

ENGLISH FOR WRITING RESEARCH PAPERS

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Depending on your needs, this course will focus on some or all of the following:

1. the typical grammatical mistakes found in papers written by non-native speakers
2. how to structure a sentence (subject, verb, object)
3. why and how to write short sentences and highlight your key results
4. why and how to avoid redundancy
5. why and how to avoid ambiguity
6. key difficulties of writing the Abstract, Introduction and Discussion

Don't worry we will not do all the exercises in this document. I will just choose those that I feel are most appropriate based on what you tell me in the first lesson.

I do not plan to give lots of grammar explanations. Instead, I will get you to do a few questions from the exercises (Part 1 of this doc), so that you can see for yourselves what you do and do not know. Then, on the basis of the mistakes you make, you can ask me questions to clarify your understanding. In a separate doc, there are more exercises on the same topics so that if you want you can do further practice at home.

Part 2 of this doc is dedicated to writing skills, and these skills are likely to make a big difference as to whether your manuscript is published or not.

DO NOT DO THE EXERCISES BEFORE THE START OF THE COURSE

Further reading

You might find these two books interesting.

English for Writing Research Papers (publ. Springer) by Adrian Wallwork

English for Research: Usage, Style, and Grammar (publ. Springer, available November 2012) by Adrian Wallwork

Who am I?

To learn more about me, search my name "Adrian Wallwork" on LinkedIn and/or Academia.

My website: <http://adrianwallwork.wordpress.com/>

PART 1: GRAMMAR

Below are some exercises on the grammatical problems that most frequently come up in papers. This means, for example, that there are exercises on the present and past tenses, but not on the future tenses since few future tenses are required in an academic paper.

1 uncountable nouns

Identify the mistakes and correct them.

1. Such feedbacks are vital when analyzing the queries.
2. The time depends on the efficiency of each equipment and the number of equipments.
3. Several software packages were developed with many attentions to eradicating all bugs.
However, in several situations, the results obtained from these softwares are still erroneous.
4. Many informations on the structure and function are being gathered.
5. There are few knowledge about the best way to do this.

- 1) feedback is
- 2) each piece of equipment, the amount of equipment
- 3) much attention, this software is
- 4) much information / a lot of information
- 5) is little knowledge

2 a, an, zero article (Ø)

1. Hydrogen is produced at **a / an / Ø** high temperature.
2. Hydrogen is produced at **a / an / Ø** high temperatures.

3. This gives **a / an / Ø** really useful information.
4. We have made **a / an / Ø** progress.
5. We used **a / an / Ø** particular software in our calculations.
6. We are doing **a / an / Ø** research into rats.

1) a 2) Ø 3) Ø 4) Ø 5) Ø 6) Ø

3 a, an, one

1. We need to use **a / an / one** LAN, i.e. **a / an / one** local area network.
2. This is designated with **a / an / one** L not **a / an / one** N.
3. There is **a / an / one** complex hierarchy in the company.
4. We went to **a / an / one** hotel. It took **a / an / one** hour to get there.
5. I went to **a / an / one** university in England.
6. He's **a / an / one** honest guy and has **a / an / one** understanding of the topic.
7. It has **a / an / one** unique value.
8. There were **a / an / one** hundred people not two hundred.
9. This is **a / an / one** EU directive.
10. This is **a / an / one** European Union directive.

1) a, a 4) a, an (one) 7) a 10) one
 2) an, an 5) a 8) one
 3) a 6) an, an 9) one

4 a/an, the, zero article (Ø)

1. In **an / the** examination room students are only allowed **a / the** monolingual dictionary.
2. **A / The** dictionary I use the most is **an / the** online one called Word's Worth.
3. In the 1950s **a / the** television changed the way advertising was done.
4. This paper investigates the role of **the / Ø** church and the media in the UK by analyzing how many people go to **the / Ø** church every Sunday in relation to how many have **a / the** television.
5. All the patients had been operated either on **the / Ø** eyes or on **the / Ø** nose.

1) the, a

2) the, an

3) the

4) the, Ø, a

5) the, the

5 the, zero article (Ø): general vs specific: 1

(1) **The / Ø** researchers have a very privileged position as they are paid to do what they like doing.
(2) **The / Ø** researchers in industry tend to be paid more than (3) **the / Ø** researchers at university. (4) **The / Ø** researchers at Manchester University are studying ways to improve English as a language of international business communication: the project is called Bizglish. (5) **the / Ø** only researchers in the project who are not being sponsored by the British government are those from abroad. (6) **the / Ø** Researchers who started the project have now all left the team.

There are two types of researchers involved in the project. (7) **the / Ø** researchers who are studying the ways mother tongue speakers communicate and (8) **the / Ø** researchers studying the way non-native speakers use English. (9) **The / Ø** researchers who are studying the way non-native speakers use English have provided the most interesting results so far. (10) **The / Ø** researchers that I met yesterday told me that the project was going very well.

- | | | | | |
|------|------|--------|------|---------|
| 1) ∅ | 3) ∅ | 5) the | 7) ∅ | 9) the |
| 2) ∅ | 4) ∅ | 6) the | 8) ∅ | 10) the |

6 the, zero article (∅): general vs specific: 2

Check your answers to Ex. 5 by answering the questions below. If your answer indicates that the researchers in question are specific researchers, then you must put **the**. The numbers below refer to the numbers in Ex 5.

1) Are we talking about *specific* researchers that we've already mentioned, or *all* researchers?

2-3) Are we talking about *specific* researchers that we have already mentioned, or essentially *all* researchers in industry and *all* researchers at university?

4) Are we talking about *specific* researchers at Manchester University that we have already mentioned, or just *some* researchers at Manchester University that we have not already mentioned?

5-6) Have these researchers already been mentioned in some way? Are they defined in some way? Are they *specific* researchers or simply researchers *in general*?

7-8) a) Have these researchers been *explicitly* mentioned before? b) Could we say: *some researchers are studying non verbal ways in which we communicate and others are studying the language we use*? c) Could we say (in a similar way): *There are two types of researchers involved in the project: English researchers and foreign researchers*?

9) Have these researchers already been mentioned? So, are they *specific*?

10) Does this mean *all* researchers, *some* researchers, or very *specific* researchers?

- | | | |
|-----------|-------------------------------|------------------|
| 1) all | 5-6) they have been mentioned | 9) yes, specific |
| 2, 3) all | and are thus specific | 10) specific |
| 4) some | 7-8) a) no b) yes, c) yes | |

7 genitive

Select the correct form (a or b).

1. How do you measure a) a circle's area b) the area of a circle?
2. I have just been studying a) the fundamental theorem of integral calculus b) the integral calculus fundamental theorem.
3. I think that a) the sum of the angles of a triangle is ... b) the triangle angles sum is ...
4. Let us look at a) Pascal's hexagon theorem b) Pascal hexagon theorem c) the Pascal's hexagon theorem
5. I think that a) the last theorem of Fermat was ... b) Fermat's last theorem was ... c) the Fermat last theorem was ...
6. Have you ever studied a) the binomial theory b) the binomial's theory c) the binomials theory
7. Can you explain the a) large numbers law to me b) the law of large numbers to me?
8. I studied at a) Harvard's university b) Harvard University c) the University of Harvard d) the Harvard University
9. The area of a) the box's base. b) the base of the box.
10. The size of a) the function's parabola. b) the parabola of the function.
11. a) The solution to our problem may be stated as ... b) Our problem's solution may be stated as ...
12. As a heading a) The problem's definition. b) Defining the Problem c) The problem definition a) Definition of the Problem
13. This is a) a China law b) a Chinese law c) a law in China d) a China's law
14. I have a) a computer's problem b) a computer problem c) a problem with my computer
15. The a) best solution to the problem b) problem's best solution c) problem's best solution

1) b

6) a

11) a

2) a

7) b

12) b and d

3) a

8) b and c

13) b and c

4) a

9) b (a)

14) c

5) b

10) b

15) a

8 defining and non defining relative clauses

1. Which sentence below (a-d) is ambiguous, i.e. it is not clear if I have one house or more?

2. Which sentence (a-d) implies that I have more than one house?

3. In which sentence (b or c) is the use of commas correct?

4. Which sentence (a-d) indicates that I certainly only have one house?

5. Which sentence (a-d) gives the idea that I have mentioned houses in a previous sentence?

6. Which sentence (e or f) is correct?

a) My house that is in the country cost \$350,000.

b) My house, that is in the country, cost \$350,000.

c) My house, which is in the country, cost \$350,000.

d) My house which is in the country cost \$350,000.

e) My house cost \$350,000, that is a lot of money.

f) My house cost \$350,000, which is a lot of money.

1) d - the reader does not know whether *which* has been used correctly but that the commas are missing, or that the missing commas are correct and that *that* should have been used instead of *which*

2) a - the use of *that* means that the speaker is differentiating between two or more houses

3) c - *which*, not *that*, is used to add extra information (i.e. that the house is in the country)

4) c - again, the commas indicate that this is extra information. He is not differentiating between two houses but simply adding more information about the only house he has.

5) a - the use of *that* means that the speaker must have already mentioned the fact that he has two houses and is now distinguishing between them

6) f - *that* is not used to add extra information in this way

9 *which, that*

1. Manchester, ***that / which*** is where she comes from, is situated in the north of England.
2. He is an anti-royalist, ***that / which*** is why he made derogatory comments about the king.
3. He is an anti-royalist and ***that / which*** is why he made derogatory comments about the king.
4. A PIN, ***that / which*** means "personal identification number", is a way to protect one's security details.
5. Gender role: the image ***that / which*** an individual presents to others based on culturally defined concepts of femininity and masculinity.
6. Sex: the category to ***that / which*** an individual is assigned on the basis of being male or female.

1. which

4. which

2. which

5. that

3. that

6. which

10 use of commas with *who, which, that*

Select the correct form. Decide if the part in bold should be preceded and / or followed by commas.

Example:

That woman over there ***who / which has just been made professor*** is an excellent presenter = *That woman over there, who has just been made professor, is an excellent presenter.*

1. The English ***that / who are generally quite reserved*** don't always say what they think.
2. People ***that / who like dogs*** often don't like cats.
3. Dinosaurs ***that / which became extinct millions of years ago*** still fascinate us today.
4. I had shown him my CV ***that / which was why he then contacted me.***
5. I had shown him my CV ***and that / which was why he then contacted me.***
6. The language ***that / which we use with our friends*** is not always the same as the language ***that / which we use with our family.***
7. The English language ***that / which is now the international language of the world*** is spoken by about 500 million native speakers.
8. The English language is spoken in the USA ***that / which is probably why it has become so important.***

1. The English, ***who are generally quite reserved,*** don't always say what they think.
2. People ***that like dogs*** often don't like cats.
3. Dinosaurs, ***which became extinct millions of years ago,*** still fascinate us today.
4. I had shown him my CV, ***which was why he then contacted me.***

5. I had shown him my CV **and that was why he then contacted me.**
6. The language [**that**] **we use with our friends** is not always the same as the language [**that**] **we use with our family.**
7. The English language, **which is now the international language of the world,** is spoken by about 500 million native speakers.
8. The English language is spoken in the USA, **which is probably why it has become so important.** / The English language is spoken in the USA. **That is probably why it has become so important.**

11 to be, to have

1. The material **is / has** subjected to a very strong force.
2. Since 2010 attention **is / has** only focused on the first problem.
3. So far this topic **is / has** mainly been studied from a statistical viewpoint.
4. The manuscript **was / had** finished on time.
5. The problems **are / have** increased.

1. is
2. has
3. has
4. was
5. have

12 passive to active

Example: In the Methodology it **is shown** how to follow the steps. *In the Methodology we **show** how to follow the steps.*

1. All the relevant values are reported in Table 1.
2. The results are shown in Figure 2.
3. This quantity was determined from the values in Table 2.
4. In the present study a new methodology for solving the meaning of life was developed.
5. The approach that was adopted in this work is highly innovative.
6. The results that were obtained in this study show that a lot of money has been wasted by the department.
7. Future work will be dedicated to investigating the cerebral life of ants.
8. The languages analyzed, all the differences in tense usage, and numbers of words are listed in Table 3.

- | | | |
|--------------------------------|------------------------------|----------------------------------|
| 1. Table 1 reports all ... | 5. Our approach is highly | 7. Our future work will |
| 2. Figure 2 shows ... | innovative. / We adopted a | investigate ... / In the future, |
| 3. We determined this quantity | highly innovative approach. | we plan to investigate ... |
| from ... | 6. Our results show that the | 8. Table 3 lists ... |
| 4. We developed a new ... | department has wasted a lot | |
| | of money. | |

13 infinitive, -ing form

- 1) **Passing / For passing / To pass** this exam you need **to study / studying**.
- 2) **For not failing / To not fail / To don't fail / In order not to fail / So as not to fail** I suggest that you study as much as possible.

- 3) **To carry / Carrying** out this request entails **to do / doing** a lot of research.
- 4) **To live / Living** in Europe is often easier than **to live / living** in Africa.
- 5) **To live / Living** well in Japan you need a high salary.

- | | | |
|--|--------------------|------------|
| 1) to pass, to study | 3) carrying, doing | 5) to live |
| 2) in order not to fail /
so as not to fail | 4) living, living | |

14 infinitive after certain verbs

∅ = no word is required.

1. This is considered ∅ / **to be** / **as being** too high.
2. This value was found ∅ / **to be** / **as being** even higher.
3. We assumed **the values to be** / **that the values were** incorrect.
4. Smith suggested **researchers to** / **that researchers should** try a different method.
5. Pollution in the Antarctic is said ∅ / **to be** / **as being** caused by several factors.
6. Aggression was hypothesized ∅ / **to be** / **as being** a significant predictor of delinquency.
7. It was recommended that there **to be** / **should be** some standardization

- | | | | |
|-----------------|--------------------|---------------------|--------------|
| 1. as being (∅) | 3. that the values | 4. that researchers | 6. as being |
| 2. to be | were | should | 7. should be |
| | | 5. to be | |

15 allow, enable, permit

Complete the second sentence so that it means the same as the first.

1. With this system you can save a lot of time.

This system allows

2. Under the new law shops can trade 24 hours a day.

The new law

3. The new law permits tax inspectors to check all tax returns.

Under the new law tax inspectors

4. You can see for miles with these binoculars.

These binoculars let

5. These results have enabled researchers to complete their investigation

These results have enabled the researchers' investigation

- 1) This system allows you to save a lot of money.
- 2) The new law permits / allows shops to trade 24 hours a day
- 3) Under the new law tax inspectors are permitted / allowed to check all tax returns.
- 4) These binoculars let you see for miles.
- 5) These results have enabled the researchers' investigation to be completed.

16 can, may: negative

1. In such situations, tourists to these countries **cannot / may not** want to engage in a more direct relationship with the locals.
2. This paper analyses why many African Americans **cannot / may not** be participating in clinical trials.
3. We begin from the premise that what you see **cannot / may not** always be what you get. In fact, in some cases ...
4. We believe that sequence identity **cannot / may not** be sufficient to guarantee that the right species is identified.
5. However, the alcohol content of wine **cannot / may not** possibly be the sole explanation for this phenomenon. We believe that there are at least three other feasible explanations. Firstly, ...

1. may
not
2. may
not
3. may
not
4. may
not
(cannot)
5. cannot

17 present simple, present perfect

The lifetime of a 4G cellular phone battery may be subject to the number of times the battery (1) *is / has been* recharged and how long it (2) *is / has been* charged for. To date, there (3) *is not / has not been* an adequate analytical model to predict this lifetime. In this work an analytical model (4) *is / has been* developed which describes the relationship between the number of times a battery is recharged, the length of time of each individual recharge, and the duration of the battery. This model (5) *is / has been* validated by comparison with both experimental measurements and finite element analyses, and shows strong agreement for all three parameters. The results for the proposed model (6) *are / have been* more accurate than results for previous analytical models reported for 4G cell phones.

1) has been (is)

3) has not been

5) has been

2) has been (is)

4) is

6) are

18 present simple, present perfect, past simple

We (1) *develop / have developed / developed* a didactic method for addressing the high level of irregularity in spelling and pronunciation. In our method, we (2) *combine / have combined / combined* new words, or words that non-native speakers regularly (3) *have / have had / had* difficulty in pronouncing, with words that they are familiar with. Tests (4) *are / have been / were* conducted on 2041 adults who (5) *are / have been / were* selected at random from higher education institutes in 22 countries. The results (6) *reveal / have revealed / revealed* that as many as 85% of subjects (7) *manage / have managed / managed* to unlearn their erroneous pronunciation, with only 5% making no progress at all. We (8) *believe / have believed / believed* our findings could have a profound impact on the way English pronunciation (9) *is / has been / was* taught around the world.

1) have developed

4) were

7) managed

2) combine

5) were

8) believe

3) have

6) revealed (reveal)

9) is

19 present simple, present perfect, past simple

Note: The author of the extract below is Anderson.

In a previous paper [Anderson, 2012] we (1) **make / made** measurements of the speed with which bilingual adults (2) **perform / performed** simultaneous translations of politicians' speeches. We (3) **choose / chose** politicians because it is well known that they (4) **tend / tended** to use formal language. In the same study [Anderson, 2012] we (5) **conduct / conducted** similar tests with Nobel prize winners' acceptance speeches, which gave similar values of speed. These two findings strongly (6) **suggest / suggested** that formal language represents an easier element for translation than informal language. The performance of teenagers in analogous situations also (7) **confirms / confirmed** the above finding [Williams, 2013].

Williams (8) **finds / found** that informal language, in particular slang, (9) **intensifies / intensified** the stress levels of subjects undertaking simultaneous translation. Therefore the lack of changes that we (10) **find / found** in our present research in the stress levels of bilingual adults with respect to bilingual teenagers when simultaneously translating extracts from a teenage soap opera, would seem to indicate that experience (11) **plays / played** an important role. As a consequence of our latest findings, we (12) **conclude / concluded** that stress levels in bilingual subjects tend to decrease with age.

1) made

5) conducted

9) intensifies / intensified

2) performed

6) suggest / suggested

10) found

3) chose

7) confirms (confirmed)

11) plays / played

4) tend

8) found

12) conclude

20 present simple, present continuous, present perfect, present perfect continuous

1. In the last few years there **is / has been** considerable interest in ...

2. Although many different approaches **have been proposed / have been proposing**, to date there **is not / has not been** an adequate analytical model to solve this issue.
3. For more than a decade analysts **are developing / have been developing** new ways to improve learning strategies.
4. In the literature there **are / have been** several examples of new strategies to perform these tests, which all **entail / have entailed** setting new parameters [Peters 1997, Grace 2004, Gatto 2005].
5. Since 2012 there **are / have been** many attempts to establish an index [Mithran 2012, Smithson 2014], but until now no one **has managed / has been managing** to solve the issue of
6. As yet, a solution **is not / has not been** found, although three attempts **have been made / have been making** [Slimm 2011, Fatz 2013, Yui 2016].
7. Traditionally, researchers **always see / have always seen** the time factor as a constraint.
8. In the last two years we **are investigating / have been investigating** new ways to do this.
9. This **receives / has received** much attention in the past decade.
10. Recent developments in this field **lead / have led** researchers to consider new ways to do this. Such methods **are showing / have been showing** very good results.

- | | |
|---|---|
| 1) has been | 6) has not been, have been made |
| 2) have been proposed, has not been | 7) have always seen |
| 3) have been developing | 8) have been investigating |
| 4) are, entail (the present perfect would be OK in the first example but not in the second, thus for consistency it is best to use the present in both parts) | 9) has received |
| 5) have been, has managed | 10) have led, are showing (have been showing) |

21 present simple, present perfect, past simple

Experimental results and calculated values (1) **are / were / have been** compared in Table 2. We believe that the results (2) **confirm / confirmed / have confirmed** previous studies. The energy response value (3) **conflicts / conflicted / has conflicted** with the one we (4) **estimate / estimated / have estimated**. However, the results (5) **are / were / have been** quite similar for both X and Y and (6) **are / were / have been** in good agreement with Hussein [2014]. In addition, we (7) **find / found / have found** that the energy response follows the same trends. This result (8) **emphasizes / emphasized / has emphasized** the validity of our model and it (9) **strengthens / strengthened / has strengthened** our confidence in our approach. In fact, we believe that our technique (10) **has / had / has had** a clear advantage over others.

1) are	4) estimated	6) were, are	9) strengthens
2) confirm	(had estimated)	7) found	10) has
3) conflicted	5) were	8) emphasizes	

22 present simple, present perfect, past simple

Where necessary correct the tense of the verbs in bold.

The relationship between the complexity in the way people of a nation write and the complexity in their bureaucratic system (1) **has been dealt** with in many papers (for a review see Smith, 2007). We therefore (2) **tried** to assess the level of bureaucracy in seven major towns in Italy and in France. The time taken to obtain certain documents - passport, driving license, permission to carry out house renovations - (3) **was analyzed** (Table 4). We also (4) **analyzed** the left part of the brain in a random sample of inhabitants of these towns. Under conditions of stress in municipality offices in Italy, the left

part of the brain (5) **loses** more cells than in municipality offices in France (Figure 4). Interestingly, the brain (6) **displays** the highest level of cell loss when subjects (7) **are attempting** to get a passport for travel during the summer holidays ($S^2=0.810$, data not shown). In fact, in some cases Italians (8) **undergo** total brain shutdown when faced with unhelpful and often rude employees in the passport office. Our results (9) **show** that the sample of subjects in France (10) **remain** significantly calmer while performing tasks that (11) **are** identical to their Italian counterparts. This finding (12) **is** confirmed by other authors who (13) **found** that administrators that deal with driving licenses France (14) **were** considerably more helpful and efficient than those in Italy (Guyot 2012, Bruni 2015).

1) correct, because this is an ongoing problem that has been dealt with in many papers

2-4) correct, because this is what WE did

5-8) incorrect because these are our findings, putting them in the present tense makes them sound like accepted knowledge.

Thus the correct answers are 5) lost 6) displayed 7) were attempting 8) underwent

9) correct (we are talking about what they show now in this paper)

10-11) incorrect, again these are our findings. Thus the correct answers are 10) remained 11) were

12) is / has been

13) found / have found

14) correct, but present tense would be OK too as this fact could now be considered as accepted knowledge as it is quoted in the literature

23 conclusions: various tenses

The risk of soil erosion (1) **assesses / has been assessed / was assessed** by using a scenario analysis. Various combinations for climate change (intensity and distribution of rainfall events), land use change, and conservation measures (2) **have been / were** evaluated using the SWAT model.

The result (3) **has been / was** a range of possible erosion values for the next ten years – the worst possible scenario (4) **has indicated / indicated** a possible erosion rate increase of up to 25%. In the light of these dramatic findings, we (5) **believe / believed** that our analysis (6) **may / will** contribute to implementing ad-hoc land management strategies to reduce, or even completely prevent, cropland erosion. We hope that our findings (7) **may / will** influence policy planning. Future work (8) **may / will** entail refining our model by exploiting data from satellite sensors.

1) was assessed

4) indicated

7) will, may

2) were

5) believe

8) will

3) was

6) may (*will* is quite arrogant)

24 various modal verbs

1. Their findings **may / will** certainly go a long way in helping to solve this problem.
2. Our method **could / should** be applied to the field of economics.
3. One promising application of our technique **would / should** be to exploit the speed for rapid problem solving.
4. We believe that our results **may / will** improve knowledge about ...
5. We hope that our research **might / should** be beneficial in solving the difficulty of ...

1. will

3. would

5. might

2. could

4. will / may

PART 2: WRITING SKILLS

Much more important than grammar is your ability to write clear unambiguous sentences containing no redundancy. The following exercises practice these critical skills.

Word order

1 choosing the best subject to put at the beginning of the phrase

Choose the best sentence (a or b). The parts in bold are designed to show you the main differences in the word order in order to help you choose the best option.

1a) **The following are** some examples of rare species:

1b) Examples of rare species **are the following**:

2a) Among the factors which influence longevity of seeds, of particular importance are **temperature and moisture content**, thus ageing of seeds is tightly linked to conditions of storage.

2b) **Temperature and moisture content** are particularly important factors influencing the longevity of seeds.

3a) Sometimes 802.16 systems are referred to as Worldwide Interoperability for Microwave Access (WiMAX) systems **in the trade press**

3b) **In the trade press**, 802.16 systems are sometimes referred to as Worldwide Interoperability for Microwave Access (WiMAX) systems

4a) However, **this operation is only defined for some nouns**, which are called countable nouns.

4b) However, **only for some nouns this operation is defined**, these nouns are called countable nouns

5a) **To do this exercise**, you do not need to be able to understand the meaning of the technical words.

5a) You do not need to be able to understand the meaning of the technical words **in order to do this exercise**.

1) a (this reflects the normal word order in English which is to put the subject of the verb at the beginning of the sentence)

2) b (as in 1a)

3) b (in the trade press is crucial information which should go first in the sentence)

4) a (the construction in 4b is not correct English)

5) a (for the same reasons as in 3)

2 direct and indirect objects

Decide whether the part in bold is in the correct position. If it is not, move it to the correct position.

1. We consigned **these values** to their respective chemicals.
2. We can associate **the list of points in P** with each cell.
3. X receives **the position of the pointing device** as input.
4. We sent to our co-authors **all the data**.
5. They deferred to the next meeting **the matter**.

1) OK

2) OK

3) OK (*as input* could also be put after *receive*)

4) all the data to our co-authors

5) They deferred the matter to the next meeting.

3 reducing the number of commas and parts of the sentence

Complete the indented sentences so that they mean the same as Sentence A. Note that the word order in Sentence A is not correct.

1a) In Fig. 2 a reference undeformed configuration, named X, and an adjacent deformed configuration, named Y, are shown.

1b) Figure 2

2a) Ten datasets with the same X but a different Y, along with five datasets with a different X but a similar Y, were generated.

2b) A number of datasets were generated: ...

3a) The analytical steps, owing to the difficulties in measuring X, require some simplifications.

3b) Due to ...

4a) We can separate, by splitting these sections in the middle, P and Q.

4b) By splitting ...

1b) Figure 2 shows ... named Y.

2b) A number of datasets were generated: ten datasets

with the same X but a different Y, and five with a different

X but a similar Y.

3b) Due to the difficulties in measuring X, the analytical

steps require some simplifications.

4b) By splitting these sections in the middle, we can

separate P and Q.

4 avoiding beginning the sentence with *it is*: 1

Complete the second sentence so that it means the same as the first.

1. It is possible to use several strategies to achieve these goals. = Several strategies ...
2. It is possible with this model to give the actual flow rate. =This model gives ...
3. It is certain that the new laws will benefit nuclear research. = The new laws will
4. It is mandatory to use X. = X is ...
5. It is possible to demonstrate [Kim, 2014] that ... = Kim [2014]

- | | |
|--|------------------------------|
| 1. Several strategies can be used to achieve these goals. | 4. X is mandatory. |
| 2. This model gives the actual flow rate. | 5. Kim demonstrated that ... |
| 3. The new laws will certainly/surely benefit nuclear research. | |

5 adverbs of frequency

Insert the adverbs into the most appropriate position.

- | | |
|--|--------|
| 1. the patients have complained of fever | often |
| 2. we will have problems in this field | always |
| 3. this may not have been the case | always |
| 4. these findings have been disputed in the literature | often |
| 5. this has happened before | never |

- | | |
|---------------------------------|--------------------|
| 6. we will have to make changes | occasionally |
| 7. this does not occur | very frequently |
| 8. we have had this problem | every now and then |

- | | |
|---|---|
| 1. the patients have often complained of fever | 5. this has never happened before |
| 2. we will always have problems in this field | 6. we will occasionally have to make changes |
| 3. this may not have always been the case | 7. this does not occur very frequently |
| 4. these findings have often been disputed | 8. we have had this problem every now and then |

6 past participle

1. The **proposed solution / solution proposed** in the present paper has three main advantages.
2. The **obtained results / results obtained** can then be used to determine the cost.
3. The **considered samples / samples considered** were taken from three different sources.
4. This value concurs with the **found amount / amount found**.
5. The solutions of **treated samples / samples treated** were then added to the final mixture.
6. The solutions of **treated samples / samples treated** with this acid showed a completely different behavior.

1. solution proposed
2. results obtained (obtained results)
3. samples considered
4. amount found
5. treated samples
6. samples treated

7 typical mistakes

Correct any mistakes in the following sentences. The mistakes are all related to word order.

1. This leaves intact for at least six weeks the sample.
2. Many are the substances that are harmful to human beings.
3. This book shares with the previous one several aspects.
4. For several years with this system we have had problems.
5. The female chimpanzees immediately after giving birth are generally quite weak.
6. After the written examinations each student has between May and June an oral exam.
7. The presence in written English of long sentences can cause problems for the reader.
8. In English is not commonly found a sentence construction that does not reflect the following order: subject verb object.

1. This leaves **the sample intact** for at least six weeks.
2. **There are many substances** that are harmful to human beings.
3. This book shares **several aspects** with the previous one.
4. We have had problems with this system for several years. / For several years we have had problems with this system.
5. **Immediately after giving birth** the female chimpanzees are generally quite weak / ... quite weak **immediately after giving birth**.
6. After the written examinations each student has **an oral exam** between May and June.
7. The presence **of long sentences** in written English can cause problems for the reader.
8. In English a sentence construction **is not commonly found** that does not reflect the following order: subject verb object.

8 adjectives and comparative forms

1. There are several **available positions / positions available** for good candidates.
2. This is a **fascinating paper / paper fascinating** for those in this field.
3. They have a **big black / black big** dog.
4. We have recruited a **25-year old student / student 25 years old** to work in our lab.
5. She is a **professor very easy / very easy professor** to work with.
6. France and Italy have **patterns more evident / more evident patterns** than Germany and the UK.

1. positions available

4. 25-year-old

2. fascinating paper

5. very easy professor

3. big black

6. more evident patterns

Avoiding long sentences and redundancy

9 dividing up long sentences

Divide up these sentences into more manageable and shorter sentences that will help the reader understand the content better. You may need to rearrange the word order and / or delete unnecessary words.

Example

ORIGINAL The seeds, sterilised for 3 min. in NaOCl (1% available chlorine) and rinsed with distilled water, were germinated on moist filter paper (Whatman No. 2) in Petri dishes and grown in the dark at 23°C till 72 hours.

REVISED The seeds were sterilised for 3 min. in NaOCl (1% available chlorine), and rinsed with distilled water. They were then germinated on moist filter paper (Whatman No. 2) in Petri dishes and grown in the dark at 23°C.

1. In order to establish a relationship between document length and level of bureaucracy in European countries and to confirm whether documents, such as reports regarding legislative and administrative issues, vary substantially in length from one language to another, we conducted an analysis of A, B and C.
2. The aim of our study was to assess changes in the level of tolerance of natives of one country towards immigrants over the course of a 50-year period in order to be able to advise governmental agencies on how to develop strategies based on those countries that have been more successful in reducing racism as already investigated in previous studies, but not in such a systematic way, and to establish correlations with data from the USA, which until now have been reported only sporadically.
 - 1) We conducted an analysis of A, B and C. This was done in order to establish a relationship between document length and level of bureaucracy. We wanted to confirm whether or not documents, such as reports regarding legislative and administrative issues, vary substantially in length from one language to another,
 - 2) We assessed changes in the level of tolerance of natives of one country towards immigrants over the course of a 50-year period. The main aim was to be able to advise governmental agencies on how to develop strategies based on those countries that have been more successful in reducing racism. This aspect has already investigated in previous studies, but not in such a systematic way. The second aim was to establish correlations with data from the USA, which until now have been reported only sporadically.

10 writing short sentences: 1

Write five or six sentences about the research you are currently carrying out. If you have not started your research, imagine that you have. Write short sentences, as in the example below:

We investigated the meaning of life.

We used four different methodologies.

Each methodology gave contradictory results.

The results confirmed previous research indicating that we understand absolutely nothing.

Future research will investigate something more simple – the cerebral life of a PhD student.

11 writing short sentences: 2

Write five or six sentences on one or more of the following topics. Each sentence should contain a maximum of 20 words.

1. How has the role of women changed in your society in the last 50 years?
2. Should government funding of 'less practical' research areas, such as philosophy, history and theology, be cut?
3. All academic books should be free. Discuss.
4. Your ideal teacher / professor.
5. The downsides of the Internet.

14 removing several redundant words

Each of the sentences below contains words or phrases that can be deleted without requiring any other changes. Delete such words and phrases.

The solution ~~adopted~~ was to ~~carry out a~~ test of all the software on the market.

1. As we have already noted in Section 4.2.1, the presence of x can influence y.
2. However, we have to make use of other techniques.
3. Paint samples, as described previously, normally contain mixtures of different substances.
4. In comparative terms, there is no real difference between x and y.
5. Also, we present simulation results that will provide a two-fold contribution: (i) confirm the effectiveness of ..., and (ii) highlight the importance of ...
6. The document was written in the English language and the contents represent a new innovation in the sector of telecommunications.

1. As ~~we have already~~ noted in Section 4.2.1, [the presence of] x can influence y.
2. However, we have to ~~make use of~~ other techniques.
3. Paint samples, ~~as described previously~~, normally contain mixtures of different substances.
4. ~~In comparative terms~~, there is no real difference between x and y.
5. Also, we present simulation results that ~~will provide a two-fold contribution~~: (i) confirm ..
6. The document was written in ~~the~~ English ~~language~~ and the contents represent a new innovation in ~~the sector of~~ telecommunications.

15 replacing a *verb + noun* construction with a single verb

Find a one-word equivalent for the following:

to reach a conclusion = to conclude

- | | |
|---------------------------|--------------------------|
| 1. achieve an improvement | 5. execute a search |
| 2. carry out a test | 6. exhibit a performance |
| 3. cause an increase | 7. give an explanation |
| 4. effect a reduction | 8. implement a change |

1) improve

2) test

3) increase

4) reduce

5) search

6) perform

7) explain

8) change

16 replacing nouns with verbs in titles of papers

Rewrite these titles so that the words in italics are replaced with a verb.

1. The *Specification* and the *Evaluation* of Educational Software in Primary Schools
2. Methods for the *Comparison* of Indian and British Governmental Systems in the 19th century
3. A Natural Language for Problem *Solution* in Cross Cultural Communication
4. Silicon Wafer Mechanical Strength *Measurement* for Surface Damage *Quantification*

1. *Specifying* and *Evaluating* Educational Software in Primary Schools
2. Methods for *Comparing* Indian and British Governmental Systems in the 19th century
3. A Natural Language for *Solving* Problems in Cross Cultural Communication
4. *Quantifying* Surface Damage by *Measuring* the Mechanical Strength of Silicon Wafers

17 rewriting unnecessarily long sentences

Rewrite the following sentences so that they are more concise. Clearly there are many ways to do this, the key just shows one way (possibly the most radical).

At the beginning our research activity was mainly dedicated to the investigation of the parameters regarding ...

= Initially we investigated the parameters regarding

1. In the following diagram we show what happens when ...
2. Climatic conditions (temperature, rainfall) were also checked.
3. The objective of this document is to present ... The interested reader can find a more complete introduction in [67].
4. It is necessary to set the parameters.
5. It is possible to send comments while writing in the file.
6. In the diagram it is highlighted how the applications work.

1. The following diagram shows what happens when ...
2. Temperature and rainfall were also checked.
3. This document presents ... See [67] for a more complete introduction.
4. The parameters must be set.
5. Comments can be sent while writing in the file.

4. There are several countries involved in this project: Peru, Chile, Honduras and the Philippines, all of whom had very similar initial budgets and, in addition, were all subject to the same qualifying criteria. Note that **the latter / the Philippines** were the last to join the project which meant that ...
5. Mercury is used for a variety of purposes blah blah. In the past, **this metal / mercury** was considered as being ..

In all cases the second form is the best because it prevents the reader from having to go back to the previous sentence in order to understand / remember what *former*, *first*, *latter*, and *metal* refer to. You may think such repetition is inelegant. You should concentrate more on communicating your ideas in the simplest and clearest way possible, rather than being worried about elegance (which is more relevant in the literary world than the academic world). What this exercise also highlights is that concrete specific words are much quicker to absorb than generic and / or abstract words.

20 repetition of words to aid reader's understanding

Decide which form (a or b) makes the information contained in the sentence quicker and easier for the reader to understand the exact meaning without having to read the sentence twice.

1. The wives were interviewed separately from the husbands as it was expected that **a) they / b) the wives** might feel intimidated by their partners.
2. The rationale for the overall sum of the various budgets is shown in Table 1 in the **a) appendix which is taken / b) appendix. Table 1 is taken** from a previous paper [Mono, 2015].
3. We rejected **a) the samples that / b) only those samples that** were contaminated.
4. Our findings are in accordance with their findings, **a) which all show high values / b) in fact both sets of findings show high values.**
5. I took my mobile phone out of my bag and then left **a) it / b) my phone** on the train.

All the (a) answers are open to possible misunderstanding, whereas the b answers are all clear.

1. *they* could also refer to *husbands*
2. *which* could also refer to *appendix*
3. use of *only those* makes it 100% clear that not all the samples were contaminated
4. *which* could also refer to *their findings*
5. *it* could also refer to *bag*

21 avoiding ambiguity due to use of -ing form

Decide in which of these sentences the use of the –ing form is either potentially ambiguous or simply incorrect.

1. Yoga prevents a build-up of uncomfortable physical symptoms, **enabling** you to relax more easily.

2. These impulses move from one nerve to another, **dispatching** messages to the brain.
3. Doctors **working** in the US say that some illnesses connected with the heart may be cured by Biofeedback.
4. **Watching** TV in English, foreign students have improved their listening skills.
5. **Watching** TV for more than four hours a day can cause brain damage.
6. This is done **clicking** on the mouse.

1) Not ambiguous, but better: **thus enabling**

3) OK

2) Ambiguous. Does this mean a) the impulses move **by dispatching messages**, or b) the impulses move **and dispatch** messages?

4) Incorrect. The correct version is: **by watching**

5) OK

6) Incorrect. The correct version is: **by clicking**

22 disambiguating sentences

Decide what is ambiguous about the parts highlighted in bold. Then, disambiguate the sentence by modifying / rewriting it. You can invent any information that you need.

1. As soon as a candidate has been reviewed by the interviewer, **he/she** shall ...
2. I have read the papers and reviewed the proposals, do you want to see **them**?
3. Thank you for your paper and the presentation **which** I have now sent to the editor.
4. To print your booking card, you will need a user name and your passport details. If you don't have **one**, then please contact ...
5. Each service is characterized by a performance parameter, as reported in Table 5, **which** describes how well the service is carried out.
6. This will not be possible, **at least in the short term**.
7. Radioactive waste is shipped in casks designed to prevent the release of the radioactive material into the environment in normal as well as accidental conditions. The way these casks are designed has been the subject of many papers. In [1] the authors state that ... Another approach is in [2], where new materials are proposed. The authors of [3] put forward an innovative idea for housing the casks in ... **The aim of the study** is to verify the scale of ...

1. Does **he/she** refer to the candidate or the interviewer? In this case, it is best to replace he/she with the appropriate noun that it refers to?
2. Does **them** refer to the papers or the proposals, or both? Again, replace **them** with the relevant noun.
3. Does **which** refer to the paper or presentation? Replace **which** with the relevant noun.
4. Does **one** refer to user name or the passport? Although it is probably obvious that **one** refers to the user name, it is still easier and quicker for the reader to understand if **one** is replaced with the relevant noun.

5. **which** seems to refer to *table* whereas in reality it refers to *parameter*.
6. What exactly is the **short-term** - months, years, decades?
7. What **study**? Presumably the authors mean their own study. If so, then it would be better to begin a new paragraph, and to write: **The aim of our study was to ...** or **Our aim was to ...** The reader will thus be 100% clear whose work you are talking about, and it will also draw attention to your own work.

23 disambiguating sentences: 2

Disambiguate the following sentences.

1. To take our children to the party we all used our cars and then we left them there.
 2. This should help to prevent piracy of CDs by Americans.
 3. We investigated lions and tigers and elephants that are on the endangered species list.
 4. We surveyed various immigrants: Tunisians, Moroccans and Senegalese who had entered the country before 2015.
 5. After opening the program, the email can be sent to multiple recipients.
 6. The fire broke out in the forest bordering the river but was extinguished before any major damage could be done by the local fire service.
 7. Instructions for use: These articles are poisonous. If there are children in the house, keep them locked up safely.
 8. A full range of games were presented for the men with no balls (e.g. darts, diving, bungee jumping).
 9. Being over 500 years old, Dr Alvarez handled the painting with great care.
 10. Preserved in a frozen state, Professor Chang examined the samples.
- 1) To take our children to the party we all used our cars and then we left the **children** there.
 - 2) This should help to prevent piracy of **CDs produced by American artists**.
 - 3) We investigated lions and **tigers, and also those elephants** that are on the endangered species list. // We investigated lions, tigers, and elephants. **All three types of animals** are on the endangered species list.
 - 4) We surveyed various immigrants - Tunisians, Moroccans and Senegalese - **all of whom** [assuming that we are talking about all three nationalities] had entered the country before 2015. // We surveyed various immigrants who had all entered the country before 2015: Tunisians, Moroccans and Senegalese.
 - 5) **After the program has been opened**, the email can be sent to multiple recipients. // **When you have opened the program**, you can send the email to multiple recipients.
 - 6) The fire broke out in the forest bordering the river but was extinguished **by the local fire service** before any major damage could be done.
 - 7) These substances are poisonous. If there are children in the house, keep the **substances** locked up safely.
 - 8) A full range of games **requiring no balls** were presented for the men (e.g. darts, diving, bungee jumping).
 - 9) The **painting** was over 500 years old, so Dr Alvarez handled it with great care.
 - 10) Professor Chang examined **the samples, which** were preserved in a frozen state.

Writing paragraphs

24) This is the first paragraph at the beginning of a section entitled 'Organization of a Technical Report'. Is there anything you don't like about it?

Different writers have different methods of organizing their reports, and some seem to have no discernible method at all. Most of the better writers, however, appear to be in remarkably close agreement as to the general approach to organization. This approach consists of stating the problem, describing the method of attack, developing the results, discussing the results, and summarizing the conclusions. You may feel that this type of organization is obvious, logical, and natural. Nevertheless, it is not universally accepted. For example, many writers present results and conclusions near the beginning, and describe the derivation of these results in subsequent sections.

25) Read this Introduction to a paper. Is it clear, well structured and logical?

For the last few years, since 2004 in fact, a great deal of interest has been shown, in the areas of research connected to the theme of what is known in the literature as readability. In particular, it has been found that, as was probably to be expected, that readers have a preference for phrases that are logical, coherent, short, and thus easy to read; on the other hand, and perhaps ironically, they themselves tend to write in rather illogical, dense and long sentences that often have to be read twice before they can be understood. An example of this is the front page of the Wall Street Journal which is written so that it can be understood by a 15 year old; furthermore, complex subjects such as finance, taxes, and business trends, are written in a way that can be understood by the average 17-year-old. However, according to Mueller, "It's not a question of what people can read; the real question is, what will people read without intense concentration?" A new concept of readability, which also includes what we call the 'enjoyment factor' is presented and analysed.

26) Read the paragraph again and answer the questions.

1. Does the first sentence of the paragraph clearly introduce the main topic?
2. Is the contribution of the paper immediately made clear?
3. Is each sentence a logical extension of the previous sentence?
4. Are link words used effectively to connect sentences together?
5. Do the sentences vary in length, and are they essentially reasonably short?
6. Are semi colons avoided, and commas used to a minimum?
7. Do the words *phrase* and *sentence* have a difference in meaning?

27) Read this rewritten version. In what ways is it better?

Most documents are written in a complex way. Ironically, the people who write them, even Harvard professors, actually prefer to read texts that can be understood immediately. Readers prefer sentences that are logical, coherent, short, and thus have a high level of 'readability'. In this paper we extend the concept of readability to enjoyment – for a paper to be readable it must also be enjoyable, in the same way as a 'watchable' movie is fun to watch. This finding is in agreement with research [1, 7] carried out by the Wall

Street Journal and Newsweek which proved to these publications that the simpler they write, the more of what they write will be read by their sophisticated, well-educated readers. In fact, complex subjects such as finance, taxes, and business trends, are written in a way that can be understood and enjoyed by the average 17-year-old. It's not a question of what people can read; the real question is, what will people read without intense concentration?

Key sections of a paper

28) Read this abstract about batteries in cell phones. Why is it a bad Abstract?

In the last few years 4G cellular batteries have become increasingly popular in the telecommunications and computer industries. Many authors have studied the various features of such batteries and noted that the lifetime of a 4G cellular battery, in particular those used in the most recent generations of mobile phones, may be subject to the number of times the battery is recharged and how long it is charged for. In addition, it has been found that there is no adequate analytical model to predict this lifetime. Such an accurate model is necessary in order for producers and consumers alike to be able to predict how long the batteries will last and also, in some cases, how they can be recycled. In this work, an analytical model is developed which describes the relationship between the number of times a battery is recharged, the length of time of each individual recharge, and the duration of the battery.

29) Read this revised abstract. Why is it better?

The lifetime of a 4G cellular phone battery may be subject to the number of times the battery is recharged and how long it is charged for. To date, there has not been an adequate analytical model to predict this lifetime. In this work, an analytical model is developed which describes the relationship between the number of times a battery is recharged, the length of time of each individual recharge, and the duration of the battery. This model has been validated by comparison with both experimental measurements and finite element analyses, and shows strong agreement for all three parameters. The results for the proposed model are more accurate than results for previous analytical models reported in the literature for 4G cell phones. The new model can be used to design longer lasting batteries. It can also lead towards further models that can predict battery failure. (145 words)

30) Now read an analysis of the structure of the abstract in Exercise 29. Match the explanations of what the author is doing (1-5) with the extracts from the paper (a-e).

1) The problem that this paper is trying to resolve. Why did you carry out your project and why are you writing this paper?

2) New solution given by authors of the paper. What is the innovative contribution of your work? What did you do? What makes it different from previous research?

3) Validity of the model. Does it really do what you say it does?

4) Results. What is new compared to previous results?

5) Implications and future work. What does this all mean? What are your conclusions and recommendations? What do you plan to do next?

a) In this work, an analytical model is developed which describes the relationship between the number of times a battery is recharged, the length of time of the individual recharges, and the duration of the battery.

b) The lifetime of a 4G cellular phone battery may be subject to the number of times the battery is recharged and how long it is charged for. To date, there has not been an adequate analytical model to predict this lifetime

c) The results for the proposed model are more accurate than results for previous analytical models reported in the literature for 4G cell phones.

d) This model has been validated by comparison with both experimental measurements and finite element analyses, and shows strong agreement for all three parameters.

e) The new model can be used to design longer lasting batteries. It can also lead towards further models that can predict battery failure.

31) Here is an alternative, less traditional, structure. Which version do you prefer?

We have developed an analytical model which predicts the relationship between the number of times a 4G cellular phone battery is recharged, the length of time of each individual recharge, and the duration of the battery. We validated this model by comparison with both experimental measurements and finite element analyses, and shows strong agreement for all three parameters. The results for the proposed model are more accurate than results for previous analytical models reported in the literature for 4G cell phones. The new model can be used to design longer lasting batteries. It can also lead towards further models that can predict battery failure.

32) Below is a fictitious abstract entitled *Is it Time to Leave Him?*

Which sentences: a) say what the author did ____ b) give key result ____ c) introduce background ____
d) use background to justify what author did? ____ e) give more info on the results ____ f) talk about
implications ____

(1) Three red flags were identified that indicate that the time to leave him has come. (2) These red flags are: five burps per day, two sitting-zapping sessions per day, and fives games on the Playstation with friends per week. (3) A large number of women have doubts about the right moment for leaving their partner. (4) Often women wait in hope for a change in their partner's habits. (5) One hundred couples were analyzed, recording their daily life for six months. (6) Women were provided with a form to mark the moments of annoyance recorded during the day. (7) Burps, sitting-zapping sessions and games on the Playstation with friends produced the highest index of annoyance. (8) The probability of eliminating these habits was found to significantly low when the three red flags had been operative for more than three months. (9) Thus, these numbers provide a good indication of when the time to leave him has come. (10) With these red flags, women will no longer have to waste their time waiting for the right moment.

33) Compare the abstract and the introduction. How are they different?

ABSTRACT When thin brittle rods such as dry spaghetti pasta are bent beyond their limit curvature, they often break into more than two pieces, typically three or four. With the aim of understanding these multiple breakings, we study the dynamics of a bent rod that is suddenly released at one end.

INTRO The physical process of fragmentation is relevant to several areas of science and technology. Because different physical phenomena are at work during the fragmentation of a solid body, it has mainly been studied from a statistical viewpoint [1–5].

34) The following extract is the first paragraph of a Discussion (though something very similar might also be found in an Introduction). For each verb in bold, try to understand if the verb refers to something Kim (the author) did or found, or to something another author (AA) did or found.

Bilingual children (1) **were found** KIM / AA to show a greater adaptability to new situations (e.g. change of school, change of diet) and demonstrated a greater ease in communicating confidently with adults [Simons, 1995]. As result of an extensive search for bilingual children in ten European countries, 149 children (2) **were identified** KIM / AA (Table 1). One hundred and twenty two children with parents of different nationalities (3) **were assigned** KIM / AA to a group (hereafter Group A). It (4) **has been found** KIM / AA that those children with parents of the same nationality but who lived in a foreign country (for example, a child with English parents living in Italy) (5) **have** KIM / AA a greater level of adaptability than those children with parents of different nationalities living in the native country of one of the parents.

35) Compare the version below with Ex 34. How is the distinction between KIM and AA now clearer?

Bilingual children (1) **show** a greater adaptability to new situations and demonstrated a greater ease in communicating confidently with adults [Simons, 1995]. **Simons investigated children from the US and Canada. On the other hand, the focus of our study was Europe and** as a result of an extensive search for bilingual children in ten European countries, 149 children (2) **were identified** (Table 1). One hundred and twenty two children with parents of different nationalities (3) **were assigned** to a group (hereafter Group A). It (4) **was found** that those children with parents of the same nationality but who lived in a foreign country (for example, a child with English parents living in Italy) (5) **had** a greater level of adaptability ...

Similar levels (6) **have been found** [Schenker, 2011] in

OR [Schenker, 2011] **found** similar adaptability levels

However, in many cases (7) **we found** that one (Table 2).

OR However, in many cases **it was found** (Table 2) that ...

36) Where necessary correct the tense of the verbs in bold.

The relationship between the complexity in the way people of a nation write and the complexity in their bureaucratic system (1) **has been dealt** with in many papers (for a review see Smith et al., 1997). We therefore (2) **tried** to assess the level of bureaucracy in seven major towns in Italy and in France. The time taken to obtain certain documents - passport, driving licence, permission to carry out house renovations - (3) **was analyzed** (Table 4). We also (4) **analysed** the left part of the brain in a random sample of inhabitants of these towns. Under conditions of stress in municipality offices in Italy, the left part of the brain (5) **loses** more cells than in municipality offices in France (Figure 4). Interestingly, the brain (6) **displays** the highest level of cell loss when subjects (7) **are attempting** to get a passport for travel during the summer holidays ($S^2=0.810$, data not shown). In fact, in some cases Italians (8) **undergo** total brain shutdown when faced with unhelpful and often rude employees in the passport office. Our results (9) **show** that the sample of subjects in France (10) **remain** significantly calmer while performing tasks that (11) **are** identical to their Italian counterparts. This finding (12) **is** confirmed by other authors who (13) **found** that administrators that deal with driving licences France (14) **were** considerably more helpful and efficient than those in Italy (Guyot 2012, Bruni 2015).

1) correct, because this is an ongoing problem that has been dealt with in many papers

2-4) correct, because this is what WE did

5-8) incorrect because these are our findings, putting them in the present tense makes them sound like accepted knowledge. Thus the correct answers are 5) lost 6) displayed 7) were attempting 8) underwent

9) correct (we are talking about what they show now in this paper)

10-11) incorrect, again these are our findings. Thus the correct answers are 10) remained 11) were

12) is or has been

13) found or have found (present tense would sound strange)

14) correct, but present tense would be OK too as this fact could now be considered as accepted knowledge as it is quoted in the literature

37) Expand the four sentences in bold, so that the reader understands why something is 'significant', 'interesting', 'innovative', 'remarkable' etc. Invent whatever you want.

EXAMPLE: This method would certainly represent a significant step forward ... *as it would enable the use of much smaller sample sizes and would thus be around 40% less invasive than current procedures.*

1. Our model is very innovative ...
2. These results are very interesting ...
3. This increase in performance is remarkable ...
4. Our findings have wide implications ...

1. Our model is very innovative due to / in terms of / concerning the approach that was used, which as far as we know, has not been applied before. In fact, it can be used to estimate ...
2. These results are very interesting since they highlight that because they represent an increase of 20% in yield compared to as they could pave the way to several applications
3. This increase in performance is remarkable ... in fact, the x index is three times higher than the y index. ... Using this method helps to do x. In addition / Also / Further / Furthermore, it indicates that ... it leads to a large / considerable / substantial change in the ...
4. We believe that our methodology has many applications in the pharmaceutical field as / since / in fact / because they allow x to be produced in a single step. ... In fact our method could help the scientific community by ... These findings have wide implications, particularly in the field of ...

38) Mark the following in terms of how strong / weak they sound.

a) too strong b) OK (i.e. good for the purposes of not appearing too convinced, too certain or arrogant) c) too weak

- | | |
|---|---|
| 1. It may be the case that these findings could possibly find an application in ... | 7. These findings would seem to suggest that in certain circumstances there might be a possibility to |
| 2. Other researchers may benefit from ... | 8. This would seem to indicate that ... |
| 3. Other researchers should use these findings to ... | 9. To the best of our knowledge this is the first time that ... |
| 4. Our findings prove that .. | 10. We believe that these results show that ... |
| 5. Our findings suggest that .. | 11. We hope that other researchers will ... |
| 6. These findings will certainly be useful for ... | |

1) c 2) b 3) a - in this context should almost sounds like an obligation 4) a 5) b 6) a 7) c 8) b 9) b 10) b 11) b

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