with nicotine intake in this study. However [.] given the fact that most smokers smoke more frequently during light daily activity than at rest [.] it appears that the small but significant metabolic effect of nicotine at rest may be less relevant than the more substantial metabolic effect of nicotine during activity in explaining the effect of smoking and body weight. For example [.] if the results of this study were generalized to the effects of nicotine intake (i.e. smoking) over the course of a day [.] the excess expenditure attributable to regular smoking during eight hours of rest would total approximately 130 kJ (31 kcal) for the average smoker in this study [.] whereas the excess expenditure attributable to the same nicotine intake during eight hours of light physical activity would total 288 kJ (69 kcal).

EXERCISE 17

- (1) In the 18th and 19th centuries, geometry went through a series of revolutionary changes, leading to the idea that / resulting in the idea that there is not one geometry, but many.
- (2) Liberty was an important concept for English puritans and appears frequently in their writings of the 1620s and 1630. The founding of puritan-sponsored colonies, however, revealed that the single word covered many meanings, some of which proved to be mutually exclusive.
- (3) The Ford Thunderbird (popularly called the T-Bird) and the Volkswagen Rabbit have some very important differences in the following areas: physical dimensions, equipment, fuel consumption and economy. One major difference between the Ford and the Volkswagen is in their physical dimensions. The Ford measures 199 inches in length, whereas the Volkswagen measures only 156 inches.
- (4) Spina bifida is the most common malformation of the central nervous system, occurring in about 1 in 1,000 births. The most complex and severe form of spina bifida is called myelomeningocele (MM), which involves the *protrusion of the spinal cord through the spina bifida defect*.
- (5) Since 1983, French-speaking Jose Happart has repeatedly tried to become or remain mayor of Fourons. Fourons (Voeren in Dutch) is a small but notorious commune in eastern Belgium which lies in Dutch-speaking Flanders, although most of the town's inhabitants are French-speaking Walloons.
- (6) Cardiff English (henceforth CE) is taken here to be the accent used by working-class speakers in the city of Cardiff and surrounding areas. The extent of the accent in one direction is sharply defined by the geographical barrier of the hilly country to the north of the town; Tongwynlais, although inside the city boundary, is outside the accent area. To the west and east, the spread of the accent is greater, covering much of the county of South Glamorgan.

EXERCISE 18

- (1) In the 1790s, as in the 1780s, the London debating societies were a respectable and popular form of 'rational entertainment' (as the advertisements termed the debates) **attracting as many as 650 people to each weekly debate**. Probably the audience consisted chiefly of artisans, mechanics, and shopkeepers, **for whom the admission fee of sixpence must have been a considerable sum**. This entrance fee would have been too high for the poorest classes and even for some journeymen. **Though sixpence was a substantial sum to the aspiring artisans who attended, it was only half as much as they would have to pay to hear the cheapest lecture or to sit in the upper gallery at the theatre**. In their desire for an 'improving' use of leisure time, these audiences were the forerunners of people attending the Mechanics Institute in the nineteenth century or the Open University in the twentieth. A few people came to talk; **the majority attended to hear the oratory of some future Pitt or Burke or the speeches of regulars provided by the managers to ensure two hours of good talk**.
- (2) **Building on perspectives from sociology, criminology, and economics, this article reports findings from a randomized experiment undertaken with over 2,000 ex-offenders in the states of Texas and Georgia in which unemployment benefits were extended to individuals immediately upon release from prison.** The analysis focuses on the endogenous relationships (over a one-year follow-up period) between these 'transfer payments', unemployment, arrests for property and nonproperty crimes, and the resulting time spent in jail or prison. By and large, the hypotheses derived from *a priori* theory are supported by the data.
- (3) This essay examines the shift toward 'structural' explanations in recent studies of inequality. **After reviewing this body of research and some of its shortcomings, we examine its theoretical underpinnings, comparing 'structuralist' perspectives on work organization derived from institutional economics and neo-Marxism to more orthodox accounts based on neoclassical and 'industrialism' theories.** This discussion suggests areas where the different perspectives overlap and diverge. We conclude that work arrangements within the firm and their trend are the focus of most 'structural' perspectives on positional stratification: thus, empirical studies grounded at the organizational level are more likely to inform current debates about the 'structure of work' than is the growing body of research about structural effects on individual attainment or covariation among industrial/ occupational characteristics.
- (4) In the 18th and 19th centuries, geometry went through a series of revolutionary changes, **leading to the idea that there is not one geometry, but many**. These developments cause enormous headaches for the mathematical historian. There are blind spots, creating long gaps between the discovery of important ideas and their general appreciation; there are enthusiastic trips down blind alleys accompanied by stolid indifference to more worthwhile directions.

EXERCISE 19

- (1) This article presents the results of an empirical study on moral judgments of students.
- (2) Three groups of students participated in this study: two groups from a College of EAS (Group 2 and Group 3, mean age 17) and one from a School for CSD (Group 1, mean age 16).
- (3) To test the validity of the SROM mod., a comparison was made between Group 1 and Group 3. Particularly significant differences between these two groups are found on the care items.
- (4) In Amsterdam in the fifties two culturally different groups of youngsters reacted to the bourgeois society of these years in markedly different ways. The 'Dijkers' preferred to embrace the new mass culture, while the 'Pleiniers' preferred the traditions of nihilism and existentialism.
- (5) The first organisation that held more or less nationalist ideas was Boedi Oetomo, which started on Java in 1908. It recruited its members mainly amongst the Javanese and had as its primary aim the progress of the Indies. In practice it supported education and expressions of Javanese culture, but its members rejected political action, since most of them were part of the Javanese elite.
- (6) Asking people themselves what and who they consider to be evangelical will produce contradictory outcomes. Within the Reformed churches people consider as evangelicals members of Baptist churches, independent Pentecostal groups and Full Gospel groups.
- (7) Although considerable intra- and inter-individual differences existed with regard to incidence of movement patterns, it was possible to detect certain trends.
- (8) Table III lists ... In this table a comparison is made between ... Also given are cumulative overall positivity and positivity for all stages, as well as the cut-off level employed for each marker in the different studies.
- (9) This study presents two cases of interstitial pregnancy treated with MTX: one with local and systemic administration, the other with solely systemic supply.
- (10) On the basis of a survey of noninstitutionalized women of 60 years and over, an estimate was made of the prevalence of urinary incontinence. Also investigated were factors potentially associated with incontinence, as well as the psychosocial impact on daily living activities.
- (11) The names, ages and addresses were obtained of all women aged 60 years and over.
- (12) A potential association was investigated between parity, constipation, poor mobility, usage of diuretics and the presence of urinary incontinence.

OR:

An investigation was carried out into a potential association between parity, constipation, poor mobility, usage of diuretics and the presence of urinary incontinence.

EXERCISE 20

- (1) It is (precisely) the most important results that they have not discussed
- (2) It is (precisely) these matters that they have overlooked.
- (3) It is (precisely) in this connection that the above is important.
- (4) It was Verhoeven and Simoons who first distinguished two levels.
- (5) It is (precisely) the economists who think differently.
- (6) Is it the Americans who introduced the model?
- (7) It is especially young people who will benefit from the measures.
- (8) It was not until last year that the results became known.
- (9) What I will go into in particular is the relationship between the findings.
- (10) Of the 4 types it is (2) that is the most flexible. / Of the 4 types (2) is the most flexible.
- (11) What was most important was to find a manufacturer for the vehicle./ The most important thing was to