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«Юго-Западный государственный университет»
(ЮЗГУ)

Кафедра иностранных языков



Introduction to Scientific Writing

Методические указания
по иностранному (английскому) языку для преподавателей

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Introduction to Scientific Writing: методические указания по иностранному (английскому) языку для преподавателей к методическим указаниям «Introduction to Scientific Writing» и учебному пособию «Основы академического письма на английском языке: структура, стилистика, грамматика, лексика» / Юго-Зап. гос. ун-т; сост.: А.В. Анненкова, Р.В. Попадинец, А.В. Сороколетова – Курск, 2019. – 73 с.

Настоящие методические указания предназначены для преподавателей иностранного (английского) языка для оптимизации осуществления контроля выполнения обучающимися (аспирантами и магистрантами всех направлений подготовки и форм обучения) практических и итоговых тестовых задания при овладении навыками и умениями написания научной работы на иностранном языке в рамках аудиторной и самостоятельной работы.

Методические указания соответствуют требованиям Федеральных государственных образовательных стандартов высшего образования (ФГОС ВО) и содержанию программ магистратуры и аспирантуры всех направлений подготовки и форм обучения.

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PART 1. Keys to the course “Introduction to Scientific Writing”

(Ответы к практическим и тестовым заданиям методических указаний «Introduction to Scientific Writing» // Introduction to Scientific Writing: методические указания по иностранному (английскому) языку для самостоятельной работы магистрантов и аспирантов всех направлений подготовки очной и заочной форм обучения / Юго-Зап. гос. ун-т; сост.: А.В. Анненкова, Р.В. Попадинец, А.В. Сороколетова – Курск, 2018. – 77 с.)

Module 1. BUILDING A FOUNDATION

Practice Quiz: Sentence Structure and Adverb Placement

Question 1 A The marine diversity of Gabon, West Africa,

Question 2 A has not been well studied

Question 3 A We

Question 4 C the changes in temperature

Question 5 A complete sentence

Question 6 A sentence fragment

Question 7 A sentence fragment

Question 8 A run-on sentence

Question 9

A The researchers randomly assigned numbers to the subjects.

C The researchers assigned numbers to the subjects randomly.

Question 10

A Usually, the test results are sent to the lab.

B The test results are usually sent to the lab.

D The test results are not usually sent to the lab.

Question 11

B I collected samples from the lake once a week.

C Once a week, I collected samples from the lake.

Practice Quiz: Verb Tenses in Scientific Writing

Question 1 found

Question 2 concluded

Question 3 gave

Question 4 took

Question 5 been

- Question 6** taken
Question 7 seen
Question 8 written
Question 9 tried
Question 10 B began
Question 11 D have been drilled
Question 12 A describe
Question 13 A are
Question 14 B found
Question 15 A present simple
Question 16 B past simple
Question 17 C present perfect
Question 18 A present simple

Module 1: Exit Quiz

- Question 1** C Off shore oil and gas platforms
Question 2 A are
Question 3 C the complete results of the study
Question 4 A complete sentence
Question 5 B sentence fragment
Question 6 B sentence fragment
Question 7 A complete sentence
Question 8
B They randomly assigned numbers to the test subjects.
C The new findings will help people of that region considerably.
E We definitely wish to conduct the experiment again.
G The distance had already been calculated by the researchers
H Suddenly, the chemicals began to bubble in the test tube.
Question 9 A have registered
Question 10 A conducted
Question 11 A is
Question 12 A are
Question 13 C present perfect
Question 14 A present simple
Question 15 B past simple

Module 2. COMBINING IDEAS

Practice Quiz: Connecting Sentences

Question 1

A no human or animal research was involved in our study

E regulatory agencies have an obligation to insist on critical international standards

G we contracted a management consulting firm

Question 2

F First (This was not used in the article, but based on this excerpt, this sentence connector could be used here)

H Therefore (This is the sentence connector used in the original article)

Question 3 B however (This is the sentence connector used in the original article)

Question 4

B However (This was not used in the article but would make sense here because of the contrast in meaning between the two sentences)

I In contrast (This is the sentence connector used in the original article)

Question 5

D For instance (This was not used in the article, but based on this excerpt, could possibly be used here)

F First (This is the sentence connector used in the original article)

G For example (This was not used in the article, but based on this excerpt, could possibly be used here)

Q Question 6

B However (This was not the sentence connector used in the article, but based on the excerpt, this sentence connector highlighting a contrast in meaning could work here)

C Furthermore (This is the sentence connector used in the original article)

I In contrast (This was not the sentence connector used in the article, but based on the excerpt, this sentence connector highlighting a contrast in meaning could work here)

Question 7 C The introduction of these health interventions in low- and middle-income countries continues to face a time lag due to factors which remain poorly understood.

Question 8 B We worked with a broad set of stakeholders, including

the World Health Organization's prequalification team, national regulatory authorities, manufacturers, procurers, and other experts.

Question 9 A The data, summarized in Fig 2, shows that the time between first regulatory authority submission for a given drug or vaccine to its registration in the last (by disease burden) of 20 Sub-Saharan Africa countries was typically between 4 and 7 years.

Question 10 D Two of the three typical registration steps which products undergo before delivery in the countries involve lengthy timelines.

Practice Quiz: Building Paragraphs

Question 1 A general to specific

Question 2

B “Mobile technologies” in Sentence 2 is old information.

C “Surveillance” in Sentence 2 is new information.

E “Surveillance” in Sentence 3 is old information.

Question 3 A none

Question 4 B theme divided into subthemes

Question 5 B one (“in contrast”)

Question 6

C These differences

D Physical collation of paper records

Module 2: Exit Quiz

Question 1

B we are, however, confident that these data gaps did not introduce major biases in the analyses, conclusions, and approaches suggested

C Regulatory agencies have an obligation to insist on critical international standards

G we identified several potential root causes

H two of the three typical registration steps which products undergo before delivery in the countries involve lengthy timelines

Question 2 B however (This is the sentence connector used in the article)

Question 3 D additionally (This is the sentence connector used in the article)

Question 4 B We propose a series of measures which were developed

in close collaboration with key stakeholders.

Question 5 D Implementation of the changes proposed here, some of which are already underway, will primarily benefit products that participate in PQ.

Question 6 C These proposed approaches are designed to build upon elements of the existing system that are working well and avoid those that are not.

Question 7 A general to specific

Question 8 B one (However)

Question 9

B “mobile technologies” in Sentence 2 is old information.

C “Surveillance” in Sentence 2 is new information.

E “Surveillance” in Sentence 3 is old information.

Module 3. CONVEYING MEANING

Practice Quiz: Academic Style and Conciseness

Question 1 A Determining

Question 2 B much

Question 3 B Few

Question 4 A did not

Question 5 B discarded

Question 6 B robust

Question 7

C make

E of

Question 8

B of the

C that were collected

E located

Question 9

A In general,

B it has been shown that

D obtained

Question 10

B in the past

C and also

D more recently
F the use of

Practice Quiz: Vocabulary Choices in Scientific Writing

Question 1 B a large collection of texts that have been organized for linguistic or academic research

Question 2 A True

Question 3 D NOW (News on the Web) Corpus

Question 4 A specific types of corpora such as spoken, fiction, or academic

Question 5 B False

Question 6 A True

Question 7 B general academic vocabulary

Module 3: Exit Quiz

Question 1 A did not

Question 2 A discarded

Question 3 A three

Question 4 B determine

Question 5 B Few

Question 6

A we have already

B also

C created by people

G questions

Question 7 A a large collection of written or spoken texts used for linguistic research

Question 8 B COCA can show common ways to use scientific vocabulary in academic writing.

Question 9 C The asterisk symbol acts as a blank space when conducting a search.

Question 10 B False

Question 11 A True

Module 4. INCORPORATING SOURCES

Practice Quiz: Quoting, Paraphrasing, and Avoiding Plagiarism

Question 1 B False

Question 2 B False

Question 3 A Quote as little as possible. You should focus on summarizing or using your own words as much as you can.

Question 4 A True

Question 5 A all of the sources below

Question 6 A Yes, this is still considered to be plagiarism.

Question 7

A Make sure you fully understand the meaning of the original passage.

B Adapt linking phrases and verbs to re-arrange key parts of the sentence.

C Change key vocabulary and phrases.

Practice Quiz: References and Citation Formats

Question 1 B False

Question 2 A True

Question 3 B The Chicago Manual of Style (CMS)

Question 4 C APA

Question 5 A Online citation machines can be very helpful, but you need to check them carefully to make sure no errors have occurred.

Question 6 D They are all good possibilities for scientific writing.

Module 4: Exit Quiz

Question 1 A Yes, even unintentional plagiarism is still always considered plagiarism.

Question 2

A Make sure you fully understand the meaning of the original passage.

B Adapt linking phrases and verbs to rearrange key parts of the sentence.

C Change key vocabulary and phrases.

Question 3 B False

Question 4 B Chicago Manual of Style (CMS)

Question 5 C APA

Question 6 A Online citation machines can be very helpful, but you

need to check them carefully to make sure no errors have occurred.

Question 7 B False

Question 8 B People in many developing countries are able to use cell phones to get beyond challenges such as limited resources and being cut off from urban centers (Mtema et al., 2016).

Question 9 A both within the text and at the end of the text as well

Question 10 D show the reader exactly which words are yours and which are not

PART 2. Keys to the course
“Introduction to Scientific Writing:
Structure, Stylistics, Grammar, and Vocabulary”

(Ответы к практическим и тестовым заданиям учебного пособия «Основы академического письма на английском языке: структура, стилистика, грамматика, лексика» // Основы академического письма на английском языке: структура, стилистика, грамматика, лексика: учебное пособие для магистрантов и аспирантов всех направлений подготовки и форм обучения / А. В. Анненкова, Р. В. Попадинец, А. В. Сороколетова ; Юго-Зап. гос. ун-т. – Курск, 2019)

Chapter 3. INTRODUCTION

Practical part

Task 3.

The rest of the paper is organized as follows. The second section presents the theoretical hypotheses, based on the economics of media markets and communication studies. The third section describes the empirical methodology and the data sources, while the fourth presents the results. The last section draws some conclusions, and discusses the limitations and the possible extensions of the analysis.

Chapter 8. CONCLUSION

Practical part

Task 1.

The only significant difference between the two texts is in the last sentence of Text 1 which is a summary of the conclusions of the work. Both texts could be used as the Abstract, but neither lends itself very well to the Conclusions. Ensure that when you write your Conclusions, that they are not a cut and paste or paraphrase of the Abstract. The Conclusions are not just a summary of the paper, they should highlight the key results, quickly deal with limitations and implications, and outline paths for future research.

Task 2.

1) The main findings (three red flags).

2) Current research in China, timeframe for the flags, sample base, length of time researchers spent recording daily annoyances, future work.

3) By stating the differences between the research in South America and the new research in China. Note: these differences are highlighted in italics in the key to question 2.

Chapter 10. GRAMMAR EXERCISES

Section 1: Nouns: plurals, countable versus uncountable

1.1 Regular plurals

1. Correct. 2. Wrong. 3. Correct. 4. Wrong. 5. Correct. 6. Correct. 7. Wrong. 8. Wrong. 9. Correct. 10. Correct. 11. Wrong. 12. Correct. 13. Wrong. 14. Wrong. 15 correct

1.2 Irregular plurals

1. Correct. 2. Wrong. 3. Wrong. 4. correct. 5. Correct. 6. Correct. 7. Wrong. 8. Correct. 9. Wrong.

1.3 Nouns ending in –s

1. Correct. 2. Correct. 3. Wrong. 4. correct. 5. Wrong. 6. Correct. 7. Wrong. 8. Correct. 9. Wrong. 10. Correct. 11. Correct. 12. Wrong. 13. Correct. 14. Wrong.

1.4 Nouns indicating a group of people

1. Correct. 2. Wrong. 3. Wrong. 4. Correct. 5. Wrong. 6. Correct. 7. Correct. 8. Correct. 9. Wrong. 10. Correct. 11. Wrong. 12. Correct.

1.5 Number-verb agreement

1. Correct. 2. Wrong. 3. Wrong. 4. Correct. 5. Wrong 6. Correct 7. Correct. 8. Wrong. 9. Wrong. 10. Correct. 11. Correct. 12. Wrong. 13. Wrong. 14. Correct.

1.6 Countable nouns: use with articles

1. Wrong. 2. Correct. 3. Correct. 4. Wrong. 5. Correct. 6. Wrong. 7. Wrong. 8. Correct. 9. Correct. 10. Wrong 11. correct 12. Wrong.

13. Wrong. 14. Correct. 15. Wrong. 16. Correct. 17. Correct.
18. Wrong. 19. Correct. 20. Wrong. 21. Correct. 22. Wrong. 23. Wrong.
24. Correct.

1.7 Uncountable nouns: general rules

1. Correct. 2. Wrong. 3. Wrong. 4. Correct. 5. Wrong. 6. Correct.
7. Wrong. 8. Correct. 9. Correct. 10. Wrong. 11. Wrong. 12. Correct.
13. Correct. 14. Wrong. 15. Wrong. 16. Correct.

1.8 Uncountable nouns: using a different word or form

1. Correct. 2. Wrong. 3. Wrong. 4. Correct. 5. Correct. 6. Correct.
7. Wrong. 8. Wrong. 9. Correct. 10. Wrong. 11. Correct. 12. Correct.
13. Correct. 14. Wrong. 15. Wrong. 16. Correct.

Section 2: Genitive: the possessive form of nouns

2.1 Position of the 's with authors and referees

1. Correct. 2. Wrong. 3. Correct. 4. Wrong. 5. Correct. 6. Wrong.
7. Correct. 8. Wrong. 9. Correct. 10. Wrong. 11. Correct. 12. Wrong.
13. Correct. 14. Wrong. 15. Correct. 16. Wrong. 17. Correct.
18. Wrong.

2.2 Theories, instruments etc.

1. Genitive. 2. Genitive. 3. No genitive. 4. Genitive. 5. No
genitive. 6. Genitive. 7. No genitive. 8. Genitive. 9. No genitive.
10. Genitive. 11. No genitive.

2.3 Theories, instruments etc. (cont.)

1. Genitive. 2. No genitive. 3. Genitive. 4. Genitive. 5. No
genitive.

2.4 Universities, departments, institutes etc.

1. Correct. 2. Not common. 3. Not common. 4. Correct. 5. Correct.
6. Wrong.

2.5 Animals

1. Correct. 2. Wrong. 3. Correct. 4. Wrong. 5. Correct. 6. Wrong.

7. Correct. 8. Wrong. 9. Correct. 10. Wrong.

2.7 Periods of time

1. Correct. 2. Wrong. 3. Correct. 4. Wrong. 5. Correct. 6. Wrong.

Section 3: Relative pronouns: that, which, who, whose

3.1 That, which, who, whose

1. Wrong. 2. Correct. 3. Wrong. 4. Correct. 5. Correct. 6. Wrong.
7. Correct. 8. Wrong. 9. Wrong. 10. Correct.

3.2 That versus which and who

1. Correct. 2. Not in research papers. 3. Not in research papers.
4. Correct. 5. Correct. 6. Wrong. 7. Correct. 8. Wrong. 9. Wrong.
10. Correct. 11. Wrong. 12. Correct.

3.3 Omission of that, which and who

1. No omission. 2. Yes omission. 3. No omission. 4. No omission.
5. Yes omission. 6. No omission. 7. No omission. 8. Yes omission.
9. Yes omission. 10. Yes omission.

3.4 Omission of that, which and who (cont.)

1. Yes omission. 2. Yes omission. 3. The first who – no omission.
The second who – yes omission.

3.5 Avoiding ambiguity by using a relative clause in preference to the -ing form

1. Correct. Note: All jellyfish are *Rhizostomeae*. 2. Wrong. Note: Not clear if the author is referring to all jellyfish or just a subset.
3. Correct. Note: Only some jellyfish are *Rhizostomeae*. 4. Correct. Note: The studies compare X and Y. 5. Wrong. Note: Not clear whether it was the authors or the studies that made the comparison. 6. Correct. Note: The authors compared X and Y in order to make their study.
7. Correct. 8. Correct. 9. Wrong. 10. Correct. 11. Wrong.

3.6 Avoid long and difficult-to-read sentences involving which

1. Correct. 2. Wrong. 3. Wrong. 4. Correct.

3.7 Avoid ambiguity with *which*

1. Correct. 2. Wrong. Note: the position of *which* initially seems to refer to *Table 2*. But in fact it refers to *set of common rules*. 3. Correct. 4. Wrong. Note: *which* could refer to A and B, B and C, or even A, B and C.

Section 4: Conditional forms: zero, first, second, third

4.1 Zero and first conditional

1. Zero. 2. Zero. 3. First. 4. First. 5. First. 6. First. 7. Zero. 8. Zero. 9. Zero. 10. First.

4.2 Second conditional

1. Correct. 2. Wrong. 3. Correct. 4. Correct. 5. Correct. 6. Wrong.

4.3 Other uses of *would*

1. Correct. 2. Correct. 3. Wrong. 4. Correct. 5. Wrong. 6. Wrong. 7. Correct. 8. Correct. 9. Wrong. 10. Correct. 11. Wrong.

4.4 Third conditional

1. Correct. 2. Wrong. 3. Wrong. 4. Correct. 5. Wrong. 6. Correct. 7. Correct. 8. Wrong. 9. Correct.

Section 5: Passive versus active: impersonal versus personal forms

5.2 Passive better than active: more examples

1. Correct. 2. Ok. 3. Ok. 4. Correct. 5. Correct. 6. Correct. 7. Ok. 8. Ok. 9. Correct. 10. Correct. 11. Wrong. 12. Wrong.

5.3 Active better than passive

1. Correct. 2. Not recommended. Note: Possibly ambiguous, but fine if it is clear from the context who did what. 3. Correct. 4. Not recommended. 5. Correct. 6. Correct. 7. Not recommended. 8. Not recommended. 9. Correct. 10. Not recommended. 11. Correct. 12. Not recommended.

5.4 Ambiguity with passive

1. Correct. Note: *generally* indicates that this is an assumption made in the literature and not specifically by the authors of this paper.
2. Possible ambiguity. Note: It is impossible to understand who has made or is making the assumption.
3. Correct. Note: *it is well known* clarifies that this is not just the author's viewpoint.

5.5 Ambiguity with passive (cont.)

1. Correct.
2. Possible ambiguity.
3. Correct.
4. Possible ambiguity.
5. Correct.
6. Possible ambiguity.

Section 6: Imperative, infinitive versus gerund (–ing form)

6.2 Infinitive

1. Correct.
2. Wrong.
3. Wrong.
4. Correct.
5. Wrong.
6. Wrong.
7. Correct.
8. Correct.
9. Wrong.
10. Wrong.
11. Correct.
12. Wrong.
13. Correct.

6.6 Gerund (–ing form): usage

1. Correct.
2. Wrong.
3. Correct.
4. Wrong.
5. Correct.
6. Wrong.
7. Wrong.
8. Correct.
9. Correct.
10. Wrong.
11. Correct.
12. Wrong.

6.7 Verbs that express purpose or appearance + infinitive

1. Correct.
2. Wrong.
3. Correct.
4. Wrong.
5. Wrong.
6. Correct.

6.8 Active and passive form: with and without infinitive

1. Correct.
2. Correct.
3. Wrong.
4. Wrong.
5. Correct.
6. Correct.
7. Correct.
8. Wrong.
9. Correct.
10. Correct.
11. Correct.
12. Wrong.

6.9 Active form: verbs not used with the infinitive

1. Correct.
2. Wrong.
3. Correct.
4. Wrong.
5. Wrong.
6. Correct.

6.10 Verbs + gerund, *recommend*, *suggest*

1. Correct.
2. Wrong.
3. Wrong.
4. Correct.
5. Correct.
6. Wrong.
7. Correct.
8. Wrong.
9. Correct.
10. Wrong.
11. Wrong.
12. Wrong.
13. correct.
14. Correct.
15. Wrong.
16. Wrong.
17. Correct.
18. Correct.
19. Wrong.
20. Wrong.
21. Correct.

Section 7: Link words (adverbs and conjunctions): also although, but etc.

7.1 *About, as far as ... is concerned*

1. Correct. Note: = Concerning / regarding / on the subject of / with regard to the paper we sent 2. Wrong. 3. Correct. Note: *we* is the subject of the second phrase. 4. Not advised. Note: *budget* is the subject of both phrases. 5. Correct. 6. Not advised. 7. Correct. Note: = Nokia is Europe's biggest producer of mobile telephones. 8. Not advised. 9. Correct. 10. Not advised.

7.2 *Also, in addition, as well, besides, moreover*

1. Correct. 2. Not recommended. 3. Correct. 4. Not recommended. 5. Correct. 6. Wrong. 7. Correct. 8. Wrong. 9. Correct. 10. Correct. 11. Wrong. 12. Wrong.

7.3 *Also, as well, too, both, all: use with not*

1. Correct. 2. Wrong. 3. Correct. 4. Wrong. 5. Wrong. 6. Correct. 7. Wrong. 8. Correct. 9. Correct. 10. Wrong.

7.5 *And, along with*

1. Correct. 2. Wrong. 3. Correct. 4. Correct. 5. Wrong. 6. Correct. 7. Wrong. 8. Correct. 9. Wrong.

7.9 *Both ... and, either ... or*

1. Correct. Note: We will visit two places. 2. Wrong. 3. Correct. We can only visit one of the two alternatives. 4. Wrong. 5. Correct. Note: We only have one choice. 6. Correct. Note: We cannot visit these two places. 7. Wrong. 8. Correct. Note: We visited two parks. 9. Correct. Note: We visited an undisclosed number of parks and museums.

7.10 *E.g. versus for example*

1. Correct. 2. Wrong. 3. Correct. 4. Wrong. 5. Wrong. 6. Correct. 7. Wrong. 8. Correct. 9. Wrong. 10. Wrong. 11. Correct.

7.11 *E.g., i.e., etc.*

1. Correct. 2. Wrong. 3. Correct. 4. Wrong. 5. Correct. 6. Wrong.
7. Correct. 8. Wrong. 9. Correct. 10. Correct. 11. Correct. 12. Wrong.
13. Wrong. 14. Correct. 15. Wrong.

7.13 *The former, the latter*

1. Correct. 2. Not 100 % clear. 3. Not 100 % clear. 4. Correct.
5. Correct. 6. Not 100 % clear.

7.14 *However, although, but, yet, despite, nevertheless, nonetheless, notwithstanding*

1. Correct. 2. Alternative. 3. Alternative. 4. Wrong. 5. Wrong.
6. Alternative. 7. Correct. 8. Alternative. 9. Wrong. 10. Correct.
11. Alternative. 12. Correct. 13. Wrong. 14. Correct. 15. Alternative.
16. Wrong. 17. Wrong. 18. Alternative. 19. Correct.

7.15 *However, although, but, yet, despite, nevertheless, nonetheless, notwithstanding (cont.)*

1. Correct. 2. Alternative. 3. Wrong. 4. Wrong. 5. Alternative.
6. Correct.

7.18 *Instead, on the other hand, whereas, on the contrary*

1. Correct. 2. Wrong. 3. Wrong. 4. Correct. 5. Wrong. 6. Correct.
7. Wrong. 8. Correct. 9. Correct. 10. Correct. 11. Wrong. 12. Correct.
13. Correct. 14. Wrong. 15. Wrong. 16. Wrong. 17. Correct.

7.19 *Thus, therefore, hence, consequently, so, thereby*

1. Correct. 2. Alternative. 3. Correct. 4. Alternative. 5. Correct.
6. Alternative. 7. Correct. 8. Alternative.

Section 8: Word order: nouns and verbs**8.1 Put the subject before the verb and as near as possible to the beginning of the phrase**

1. Correct. 2. Wrong. 3. Wrong. 4. Correct. 5. Wrong. 6. Correct.
7. Correct. 8. Wrong. 9. Wrong. 10. Correct.

8.2 Decide what to put first in a sentence: alternatives

1. Author stressed to contrast with other author. 2. Here the quantity is stressed. 3. – 4. The time reference (*only recently*) gives interesting or surprising new information.

8.3 Do not delay the subject

1. Correct. 2. Not recommended. 3. Not recommended. 4. Correct. 5. Correct. 6. Not recommended. 7. Correct. 8. Not recommended. 9. Not recommended. 10. Correct. 11. Correct. 12. Wrong. 13. Wrong.

8.4 Avoid long subjects that delay the main verb

1. Correct. 2. Not recommended. 3. Not recommended. 4. Correct. 5. Not recommended. 6. Correct. 7. Correct. 8. Not recommended.

8.5 Inversion of subject and verb

1. Correct. 2. Wrong. 3. Wrong. 4. Correct. 5. Correct. 6. Wrong. 7. Correct. 8. Wrong.

8.6 Inversion of subject and verb with *only, rarely, seldom* etc.

1. Correct. 2. Wrong. 3. Alternative. 4. Alternative. 5. Wrong. 6. Correct. 7. Wrong. 8. Correct. 9. Alternative. 10. Correct. 11. Wrong. 12. Alternative.

8.7 Inversions with *so, neither, nor*

1. Correct. 2. Wrong. 3. Alternative. 4. Alternative. 5. Wrong. 6. Correct.

8.8 Put direct object before indirect object

1. Correct. 2. Correct. 3. Wrong. 4. Correct. 5. Wrong. 6. Correct. 7. Wrong. 8. Correct. 9. Correct.

8.9 Phrasal verbs

1. Correct. 2. Alternative. 3. Wrong. 4. Correct. 5. Wrong. 6. Correct. 7. Correct. 8. Correct. 9. Alternative. 10. Wrong. 11. Wrong. 12. Alternative. 13. Correct.

8.10 Noun + noun and noun + of + noun constructions

1. Correct. 2. Wrong. 3. Correct. 4. Wrong. 5. Correct. 6. Wrong.
7. Correct. 8. Wrong. 9. Correct. 10. Wrong. 11. Correct. 12. Wrong.
13. Correct. 14. Correct.

8.11 Strings of nouns: use prepositions where possible

1. Correct. 2. Wrong. 3. Wrong. 4. Correct. 5. Wrong. 6. Correct.
7. Wrong. 8. Wrong. 9. Correct. 10. Wrong. 11. Correct. 12. Wrong.

8.12 Deciding which noun to put first in strings of nouns

1. Correct. 2. Correct. 3. Correct. 4. Also possible.

Section 9: Word order: adverbs**9.1 Frequency + *also, only, just, already***

1. Correct. 2. Wrong. 3. Correct. 4. Possible but not common.
5. Correct. 6. Possible but not common. 7. Correct. 8. Wrong.
9. Correct. 10. Wrong. 11. Correct. 12. Correct.

9.3 Manner

1. Correct. 2. Wrong. 3. Correct. 4. Wrong. 5. Correct. 6. Wrong.

9.4 Time

1. Correct. 2. Wrong. 3. Correct. 4. Wrong. 5. Wrong. 6. Correct.
7. Wrong. 8. Wrong. 9. Correct.

9.5 *First(ly), second(ly) etc.*

1. Wrong. 2. Wrong. 3. Correct. 4. Correct. 5. Correct.

Chapter 11. VOCABULARY EXERCISES**Section 1: Adjectives and adverbs****1.1 Actual, current, topical**

1. actual; 2. current, actual; 3. topical; 4. topical; 5. actual;
6. current; 7. actual; 8. actual; 9. current; 10. topical

1.2 Actually, currently, nowadays

1. currently; 2. actually; 3. nowadays, actually [currently];
4. actually; 5. actually

1.3 Advisable, convenient, comfortable

1. advisable; 2. convenient; 3. convenient; 4. advisable;
5. comfortable; 6. convenient

1.4 All, entire, everything, whole

1. entire / whole, everything
2. entire / whole
3. everything
4. everything, entire, all
5. whole, all
6. all, entire / whole, all / everything
7. entire / whole, everything
8. all
9. everything, entire, all
10. whole / whole

1.5 Appropriate(ly), convenient(ly), correct(ly), proper(ly), right(ly)

1. appropriately; 2. appropriate; 3. right; 4. conveniently;
5. appropriate (proper); 6. suitable; 7. convenient (appropriate);
8. appropriate; 9. rightly, properly; 10. correctly, appropriately;
11. suitable, properly / suitably; 12. properly

1.6 At present, currently, now, nowadays

1. now / currently / at present
2. nowadays
3. at present / currently
4. at present [currently], currently
5. now
6. nowadays [at present / currently / now]
7. nowadays
8. currently [at present], nowadays [currently], at present

1.7 Characteristic, peculiar, typical, unique

1. characteristic (typical); 2. typical, unique; 3. peculiar;
4. characteristic; 5. typical; 6. unique; 7. characteristic, peculiar
(unique); 8. typical; 9. peculiar, typical; 10. unique

1.8 Comprehensible, understandable

1. understandable; 2. comprehensible; 3. comprehensible;
4. comprehensible; 5. understandable

1.9 Connected, linked, related

1. linked; 2. related (linked); 3. linked; 4. connected / related;
5. connected / related; 6. connected; 7. related; 8. related; 9. connected;
10. linked / related

1.10 Economic, economical, economically, financial

1. economical; 2. financial; 3. economical, financial; 4. financial;
5. economic; 6. economical; 7. economically; 8. economical;
9. financially; 10. financial

1.11 Relevant, remarkable, significant

1. significant, remarkable; 2. significant, relevant; 3. remarkable;
4. relevant / significant; 5. remarkable, significant

1.12 Deeply, strictly, strongly, tightly, thoroughly

1. strictly; 2. thoroughly; 3. strongly; 4. strongly / tightly;
5. strongly; 6. deeply (thoroughly), strongly; 7. thoroughly, strongly;
8. strictly / strongly; 9. thoroughly, tightly (deeply / strictly);
10. thoroughly, tightly

Section 2: Link words**2.1 According to, depending on, following, in accordance with, in agreement with, in compliance with**

1. in accordance with (according to); 2. following (according to);
3. depending on; 4. following (according to); 5. in agreement with;
6. depending on; 7. according to; 8. in agreement with; 9. according to;
10. in compliance with

2.2 Apart from, besides, except for, in addition to, with the exception of

1. apart from / with the exception of
2. with the exception of / except for (besides), apart from / with the exception of
3. besides / in addition
4. with the exception of / except for (besides), apart from / with the exception of
5. apart from (besides)
6. apart from / in addition to
7. besides / in addition to
8. in addition to

2.3 As, how, like

1. how, how; 2. like; 3. as; 4. as; 5. as / like; 6. like; 7. as; 8. as

2.4 As a consequence, consequently, hence, it follows that, thus, therefore

1. thus
2. thus (consequently)
3. as a consequence
4. consequently / thus (hence)
5. hence / therefore / thus
6. consequently / thus (hence)
7. consequently / therefore
8. consequently / hence (as a consequence)
9. hence
10. it follows that

2.5 At the end, in the end, finally, lastly

1. in the end (at the end); 2. at the end; 3. at the end; 4. lastly [finally]; 5. in the end; 6. finally; 7. at the end, finally; 8. in the end; 9. finally; 10. in the end

2.6 Both, either, neither, if, whether

1. both; 2. whether; 3. neither; 4. neither; 5. either; 6. neither; 7. whether / if; 8. whether; 9. whether; 10. if

2.7 By now, for the moment, so far

1. by now; 2. so far; 3. for the moment; 4. so far; 5. for the moment; 6. so far; 7. by now; 8. by now; 9. for the moment; 10. for the moment / so far

2.8 Compared to, in relation to, with respect to

1. with respect to; 2. with respect to; 3. compared to; 4. with respect to / compared to; 5. in relation to / with respect to; 6. with respect to; 7. in relation to, compared to

2.9 Despite, despite the fact, however, in any case, in spite of the fact, nevertheless, notwithstanding, still, yet

1. despite / in spite of
2. despite the fact
3. in spite of
4. however
5. however
6. nevertheless / yet
7. however, still
8. despite / in spite of
9. however (in any case)
10. despite the fact / in spite of the fact
11. despite / notwithstanding, nevertheless / still
12. however, in any case
13. nevertheless

2.10 In fact, instead (of), on the other contrary, on the other hand

1. instead of; 2. instead / on the other hand; 3. on the contrary (instead); 4. instead; 5. instead; 6. on the contrary; 7. on the other hand; 8. on the other hand; 9. in fact; 10. in fact; 11. instead

Section 3: Prepositions**3.1 About, for, of**

1. for; 2. about; 3. about; 4. of, for; 5. for; 6. of, for; 7. about; 8. for; 9. of, for; 10. for

3.2 Above, over, below, under, underneath

1. under / over; 2. above; 3. below; 4. under; 5. under / underneath;
6. above / below; 7. under; 8. underneath; 9. above; 10. over (under);
11. under; 12. under; 13. over

3.3 Among, between, of

1. between; 2. of; 3. among; 4. among; 5. of; 6. between;
7. between [among]; 8. of

3.4 Among, between, from, of, with

1. from; 2. of; 3. between; 4. among; 5. of; 6. with; 7. from;
8. among

3.5 At, in, into, inside, to

1. to; 2. inside; 3. into; 4. in (inside); 5. into / in (inside); 6. in
(inside); 7. at; 8. to; 9. at; 10. into

3.6 At, to, Ø (no preposition)

1. to, Ø
2. to / Ø, to
3. Ø, to / Ø, Ø
4. Ø, Ø, to, to
5. to / Ø, Ø, to

3.7 At, to, towards

1. to; 2. towards; 3. to; 4. to; 5. to; 6. to; 7. to, at; 8. to / towards;
9. to / towards; 10. at

3.8 By, from

1. from, by; 2. by, from; 3. by; 4. from; 5. by, from; 6. by; 7. from,
by; 8. by, from; 9. from; 10. from, by; 11. by; 12. by; 13. by; 14. from;
15. from; 16. from; 17. by; 18. by; 19. by

3.9 By, from, in, of, with

1. by; 2. from; 3. by; 4. of; 5. in / by; 6. by; 7. in; 8. by; 9. of; 10. by
(with); 11. with; 12. by; 13. in; 14. with

3.10 During, over, throughout

1. during; 2. throughout [during]; 3. over, during; 4. during;
5. during / over, throughout; 6. during / throughout; 7. over

3.11 For, of

1. for; 2. for; 3. for; 4. of; 5. for; 6. for; 7. for; 8. for; 9. of; 10. of

3.12 In, into

1. in; 2. in; 3. in; 4. in; 5. in; 6. into; 7. in; 8. into, into; 9. into / in,
in; 10. into

3.13 In, on

1. on; 2. on, in; 3. on, in; 4. on; 5. on; 6. on; 7. on, on; 8. on, in;
9. on, in, in; 10. on, on

3.14 In, into, on, onto

1. into, on; 2. on; 3. onto, in, in; 4. onto, in; 5. on; 6. onto

3.15 With, within

1. within; 2. with; 3. with; 4. with, with, with; 5. with, with;
6. with; 7. within; 8. within; 9. within; 10. within

Section 4: Verbs**4.1 Affect, effect, influence, condition, interest**

1. influences; 2. conditioned; 3. affect / influence; 4. conditioned /
influenced; 5. affected; 6. condition (influence); 7. affect / influence;
8. affect / influence; 9. effect, affect / condition / influence; 10. affect /
condition, interested

4.2 Agree with, be in agreement with, match

1. in agreement; 2. agreed with / were in agreement with; 3. agree
(match); 4. match; 5. match

4.3 Allow, enable, permit, let, mean

1. allow

2. allow us to extrapolate the data / means the data can be extrapolated

3. enables (permits), allowing (enabling / permitting)

4. allow

5. permit

6. means we can

7. allowed / permitted

8. let

4.4 Analyze, elaborate, process

1. processed (analyzed); 2. elaborate; 3. analyzed / processed;
4. processed; 5. elaborated

4.5 Anticipate, bring forward, expect, forecast, foresee, predict

1. foreseen (predicted); 2. expect; 3. expect; 4. anticipate;
5. forecast; 6. anticipate; 7. foresaw; 8. foresee (forecast); 9. brought forward; 10. predicted; 11. forecasting

4.6 Argue, claim, pretend

1. claim; 2. pretending (arguing); . pretending; 4. argue (claim);
5. arguing; 6. claimed, arguing

4.7 Arise, raise, rise, give rise to

1. risen; 2. give rise to; 3. raised; 4. risen; 5. risen, arisen, give rise to; 6. raised, arisen, risen

4.8 Ascertain, check, control, verify

1. control; 2. control; 3. verify (check); 4. verify / check, ascertain;
5. ascertain / check / verify; 6. controlled (ascertained / verified);
7. ascertaining / verifying; 8. ascertain; 9. verify; 10. control

4.9 Assist, take part, participate

1. participating in; 2. assisting; 3. participate; 4. assists; 5. assist

4.10 Assume, hypothesize, suppose

1. assumed (hypothesized); 2. supposed, supposed / assumed;
3. assumed; 4. hypothesized; 5. assumed / hypothesized; 6. supposed,

assumed; 7. hypothesized; 8. hypothesized; 9. suppose (assume);
10. assumed

4.11 Assure, ensure, guarantee, insure

1. ensure; 2. insuring, insure; 3. ensure / guarantee, ensure;
4. guarantee (ensure); 5. guarantees / ensures; 6. assure; 7. assure;
8. ensure

4.12 Attempt, demonstrate, prove, show, test, try, try out

1. tried out; 2. demonstrated / proved; 3. attempted [tried];
4. prove [show]; 5. prove; 6. tested; 7. demonstrate [show / prove];
8. shows; 9. attempted / tried; 10. show [demonstrate]

4.13 Avoid, prevent

1. avoid, prevent; 2. avoid, prevent; 3. prevent (avoid), avoid;
4. avoid; 5. prevent; 6. avoid, prevent; 7. prevent; 8. avoid

4.14 Be concerned, cope with, deal with, focus on

1. is concerned (deals), dealing
2. cope (deal)
3. concerned with, dealing with / focusing on
4. dealing, is concerned with/deals with/focuses on
5. dealt, focused
6. cope (deal)
7. cope (deal)

4.15 Be the result of, turn out, result, result in

1. turned out; 2. result in; 3. turn out; 4. results; 5. resulted in, were
the result of

4.16 Be born, conceive, derive from, originate

1. originated; 2. derived; 3. originated; 4. conceived, derives /
originates; 5. born, originated [derived]; 6. originate; 7. originated
(derived); 8. conceived

4.17 Bind, bond, bound

1. bond; 2. bound; 3. bonds; 4. bounded; 5. bounded; 6. binds;

7. bonded; 8. binds; 9. bound; 10. bound

4.18 Bring, cause, determine, give rise to, lead to

1. determine; 2. caused; 3. determine, led; 4. determine, caused;
5. lead to / give rise to; 6. give rise to, brings; 7. lead to; 8. leads to

4.19 Compose, comprise, consist, constitute, form, make up

1. made up of; 2. constitutes; 3. form; 4. comprises; 5. made up of / composed of; 6. consists; 7. composed by

4.20 Condition, conduct, drive, guide

1. conditioned; 2. conditioned; 3. conduct, driven; 4. guided;
5. conducted, conditioned; 6. guided, conditioned; 7. driven; 8. guided

4.21 Decline, decrease, go down, lessen, lower, reduce

1. go down; 2. reducing; 3. reduces; 4. lower; 5. lessen; 6. lessen / reduce / decrease; 7. decline

4.22 Decrease, drop, plummet

1. decreased; 2. dropped; 3. dropped / plummeted; 4. plummeted;
5. decreased

4.23 Demand, request, require, query

1. requires; 2. queried; 3. demanded; 4. required; 5. queried;
6. requested

4.24 Desire, want, wish

1. wish; 2. desired; 3. desired; 4. wanted; 5. wished

4.25 Determine, cause, induce, lead to

1. determined; 2. induce; 3. lead to; 4. determine; 5. determines;
6. induce; 7. caused; 8. cause / induce

4.26 Depict, highlight, show, visualize

1. depicted; 2. depicted (shown); 3. highlights (shows);
4. visualize; 5. visualizes; 6. depicted; 7. shown (highlighted);
8. highlighted

4.27 Detect, discriminate, distinguish, identify

1. distinguish (discriminate); 2. identified; 3. detects;
4. discriminated; 5. discriminate (distinguish); 6. identify;
7. discriminate (identify); 8. distinguish; 9. detect / identify;
10. discriminate / distinguish

4.28 Divide, separate, share, split

1. split, sharing; 2. shared [divided]; 3. separated; 4. divided, separated;
5. divided; 6. share; 7. separates; 8. divided; 9. shared;
10. divided; 11. divided; 12. divides; 13. separated; 14. separate;
15. share; 16. split

4.29 Entail, imply, involve, mean

1. entailed (involved); 2. involved; 3. implied; 4. entail (involve);
5. involve; 6. imply (mean); 7. implies; 8. means

4.30 Evidence, highlight, show

1. highlights / shows; 2. highlights / shows (evidences);
3. evidences / shows; 4. highlight (show); 5. highlighted (evidenced);
6. shows

4.31 Exclude, rule out, marginalize

1. rule out; 2. exclude; 3. rule out; 4. marginalized; 5. excluded

4.32 Expect, presume, suppose, wait for

1. expect; 2. waiting, expecting; 3. suppose; 4. supposes / presumes;
5. expect; 6. presumed; 7. presumed; 8. supposed (expected / presumed);
9. expected, wait; 10. expect

4.33 Experiment, experience, prove, test

1. experienced; 2. prove; 3. prove; 4. experimented; 5. tested

4.34 Lack, miss

1. missing; 2. lacking; 3. missing; 4. lacking; 5. lacking; 6. lacks;
7. lacks; 8. Miss; 9. lacking / missing; 10. misses; 11. lacked; 12. missing

4.35 Propose, recommend, suggest

1. proposed / suggested; 2. proposed / suggested; 3. recommend;
4. proposed / suggested; 5. proposed; 6. suggest (recommend);
7. recommends; 8. recommended

4.36 Refuse, reject

1. refuse; 2. reject; 3. rejected; 4. rejected; 5. refused

4.37 Replace, substitute

1. substituting; 2. replace; 3. replaced; 4. replace / substitute;
5. replace

4.38 Result, turn out

1. turned out; 2. resulted; 3. turned out, resulted; 4. turned out;
5. result

4.39 Review, revise, revisit

1. reviewing; 2. revised; 3. revises; 4. revisited; 5. reviewing;
6. revised; 7. reviewed; 8. revisit; 9. revisit; 10. revised

4.40 Subject to, subjected to, undergo

1. subject to (undergo); 2. undergo; 3. underwent; 4. been subjected to;
5. subject; 6. were subjected to; 7. underwent, did not undergo; 8. is subject to

4.41 Phrasal verbs 1

1. out; 2. in; 3. out; 4. into; 5. on; 6. out; 7. out; 8. up

4.42 Phrasal verbs 2

1. broke down; 2. bring up; 3. brings up; 4. carried on, giving up;
5. break down; 6. carried out; 7. called off; 8. brings up; 9. backing up;
10. bring up

4.43 Phrasal verbs 3

1. find, consult; 2. reducing; 3. elaborate; 4. lessen; 5. compiled;
6. emit; 7. experience; 8. examine; 9. evolved into; 10. highlighted

4.44 Various verbs 1

1. highlighted; 2. observed; 3. confirm; 4. emphasized;
5. demonstrates; 6. proved; 7. widen; 8. substantiates; 9. hypothesized;
10. justified

4.45 Various verbs 2

1. carry out, establish; 2. construct, fabricate; 3. envisage, expect;
4. review, survey; 5. clarify, comment on; 6. argue, assume;
7. postulate, presume; 8. be about, concern; 9. confirm, corroborate;
10. realize, shape

4.46 Various verbs 3

1. calculate, define; 2. conjecture, deduce; 3. bring, simplify;
4. confront, refute; 5. diverge from, omit; 6. contradict, contrast;
7. confute, disprove; 8. compromise, expose; 9. compose, comprise;
10. differentiate, juxtapose

Section 5: Useful phrases**5.1 Abstracts and introductions 1**

1. aim; 2. aims to; 3. feasibility study; 4. addresses;
5. continuation; 6. to this end; 7. targeted; 8. propose; 9. undertook;
10. framework; 11. scope; 12. aimed at

5.2 Abstracts and introductions 2

1. D	6. D	11. A	16. A	21. A
2. D	7. A	12. D	17. B	22. C
3. C	8. D	13. D	18. B	23. D
4. D	9. C	14. A	19. B	24. D
5. D	10. D	15. B	20. B	25. B

5.3 Abstracts and introductions 3

1. discovers; 2. validates; 3. a preliminary attempt; 4. put down;
5. there lacks a general definition of x; 6. state-of-the-art; 7. carried on;
8. investigates; 9. criticizes; 10. sensitive; 11. on the one hand; 12. as;
13. amplify; 14. informs; 15. is usually referred

5.4 Review of the literature 1

1. review paper... emphasis; 2. literature; 3. work... critical issues; 4. approach; 5. attention; 6. was among the first; 7. pointed out; 8. claimed... failed; 9. led... would support; 10. developed

5.5 Review of the literature 2

1. conducted; 2. expected... findings; 3. raises many questions; 4. compared; 5. calls into question; 6. notes... drawbacks; 7. contend; 8. hypothesis; 9. observations; 10. shortcomings... underway

5.6 Definitions

1. term; 2. henceforth named; 3. hereafter; 4. refer to; 5. mean by; 6. call; 7. known as; 8. i.e.; 9. namely; 10. so called

5.7 Materials and methods

1. instrument; 2. is made up of; 3. equipped with; 4. data were obtained; 5. fitted with; 6. complete with; 7. incorporates; 8. fully integrated; 9. tailored; 10. customization

5.8 Methods and results

1. following; 2. using; 3. selecting; 4. reducing; 5. speaking; 6. resulting; 7. integrating; 8. taking; 9. subtracting; 10. having

5.9 Highlighting drawbacks of previous research

1. shortcomings; 2. weakness; 3. appropriate; 4. flawed; 5. drawback; 6. misleading; 7. speculative; 8. conjectures; 9. complicated; 10. concern

5.10 Highlighting importance of current research

1. undeniable evidence / compelling evidence.
 2. indisputable reasons.
 3. particularly important... new and convincing argument.
 4. very exciting proposition.
 5. compelling evidence / undeniable evidence.
 6. to date no work has been published... novel... incredible breakthrough

5.11 Results and discussion

1. A	5. C	9. B	13. B
2. C	6. C	10. B	14. B
3. A	7. A	11. B	15. A
4. C	8. A	12. C	16. A

5.12 Referring to figures and tables

1. summarizes; 2. highlights 3. details; 4. indicates; 5. illustrated;
6. are presented; 7. chart; 8. apparent; 9. note; 10. below

5.13 Giving examples

1. classic example; 2. illustration; 3. illustrates; 4. can be
illustrated; 5. for example; 6. example; 7. include; 8. including; 9. such
as

5.14 Acknowledgements

1. i	6. c
2. g	7. f
3. d	8. a
4. h	9. j
5. b	10. e

Chapter 12. WRITING EXERCISES

Section 1: Punctuation and spelling

1.1 Commas: reducing number of

1. As is well known, this device will separate X from Y.
2. Using the circuit of Fig. 3b, let us strengthen the example given in the previous subsection.
3. This book is aimed at non native researchers. It contains a series of exercises practising writing skills.
4. This paper is an amplified version of a paper presented at the Third Conference on Writing, and is divided into five main parts.
5. Once the results of the survey have been processed, they will be used to make a full assessment of the advantages of such an approach.
6. Using the data given in Table 1 the most important parameters

can be considered.

1.2 Commas: adding

The commas are marked with a hash (#).

1. Artists have always experimented with a variety of organic natural materials for use as paint binders and varnishes # and as ingredients for mordants.

2. First he spoke about X # and then about Y.

3. For breakfast I have yoghurt # corn flakes # and bacon and egg.

4. In direct inlet mass spectrometry # solid or liquid samples are introduced into a small glass cup.

5. It costs \$2 # 200 # 000.

6. More and more # Americans wait until the deadline to pay their bills (*more and more* has been interpreted as meaning *increasingly*).

7. The menu offered the usual choices of turkey # lamb and chicken.

8. The paper is in three parts. Firstly # we look into X. Secondly # we discuss Y. Thirdly # we investigate Z.

1.3 Semicolons: replacing

1 and 2: semicolons are required here as otherwise the reader would not be able to distinguish the towns (Florence, Milan, Rome) from their regions (Tuscany etc.) – it would seem that all the words were related to the same type of entity.

3 and 4: semicolons could be replaced by a comma as there is no possible confusion here.

5: a full stop could be used here.

6: the semicolons are useful to divide up the list of authors into separate groups.

7 and 8: semicolons are not strictly necessary here, but they help the reader differentiate between the commas (which in this case are used to separate this long sentence into shorter clauses) and the semicolons which divide up the items in the list.

9: a full stop should be used here.

1.4 Brackets: removing

1. If each step in the method is followed in sequence then the

results are generally in line with the best results obtained by other authors in the literature, for example Smith [2011], Yang [2012] and Singh [2013].

2. For certain countries (e.g. Peru, Chile and Honduras) these distinctions do not apply.

3. The software checks the price, quantity, and quality.

4. In practice this allows the users to shift the queries to one direction or the other, depending on a skewing factor that can either be positive or negative.

5. We decided to use this procedure (ISO 12 / 998) as it is generally more efficient.

1.5 Hyphens: adding

1. An Italo-American project.

2. A second-order problem.

3. A 50-year-old man.

4. A 10-year period.

5. The use of a compiler-controlled network.

6. Via point-to-point routing.

7. On-the-fly compilation.

8. We need to look at the decision-making process.

9. This is not a heart-related illness.

10. There is an ever-growing need for such devices.

11. These are all real-life situations.

12. This entails using a market-based mechanism.

13. Our profit-maximizing models solve this problem very neatly.

14. It is a robot-like device.

15. There is no mention of any time-dependent factors.

1.6 Hyphens: deciding where needed

1 (b) 6 (a)

2 (b) 7 (a)

3 (a) 8 (b)

4 (b) 9 (a) Used-car (b) Little-used

5 (b) 10 (a) Foreign-car (b) Car-dealers

1.7 Initial capitalization: in titles

1. A Guide to Writing Research Papers for Non-Native Speakers of English.
2. The Role of English in the Twenty-First Century.
3. The History of Teaching English as a Foreign Language.
4. An Innovative System for the Automatic Translation of Research Papers.

1.8 Initial capitalization: in main text

1. The values are shown in *Table* 1. This table also shows the daily doses from *Monday* to *Friday*.
2. The authors gratefully acknowledge support from the *University* of *Manchester*. Thanks are also due to *Dr Susan James* for revising the *English* of the manuscript.
3. In order to maximize background conductivity a *Dionex* anion micro membrane suppressor (*Dionex, Sunnyvale, USA*) was employed.
4. This paper introduces *Logibase*, a system that integrates a spreadsheet, a relational data base, and logic programming paradigms by exploiting *Boolean* values.

1.9 Various punctuation issues: 1

NB: There are other possible ways of punctuating these two paragraphs.

The order in which we say or write something generally reflects the importance we want to give to each individual item. In English we tend to put the subject first because by doing this the interlocutor immediately knows what the main topic is going to be. We then need to insert the verb; and then the object, which is generally of secondary importance. This may seem obvious. It isn't. In many languages the subject or a part of the verb may appear at the end of the sentence. This fact would seem to indicate that we don't all have the same thought patterns, and that for other nationalities it may not be important to immediately know the argument of the sentence.

The result is that we, as listeners or readers, have certain expectations as to the order in which the words are going to appear. If this order is not respected, we may be thrown off the trail. In much the same way foreign students, when speaking, tend to stress inappropriate

words in a sentence, highlighting words that for an English speaker would normally have no relevance. The reason for this is that both English word order and English stress are strictly related to meaning. In other languages this is not always the case. The problem is of course that students tend to transfer their native word and stress into English.

1.10 Various punctuation issues: 2

The homeless population involved in the study include those in temporary or insecure housing, in a hostel, staying with friends or relatives out of necessity, or sleeping rough. Clients were screened at thirty-five sites, which make up the main hostels, nightshelters and day centres for homeless people and refugees in the south London boroughs of Lambeth, Lewisham and Southwark. Many of these agencies target street homeless people who do not normally access other services (particularly health care). The screening was advertised in advance at each site as a free service, available to all, with incentives (free meals) provided. Regular screening sessions were arranged at each site over a number of months. The frequency of sessions depended on the size of the centre and the daily turnover of clients.

The overall uptake of the screening at each site was estimated by calculating the average number of volunteers for the screening at each centre as a percentage of the average daily capacity of each drop-in centre or hostel.

1.11 Spelling

1. preferred, targetted, where, some, drawn
2. weighed, weighted
3. fulfill (US) / fulfil (GB), though, find
4. price, dependent, attacked
5. beginning, accommodation, center (US) / centre (GB), found
6. useful, separate, parallel
7. pronunciation, embarassed
8. constraints, from, aluminium (GB) / aluminum (US)
9. aging / ageing, grey / gray, labour (GB) / labor (US), sceptical (GB) / skeptical (US), diarrhoea (GB) / diarrhea (US), travelling (GB) / traveling (US), theatre (GB) / theater (US)
10. acknowledgements (GB) / acknowledgments (US), thank

Section 2: Word order

2.1 Choosing the best subject to put at the beginning of the phrase

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)
6. b (the verb in 7a is located at the end of the sentence, this means that the reader has to wait a long time before getting the key information contained in the verb)
7. a (although 8a does not reflect the usual English construction of putting the direct object before the indirect object, it avoids the ambiguity of 8b where it seems that the proteins are in the plasma)

2.3 Avoiding beginning the sentence with *it is*: 1

1. Several strategies **can** be used to achieve these goals.
2. This model **gives** the actual flow rate.
3. The new laws will **certainly** / **surely** benefit nuclear research.
4. X is mandatory.
5. Kim demonstrated that ...
6. A rise in stock prices is anticipated.
7. Unfortunately, no funds will be ...

2.4 Avoiding beginning the sentence with *it is*: 2

1. Carrying out these tests is easy. / These tests are easy to carry out.
2. Unfortunately, your manuscript does not fit the scope of the conference.
3. Salaries may increase.
4. The samples must be cleaned.
5. The stresses should be defined with respect to the original configuration.
6. All future implantations are very likely to be required to adhere

to new safety rules.

7. The coefficients should be calculated beforehand.
8. At least one value will probably equal X.
9. The code can be used for other purposes as well.

2.5 Shifting the parts of the phrase to achieve optimal order: 1

These sentences make more sense to the reader by being rearranged as follows:

1. I study English since it is the international language of research.
2. I have problems with air travel on account of the fact that I am 2 m tall.
4. The plane was delayed by two hours owing to the fact that there was fog.

2.6 Shifting the parts of the phrase to achieve optimal order: 2

(1a) This order would probably be used when the author has just described the first experiment and now wants to alert the reader that the focus will now move to the second experiment

(1b) Here the focus is on the selenium rather than the experiment.

(2b), (3b), (4a) – These are the correct answers because they follow typical English word order of putting the direct object before the indirect object.

(5b) X and Y are the subject of the verb so it makes sense to put them at the beginning of the sentence. 5a is grammatical correct but would probably not be used by a native speaker.

(6b) This is best because it tells the reader the aim (i.e. determining the ions) near the beginning of the sentence rather than forcing the reader to wait for this information.

(7b) Direct object (voltage) before the indirect object (network)

(8a) This is best because the verb (observed) is close to the subject (peak)

2.7 Shifting the parts of the phrase to achieve optimal order: 3

1. The following is a typical example:
2. People may become overweight [for a number of reasons:] by eating too much ...
3. The table shows that X is very useful for experimental purposes.

4. In addition, peaks at m/z 438, 411, and 410 are evident in the mass spectrum.

5. The *TCC* output is computed by multiplying x by y .

2.8 Shifting the parts of the phrase to achieve optimal order: 4

(1) a (2) a (3) b (4) b (5) b (6) a (7) a

2.9 Reducing the number of commas and parts of the sentence

(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 .

(5b) Their society gives great emphasis to the role of education.

(5c) The role of education is given great emphasis in their society.

(5d) Great emphasis is given to the role of education in their society

2.10 Putting sentences into the correct order

1 – b, 2 – e, 3 – d, 4 – c, 5 – a

2.11 Typical mistakes

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.

9. **In the USA, farmers / Farmers in the USA** have inadvertently introduced several dangerous species of insects **into the environment**.

10. One way to avoid such behavior in adults is treatment **with a high dose of insulin** before the age of 16.

Section 3: Writing short sentences and paragraphs

3.1 Dividing up long sentences: 1

1. Using automatic translation software (e.g. Google Translate, Babelfish, and Systran) can considerably ease the work of researchers when they need to translate documents. This can save them money, for example the fee they might have otherwise had to pay to a professional translator. It can also increase the amount of time they have to spend in the laboratory rather than at the PC.

2. 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.

3. 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.

4. Monolithic sorbent tip technology C18 has proved to be efficient in removing interferences from copper and mercury salts, but it has not been tested for other materials. Moreover, the recovery of proteinaceous material is often too small, thus giving rise to analysis problems.

5. Our results show that the performance of the system, in terms of throughput and delay, depends on several factors including the frame duration, and the mechanisms for requesting uplink bandwidth. It also depends on the load partitioning, i.e. the way traffic is distributed, connections, and traffic sources within each connection.

3.2 Dividing up long sentences: 2

1. The aim of this study was to assess the effects of sending children away to school at the age of eight (or earlier) and its impact on their adult **life, particularly** after the age of **50. The ultimate objective was** to reach some definitive conclusions as to whether boarding schools (i.e. those schools where children study and sleep) actually fulfill the important educational and social roles that they claim to have.

2. People who have attended boarding schools often have no realisation of the effect that leaving their parents at a very young age has had on their emotional **development. This is** because the signs of this effect generally do not become sufficiently apparent until middle age and are often due to a kind of subconscious **repression. In fact this delayed reaction** is why such subjects do not make the connection between their current levels of over-emotiveness and their childhood lack of parental affection.

3. Questionnaires were sent to 5000 ex-boarding school adults with an age ranging between 40 and **60. All subjects** had previously given permission to access their medical records, and **all were** or had been **married. The aim was to set** up a database of subjects' responses regarding their school time experiences and their experiences now as adults.

4. A substantial increase in sensitivity to emotional situations characterizes the first stages of adult **life. This increase leads** to a possible uncontrolled release of anger or apparently unexplained feelings of **anxiousness. Such feelings** appear to come from nowhere and may last for several **days. Consequently life may be** made quite difficult not only for the subjects themselves but also for those living around them.

5. Treatments for these subjects are often very expensive and technically **difficult. Their** effectiveness very much depends on the willingness of the subject to undergo **therapy. The effectiveness also** depends on the degree of stress, emotional disturbance, and marital discord that they had experienced.

3.3 Dividing up long paragraphs 1

The aim of this paper is to confirm that how we speak and write generally reflects the way we think, and that this is true not only at a

personal but also at a national level.

Alternatively The two aims of this paper are firstly to confirm that how we speak and write generally reflects the way we think. And secondly, that this is true not only at a personal but also at a national level.

Two European languages were analysed, English and French, to verify whether the structure of the language is reflected in the lifestyle of the respective nations.

New paragraph English is now the world's international language and is studied by more than a billion people in various parts of the world.

This has given rise to an industry of English language textbooks and teachers. In fact, in many schools and universities in countries where English is not the mother tongue, it is taught as the first foreign language.

This choice is in preference to, for example, Spanish or Chinese, which are two languages that have more native speakers than English.

New paragraph As a preliminary study, we tried to establish a relationship between document length and level of bureaucracy.

We analysed the length of 50 European Union documents, written in seven of the official languages of the EU.

This was done to confirm whether documents, such as reports regarding legislative and administrative issues, vary substantially in length from one language to another.

We also wanted to know whether length of documents could be related, in some way, to the length of time typically needed to carry out daily administrative tasks in those countries.

These tasks included withdrawing money from a bank account, setting up bill payments with utility providers, understanding the clauses of an insurance contract. The results showed that ...

3.4 Dividing up long paragraphs 2

Paragraph 2 begins: Smith and Jones

Paragraph 3 begins: Our work is

Paragraph 4 begins: (1) The works

Paragraph 5 begins: (2) We go a step

Paragraph 6 begins: To prove

Paragraph 7 begins: The same process

Paragraph 8 begins: Our findings

Paragraph 9 begins: A concerted effort

Paragraph 10 begins: We believe

3.5 Dividing up long paragraphs 3

Paragraph 2 begins: His most famous books

Paragraph 3 begins: When he wasn't writing

3.6 Dividing up long paragraphs 4

Paragraph 2 begins: English is simpler, NNSs say,

Paragraph 3 begins: Another reason that NNSs use

Paragraph 4 begins: It is often claimed that

Paragraph 5 begins: But these examples of simplicity

Paragraph 6 begins: A language should not be judged

3.7 Putting paragraphs into their most logical order

1 – b; 2 – a; 3 – d; 4 - c

Section 4: Link words: connecting phrases and sentences together

4.1 Linking sentences and paragraphs

**'phrases' is used here to mean a series of a clauses separated by commas, which together form one incredibly long sentence.*

Paragraph 1, Sentences 1–3: A key word from one sentence is repeated into the next sentence, thus forming a simple chain of ideas that the reader can easily follow.

Paragraph 1, Sentence 4: This is the final sentence in the first paragraph. It recalls all the key words from the whole paragraph and acts as a mini summary.

Paragraph 2, Sentence 1: This connects back to the rule given in Paragraph 1.

4.2 Deciding when link words are necessary

However – alerts the reader that what the author is saying now contrasts with the idea presented in the previous sentence.

Nevertheless – is placed prominently at the beginning of the sentence. It catches the reader’s eye and alerts him / her that a new viewpoint is about to be put forward.

For example – this is used to give an instance of what has been said before.

These link words all serve to show how each sentence relates to what has been said before. Without these link words, the reader would be forced to figure out the author’s train of thought. However, the author only uses link words when they really serve a purpose.

4.3 Choosing best link word

1. c (a and b also possible)
2. b or a (c also possible)
3. c
4. a
5. b (a is too informal, c also possible)
6. b (a is too long, c also possible)
7. c (a and b also possible)
8. c
9. c (the preceding colon makes a and b redundant, without the colon a and b would be fine)
10. a

4.4 Using link words to give additional positive information

Greening the Internet, **i.e.** finding ways to reduce the 8% of world’s energy currently consumed by Information and Communication Technologies (ICTs), has been the subject of research since the late 2000s. The performance of Internet-based architectures is now based on power consumption **rather than** speed of computation. Our method exploits shared power sources and advanced cloud computing, and **thus** avoids the drawbacks of other methods (e.g. x and y). Our innovative method reduces the power consumption of a typical industrial and household user by 25% and 10%, **respectively**. Our results show that the Tokyo global warming limits can be met. **In fact**, if our methodology is put into practice, Antarctic ice melting will be delayed by a further 20 years. Our findings could be applied to other industrial equipment and household appliances. Future research will investigate how to reach a

50% reduction in ICT-related power consumption in industry.

4.5 Using link words to give additional negative information

To the best of our knowledge, no other authors have ever studied the relationship between the level of bureaucracy in a country and the complexity of the language spoken in that country. **Nor** has the effect of this level of bureaucracy on the people of that country been investigated. Langue *et al* (2013) only investigated two countries: Spain and France, **and moreover** they did not study Spanish or French ex-colonies (i.e. where Spanish and French are spoken).

Their study failed to take into account that levels of bureaucracy are not uniform throughout the same nation. **In fact**, they only considered the level of bureaucracy in the national health system, **but** not in local or national government in general. A major limitation of their method is that it only exploits a small sample basis. **In addition**, sampling was only carried out once thus failing to account for changes that may take place over time. **Finally**, their conclusion regarding a lack of relationship between bureaucracy and complexity of language is erroneous because they only investigated two languages, **which are in any case** very similar

France and Spain are neighboring countries with very similar languages.

4.6 Making contrasts

1. ... billion years ago. **Despite this**, some religious ...
2. ... crops etc. (**No link word required**) Scientists are ...
3. ... greeks and Romans. **However**, Greek and ...
4. Centipedes are hunters, **whereas** millipedes are herbivores.
5. ... they are repressed. **In reality**, men are able ...
6. ... of steam. **In contrast / On the other hand**, in a sealed ...
7. ... for the reader. Instead / . **In contrast / On the other hand** many other languages ...
8. ... to the health. **On the contrary / In reality**, fructose is ...

4.8 Connecting sentences by repetition of key word or a derivation of the key word

1. This discovery; 2. possibility; 3. Such rejections; 4. its

performance; 5. These / Such restrictions; 6. Such / This / Their knowledge; 7. This suppression; 8. These / Such forecasts

4.12 Making contrasts, concessions, qualifications, reservations, rejections

1. English is the language of research, **though** it is difficult to understand the spoken language for non natives. **However**, it is relatively easy to learn compared to Chinese, Russian, German.

2. **Although** peer review may delay the publication of important results for six months or more, it **nevertheless** ensures good quality papers with reliable and replicable results and methodologies.

3. Conferences enable researchers to exchange ideas **but** at considerable expense (e.g. the cost of reaching conference location and the accommodation). **However**, researchers can make good contacts that may lead to collaborations and / or funding.

4. There is an abundance of Master's courses, **which** are very expensive and are often only used to gain extra points in order to obtain research positions. **Despite this**, the number and type of courses is increasing every year.

5. Free online journals enable the rapid publication of results and are easily accessible. **However**, the author often has to pay a fee to the journal.

4.13 Outlining solutions to problems

1. The waste (e.g. plastic bags, old TV sets) of developed countries often ends up in developing countries with the result that children in developing countries are often involved in sifting through waste. Moreover, this waste pollutes the environment of the developing country. In order to avoid such problems, developed countries should deal with their own waste by consuming less, using less packaging, and recycling more.

2. Only the relatively rich have access to the Internet. This means that the poor miss out on news about their own country, job opportunities and finding cheaper products and services. A solution to this problem would be free (i.e. no cost) Internet for low income families. In addition, there could be free courses on PC and Internet use.

3. Top scientists in the underdeveloped world often leave their

poor country for a richer country – this is known as the brain drain. The poorer country loses its best scientists and thus revenue sources. Consequently, the gap between poor and rich countries increases. Rich countries could help to ameliorate this brain drain by setting up and funding labs in the poorer country, without ‘stealing’ that country’s scientists.

4. Most presentations at international conferences are poorly presented, poorly structured, and boring. This means that the value of much research is lost. To counteract such problems, courses on how to give interesting and effective presentations should be held in all institutes of the world, and should be funded by richer nations.

5. The majority of research into medicine is aimed at treating illnesses that are prevalent in the industrialised world. However, diseases that affect huge areas of Africa are neglected. Priority should be given to the numbers of people affected by a disease, rather than the geographical location of the sufferers.

4.14 Outlining a time sequence

Group B: The first cordless phone was sold in 1983, and the first videoconferencing system the following year. It was not for another 15 years before cell phones had Internet access. In 2002 the first Skype call was made and within only three years, 100 million people had subscribed to the service.

Group C: In 2020, the number of mobile phone users reached one hundred times that of fixed phone users. At the same time, the number women superseded the number of men owning a cell phone. A year later saw the introduction of the first telephone to ...

Section 5: Being concise and removing redundancy

5.1 Removing individual redundant words

1. suitable; 2. characteristics; 3. located; 4. present; 5. obtained; 6. advance; 7. actual; 8. possible; 9. phenomena; 10. activity

5.2 Removing several redundant words: 1

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 twofold contribution:~~ (1) confirm ..
6. The document was written in ~~the English language~~ and the contents represent a new innovation in ~~the sector of~~ telecommunications.
7. [In our documents,] we only use ~~the Track Changes functionality~~ for revisions.
8. Rows and ~~also~~ cells are highlighted in different colors ~~in order~~ to give a more effective view.
9. We identified ~~a number of~~ key factors that might affect, ~~at least in principle,~~ the performance.
10. They have shown [that] we should ~~also consider the possibility of doing the~~ testing in advance.
11. ~~It is important to~~ note that one plus one is equal to two.
12. ~~In general, the phenomenon of~~ e-commerce is often characterized by the absence of a direct contact between seller and buyer [Mugandi, 2016].
13. ~~In particular,~~ the scope of this section is to show the strengths of ...
14. Most ~~of the~~ organic materials ~~that can be encountered~~ in a painting are ~~characterised by a~~ macromolecular nature.
15. ~~The use of~~ this method is recommended in all cases where $x = y$.

5.3 Removing several redundant words: 2

1. In this paper we ~~give an~~ overview ~~of~~ the most relevant existing work in this area of research.
2. ~~It is~~ in fact ~~known that~~ glucose is one of the products of photosynthesis in plants [Yang, 2014].
3. ~~Experience teaches us that~~ this is generally the best approach (see our previous papers: 12, 22, and 34).
4. Several authors ~~in the past and also more recently~~ have shown

that substantial improvements in performance can ...

5. Several algorithms have been proposed ~~during the last few years~~ and their properties have been thoroughly analyzed ~~in the literature~~ [3]. / Several algorithms have been proposed ~~during the last few years~~ and their properties have been thoroughly analyzed ~~in the literature~~ [3].

6. ~~It should be borne in mind that~~ there may be a high environmental contamination level [Smrkolj, 2005].

7. Finally, ~~it is known that~~ in archaeological waxes, hydrocarbons sublime over time and ~~it cannot be excluded that~~ a similar phenomenon may occur in a thin film of oil [Bakali, 2014].

8. ~~Another proposal is presented in~~ [12], where the authors use a time-series analysis with travel speed simulation to predict future trajectories. ~~In particular,~~ they use a process based on range querying with spatial-temporal constraints on moving object database.

5.4 Reducing the word count: titles

1. A hydraulic system for liquid packaging.
2. Modeling telephony data flows.
3. A novel system for solving the three-bus problem / A novel solution to the three-bus problem.
4. Modeling the coffee roasting process.
5. A novel hydrogen production and energy conversion system.
6. The long-term effects of a perennial fiber crop, ramie, on the chemical characteristics and organic matter of soil.
7. A system for biomass production and energy balance.

5.5 Replacing several words with one preposition or adverb

1. on; 2. than; 3. from; 4. with; 5. with / by; 6. during; 7. for; 8. on, about; 9. in; 10. because / since / as

5.6 Replacing several words with one adverb

1. satisfactorily; 2. conceptually; 3. normally; 4. consequently;
5. incrementally; 6. generally; 7. interestingly; 8. probably / likely;
9. clearly; 10. automatically

5.7 Replacing several words with one word

1. than; 2. enabled; 3. provided; 4. considered; 5. when, when;

6. hereafter; 7. reduces; 8. Smith's; 9. using / with; 10. using; 11. since / because; 12. note; 13. [studying]; 14. was

5.8 Replacing a *verb* + *noun* construction with a single verb: 1

1. improve; 2. test; 3. increase; 4. reduce; 5. search; 6. perform; 7. explain; 8. change; 9. compare; 10. install

5.9 Identifying verb and noun clauses

(1b) The activity was not revealed after the gels *had been incubated* overnight.

(2a) However, it presents some subtle logical features that mean that it *has to be identified* separately.

(3b) The frequencies will be calculated in order to verify how likely *they are to occur* during an earthquake.

(4b) The activity of these animals was documented from 1950 until *they became extinct* in 1971.

(5b) It is important to consider the color of the slides and *how they are presented*.

(6b) They failed to take into account the possible actions and *how they might interleave*.

(7a) The main feature of this notation is that concurrent constraints *can be used*.

(8a) Section 1: *Choosing* the Notation.

(9b) Considerable computational power is required *to solve* it.

(10a) Interestingly, aggregates were found, thus suggesting that the cells *may be involved* in the alterations.

5.10 Replacing a *verb* + *noun* construction with a single verb: 2

1. Table 1 *compares* X and Y.

2. ... calculation *predicts* that X will ...

3. X *arrived* at ...

4. X then *evaporates*.

5. X *thus increased by* 30%.

6. Even though this *significantly reduces* the overheads.

7. X *is designed to support* multimedia services.

8. This device is used as an interface *to transfer* x to y.

5.11 Replacing a noun phrase with a verb or *can*: 1

1. The user *can* re-send the email again ...
2. *The automatic pricing is configured* using the xyz file.
3. This takes place *while connections* between X and Y *are being set up*.
4. The first step is *to choose* X and Y.
5. This is determined by *choosing* X.
6. This happens *when they first occur*.
7. This highlighted *that* X performed ...
8. *After the system has been set up*, X is ...
9. Particular care has been taken *in designing* X.
10. X *can be customized*.

5.12 Replacing a noun phrase with a verb or *can*: 2

1. *The system is installed* automatically.
2. *These systems can be managed* by ...
3. This section *explains* the various parameters.
4. These methods will be used *to investigate* the properties of ...
5. These are used as markers, *so that they can be detected* at low levels.
6. The aim of this document is *to evaluate* new solutions for ...
7. Note that *the user can insert a new value*.
8. I will outline the essential characteristics *for applying, registering and protecting* a trademark.
9. Market liberalisation *means that several firms offering the same type of service can coexist*.
10. The production of mass and standardized goods and services *characterizes* the 19th century. / *The 19th century is characterized by the production of mass and standardized goods and services*.

5.13 Replacing nouns with verbs in titles of papers

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.

5.14 Identifying whether link words could be deleted

The link words in Version 2 serve no real purpose. The text can be understood easily without them.

5.15 Deleting unnecessary link words

They could all be removed, The only exception is the last ‘furthermore’ as it indicates that the writer is adding additional information to the previous sentence. ‘However’ might also be useful to introduce the concept outlined in the sixth sentence.

5.16 Unnecessary use of *we* and *one*: 1

The (a) sentences, i.e., those sentences that use the personal pronoun (*we* or *one*) are all correct English, but if much of the paper is written in this style it can become very heavy for the reader. So where *we* refers to both the author and the reader, as in the majority of the cases in the exercise, it is better replaced with another construction. An exception is 4. In 4 the authors are making their own definition. Therefore 4b is wrong as it seems that the definition refers to what has already been established in the literature.

5.17 Unnecessary use of *we* and *one*: 2

1. First of all, the presence of several plateaus in the graph is because a given node corresponds to a set of possible clustering values. In order to clarify this concept, consider nodes that ...

2. Note that the nodes simultaneously present a low average degree of X and a high average of Y.

3. To summarize, X is likely to be the most important factor.

4. The average values of some metrics show that X is equal to 3.

5. In the literature many of these problems have already been solved. In addition, a comparison between the two subfigures in [36] highlights that ...

6. This latter observation may be counterintuitive, so it is worth highlighting that the presence of X does not preclude Y.

7. The heterogeneity of these indices is assumed to be mostly

caused by the presence of a large number of Zs.

8. In conclusion, the structural analysis would seem to indicate that X consists of:

5.18 Avoiding redundancy in introductory phrases

1. X is an expensive item, so it would be wiser to find a less expensive substitute.

2. [We believe that] the latest developments in the private sector show ...

3. At the top end of the market, there are as yet no signs ...

4. Q [,however,] was found to be unsuitable.

5.19 Avoiding redundancy in references to figures, tables etc.

1. As shown in Figure 7

2. The mass spectrum (Figure 14) proved

3. Table 2 reports the ... and archaeology

4. Figure 1 shows the comparison of query performances.

5.20 Rewriting unnecessarily long sentences: 1

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.

6. The diagram highlights how the applications work.

7. The spectra presented in Figure 2 highlight that ...

8. The procedure in Figure 2 is based on a chemical treatment of the sample.

9. There are several works that address the problem of predicting future locations [24, 36, 37].

10. The program merges / can merge data.

5.21 Rewriting unnecessarily long sentences: 2

1. However, the increase in price of oil products has led some public investors to pay attention to renewable and non- conventional energy sources, including geothermal energy.

2. All the patients in the survey significantly improved their motor skills ...

3. In Section IV we overview the state of the art in coupling gas chromatography with mass spectrometry and we compare our approach with previous methods.

4. Fundamental information has already been obtained on various chemical parameters (e.g. metals) from ice cores. In addition, carbon dioxide, oxygen isotopes, and ...

5. There are three important issues related to the quantitative analysis of compounds that have been subjected to derivatisation reactions. Firstly, an internal standard must be used. Secondly, ...

6. Overall these three events cause an increase in concentration by a factor of about 7 over the concentration level observed from 1600 to 1750.

7. From 2001 to 2010, the trend in spending seems to decrease with the same slope as the previous period.

8. In these cases, analytical data may indicate the presence of an unexpected material. By studying selected reference materials and interpreting historical documents, we can verify this hypothesis.

9. With the increased availability of instrumentation, proteomics may soon become the preferred approach to protein determination in paintings.

10. In agreement with the literature, most of the profiles obtained do not correspond quantitatively to any of the reference samples analysed.

5.22 Rewriting unnecessarily long sentences: 3

1. This paper focuses on [the] mechanisms [that are available] to

...

2. The next section overviews the aspects of 802.16 that are related to QoS provisioning – for more details see ...

3. Figure 1 shows that the ...

4. Graphical object modeling languages have become very popular including, for example, X, Y and Z.

5. Several studies on quality in requirement documents can be found in the literature, below we overview those that are particularly relevant to our research.

6. Smith and Jones [17] focus on evaluating ambiguity in NL requirements. Their premise is that ambiguity in requirements is not just a linguistic-specific problem and suggest using checklists that cover not only linguistic ambiguity but also domain-specific ambiguity.

7. Some recent market research [19] on the potential demand for automatic tools for requirements analysis concluded:

5.23 Reducing length of an abstract

This paper outlines a methodology for establishing the amount of verbosity in a nation's language. The resulting Verbosity Index was then compared with the degree of disorganisation in that nation's society. Scientific writing in English and Portuguese were taken as examples, and our findings show that the simplicity of English over Portuguese, is indicative of the more organised lifestyle in Anglo countries. The assumption in the literature that English is by nature a simpler language than Portuguese, is called into question. Our results should stimulate the writers of government documents around the world to express themselves more concisely and clearly. The outcome should be a considerable reduction in costs.

5.24 Reducing length of an introduction

- | | |
|------|------|
| 1. b | 5. b |
| 2. a | 6. a |
| 3. b | 7. b |
| 4. b | 8. b |

5.25 Reducing the length of the outline of the structure

Square brackets indicate further possible cuts.

[This paper is organised as follows.] Section 1 gives a brief overview of the literature. A history of the English language is presented in Section 2, which is essential for an understanding of our contention that English is not an inherently simple language. The materials and methods that we used in our analysis of the two languages are described in Section 3. We summarize our results in Section 4, and then discuss them in Section 5. Finally, after the conclusions in Section 6, we outline our plans for future research [in this field].

5.26 Reducing the length of the review of the literature: 1

The most concise, without any real loss of information, are: (1) b (2) a (3) a (4) b (5) a

In each case the redundant information has been removed. The word ‘literature’ is not usually required if the sentence contains a reference to the literature, e.g. [Bach, 2014]. The result is that your review will be less heavy and quicker for the reader to read.

5.27 Reducing the length of the review of the literature: 2

In a very interesting paper, MacNamara (1967) stressed the need to consider the degree of bilingualism not as a unitary component, rather as a level of competence in writing, reading, speaking and listening. In this view, bilingual competence is seen as a continuum in which individuals may vary in the degree of proficiency for each of the four linguistic skills. Several descriptors *have been described in the literature that* are used to define proficient or less proficient bilinguals. One of the most common, *as reported in many papers*, describes balanced bilinguals as those who have an equal mastering of both languages (Lambert, Havelka & Gardner, 1959; Starsky and Hutch, 1970; Bobzyer Oncle, 1980). Several authors *in the more recent literature* have argued that balanced bilingualism is very rare (*see for example the following two works*: Beatens Beardsmore, 1982; Grosjean, 1997). Thus, *according to the literature taken as a whole*, bilingual individuals may be more dominant in one language (L1) and have their second language (L2) as the subordinate language.

5.28 Reducing the length of the materials and methods

Consider a disk as shown in Fig. 1. The disk is coupled with a pin with an initial radial clearance. An approximation is introduced in order to simplify the geometry for the analytical and numerical solutions. Figure 2 highlights how to decompose the vector that indicates the position of the mass. The centrifugal forces may be written as the sum of the two components x and y . For simplicity, hereafter the pin is assumed as being rigid and the disk as deformable.

5.29 Reducing the length of the conclusions section

Suggested answers: (1) b (2) a (3) a (4) b

Section 6: Paraphrasing and avoiding plagiarism

6.1 Deciding what is acceptable to cut and paste

You should be OK to cut and paste the following: 2, 3, 5, 6, 9, 10, 11, 12

6.2 Quoting statistics

Only the first (1), would be acceptable to quote without any source, as the world's population is a statistic that is in the public domain.

6.4 Paraphrasing by changing nouns into verbs

1. [*Using*] a microscope is essential for *fully understanding* / *in order to fully understand* the technique.

2. In certain environments this could *enhance* the lipid preservation.

3. The anaerobic bacteria can *considerably degrade* the wood.

4. The amount formed *strictly depends* on the degree of oxidation, thus the values observed *are very variable* and are influenced by many factors.

5. Samples were directly monitored [*in order*] *to observe* the morphological characteristics.

6. *This index was assessed* by means of the correlation function.

7. *The probe can be heated* in two different ways:

8. The main drawbacks are the increase in volume and weight of the residue which *means the advantage of the incineration process is lost*, and *a material is produced* that might still be very hazardous for the environment.

9. This solution implies *reaching* a consensus among these processes.

10. The authors wish to thank the Department of Political Sciences for *setting up and coordinating* the project.

6.7 Finding synonyms: verbs 1

1. viewed as / seen as

2. been limited to / failed to address

3. been raised

4. proposes / describes / presents
5. extend / widen / broaden
6. put forward / proposed
7. investigated / studied / analyzed / evaluated
8. reported / found
9. carried out / performed
10. argues / maintains / suggests / points out / underlines

6.8 Finding synonyms: verbs 2

1. believe / argue
2. determine / check / verify / determine
3. is reported / is detailed
4. is very similar to / is reminiscent of / is based on
5. is made up of / is composed of
6. tailored / adapted / modified
7. is able to / has the capacity to
8. allowed us to / permitted us to / meant that we could
9. split / broken down
10. found / identified / detected / observed / highlighted

6.9 Finding synonyms: verbs 3

1. started / initiated / commenced
2. highlights / stresses / proves / demonstrates
3. supports / lends support to / substantiates
4. corroborated / concurred with
5. anticipated / predicted / forecast / hypothesized
6. be the reason for / explain why
7. given rise to
8. stated / noted / discussed / reported
9. shows / demonstrates / illustrates / highlights
10. reports / shows / details

6.10 Finding synonyms: nouns 1

1. roles / applications
2. difficulty / drawback / disadvantage / flaw
3. paper / review / study
4. subject / matter / area

5. hypotheses / theories
6. modifications / alterations / adjustments
7. regulations / standards
8. program / package
9. reasons / rationale
10. subjects' / participants'

6.11 Finding synonyms: nouns 2

1. phase / stage
2. capacity / potential
3. advance
4. further evidence for / considerable insight into
5. discrepancy / disagreement / non- alignment
6. finding / outcome
7. probability
8. tests / studies
9. opportunities
10. matter / question / problem

6.12 Finding synonyms: adjectives

1. easy / trivial
2. leading / primary / major
3. important / critical
4. unfounded / not well grounded / unsupported / questionable / disputable / debatable
5. groundbreaking / cutting edge
6. well-founded / well-grounded / plausible / reasonable / acceptable
7. appropriate for / suitable for
8. classical / normal / usual
9. unsatisfactory / below expectations
10. potential / promising

6.13 Finding synonyms: adverbs and prepositions 1

1. Given that / As
2. regarding / with regard to
3. currently / at the time of writing

4. that is to say
5. Not much / Very little
6. instead / on the other hand /
7. through the use of / via
8. As a result / Therefore / Thus / Hence
9. on account of the fact that / since
10. in accordance with / according to / following / in line with

6.14 Finding synonyms: adverbs and prepositions 2

1. Just under / Approximately.
2. Nearly all / The majority.
3. Surprisingly / Unexpectedly.
4. With regard to Z / As far as Z is concerned.
5. Taken as a whole / Generally speaking / With a few exceptions.
6. Interesting / Of interest / Noteworthy / Worth mentioning.
7. In contradiction with / Unlike.
8. Notwithstanding.
9. Even though / Despite the fact that.
10. In addition / Further / Furthermore.

6.15 Paraphrasing by changing word order

1. **Hispanic, American Indian and Filipino** are examples of the various categories of race and ethnicity.
2. **Rendering techniques** can be subdivided into three categories: A, B, and C.
3. **A philosopher** is someone who spends their day thinking about existential problems.
4. **Existential problems** are what a philosopher spends his / her day thinking about.
5. **The rod** is usually two meters long / in length.
6. **Two meters** is the usual length of the rod.
7. **Water pollution, contaminants in food and such like** may cause the disease.
8. **The ideas from previous taxonomies** are combined in the categorisation.
9. **How the brain works** is still not fully understood.
10. **The package** was delivered by courier.

6.16 Replacing *we* with the passive form

1. In the first part of the study, an analysis was made of the length ...
2. It was then decided.
3. It was assumed that.
4. In a previous paper [2012] we had hypothesized – this should not be changed as replacing *we* with, for instance, *the authors*, might confuse readers as they might think you are talking about other authors.
5. To test our hypothesis – *our* could be changed to *the*, but again the reader might not be sure whose hypothesis you are talking about.
6. A selection of the sample articles was given to.
7. A panel of 10 non-native referees was assembled.
8. Both panels were asked.
9. With these data, it was then possible.
10. We believe that our verbosity index can be used – this could be changed to *The verbosity index could be used* however the original version is less strong (*we believe* is an example of hedging, you are suggesting that this is just your opinion and others might feel differently).

Section 7: Defining, comparing, evaluating and highlighting

7.1 Writing definitions 1

1. Oxygen *is a* gas which is essential for our survival.
2. A university is a place where in theory people go to study but in reality often spend most of their time just having fun.
3. A researcher is a person who / that spends a lot of their time looking for funds for projects.
4. The USA is a country where it is believed by many that everyone has the same opportunities.
5. The Internet is a tool which / that has revolutionized the world.
6. Apple is a company which / that has made vast quantities of money through cutting-edge technologies.
7. Gold is a metal which / that tends to go up in value during financial crises.
8. A dog is an animal which / that is widely considered to be man's best friend.

7.5 Confirming other authors' evidence

Possible answers

1. Contrary to other results in the literature, Smith et al. found that politicians do in fact tell the truth [2012]. We corroborated their results by using lie detectors with politicians from 17 countries, which indicated that in 87% of cases, the truth is told. This has important implications when voters make decisions as to which party they wish to see elected.

2. Although there is strong evidence that Bell was the first person to invent the telephone, Chang and Li [2013] claim that it was invented in China thirty one years earlier. Our discovery in the vaults of two Beijing museums of prototype telephones all dated between 1845 and 1851, confirms Chang and Li's claim. Our findings lend further credence to the fact that many inventions that have been assumed as being invented in the West, already existed the East decades or centuries before.

3. In 2012, Carmen published an innovative study on the use of vaccinations administered in milk. We repeated their experiments with a group of 34 children given milk vaccinations. A control group of 34 children was given injected vaccinations. Our age group was older than Carmen's: 8–10 year olds, rather than 4–6 year olds. No difference in outcome was found either between our results and Carmen's, or between the milk- and injection-administered vaccinations. The findings of these two studies make a convincing case for using milk, which would also represent a less expensive solution for national health services, and would certainly be appreciated by both children and their parents alike.

4. Immediately after the Americans had landed on the moon in 1969, the French scientist, Guyot, published evidence that it would have been impossible to put a man on the moon and that the photographs taken of the astronauts were in fact made in a Hollywood studio. Our simulation of the functioning of the engines of the Apollo rockets proves conclusively that they could never have reached the moon, in fact the rockets would only have been able to fly for 3 km. This finding corroborates other research highlighting the fear that the USA had of losing out in the 'technological war' with the USSR.

7.6 Stating how a finding is important

1. We believe that this is the first time that Solid A has been heated. The results of our heating tests indicate that when Solid A is heated to 1200 °C it loses its hardness and brittleness, and becomes malleable. This has very important implications: previously Solid A had not been considered for applications where the ability to shape the solid is crucial (such as antiseismic materials for skyscrapers). In addition, we found that the color changes, which may be relevant in the design and production of household equipment using Solid A.

2. Our findings highlight that unlike what was previously thought, solar panels take an additional five years before becoming cost effective (15 years rather than 10 years). Perhaps even more importantly, the cost in terms of global warming of producing solar panels as opposed to extracting petroleum is higher – not lower – than previously thought.

3. We present some outstanding new evidence that Britain was once a Chinese colony. Artifacts (including Chinese pottery from the Second Pre-Dynasty) found only last year in the archives of the British Museum, reveal that the Chinese settled in the British Isles some 10,000 years ago. We confirmed this incredible finding by making a comparison of texts from modern day Celtic languages with the first written examples of Chinese. These comparisons revealed that the two languages share 67.54% of syntactic structures.

4. Playing with Barbie dolls is intellectually more productive than playing with Lego. Counterintuitively, brain scans on over 10,000 boys and girls aged between 5 and 8 revealed that brain activity was higher in the girls when playing with Barbie, than in boys playing with Lego. It would thus seem, counter to previous research [Syco 2014] that the brain effort in terms of imagination in playing with dolls is greater than the effort required in a combination of the imagination and motor skills needed to construct with Lego. Our conclusion is likely to cause an upset in the research world: boys should be encouraged to play with girls' toys.

7.7 Highlighting why your method, findings, results etc. are important

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 ...

7.9 Comparing the literature

Note: square brackets indicate that the phrase contained therein is optional and / or could be located in more than one place in the sentence. There may be other possible answers not given in this key.

(1a) It has been hypothesized that the value of these products is much higher than previously thought.

(1b) Values previously estimated for these products may have been much lower than their true value.

(2a) Genetic engineering is not considered by all scientists to be / as being a good idea.

(2b) There is no general consensus on whether [or not] genetic engineering is a good idea.

(3a) Global warming as a man-made phenomenon has been questioned [by some researchers].

(3b) It has been questioned whether [or not] global warming is a man-made phenomenon.

4a) Homeopathic medicine has been found to have only a placebo effect and to have no real medical value.

(4b) It has been suggested that homeopathic medicine only has a placebo effect and has no real medical value.

(5a) Destiny has been determined [by Smith and Jones] to have a considerable effect on the life of most individuals [(Smith and Jones)].

(5b) The life of most individuals is affected considerably by

destiny according to Smith and Jones.

(6a) Choe et al. have proposed that irradiation of food products will increase by 180% over the next 5 years.

(6b) It has been proposed that irradiation of food products will increase by 180% over the next five years [Choe et al.].

(7a) It is thought that our ability to learn languages may be hereditary (Lingo and Huang, 2013).

(7b) Our ability to learn languages is thought to be [possibly] hereditary (Lingo and Huang, 2013).

(8a) Wind power has been revealed to be ten times more efficient than previous estimates.

(8b) According to Vente et al. (2022) wind power is ten times more efficient than previous estimates.

(9a) The appearance of UFOs is expected to increase rapidly in the near future (Dalek, 2018).

(9b) A rapid increase in the appearance of UFOs has been predicted / forecast by Dalek (2018).

Section 8: Anticipating possible objections, indicating level of certainty, discussing limitations, hedging, future work

8.2 Indicating level of certainty 1

1. 90	7. 90	13. 75
2. 25	8. 90	14. 100
3. 25	9. 100	15. 50
4. 50	10. 100	16. 75
5. 75	11. 50	17. 25
6. 90	12. 50	18. 100

8.4 Reducing level of certainty

1. These results would appear to demonstrate the fundamental nature of ... / These results suggest the fundamental nature of ... / We believe that these results demonstrate ...

2. This factor is likely [*US English*] responsible for the increase in x. / This factor is likely to be [*GB English*] responsible for ... / This factor is probably responsible for ...

3. As far as we are aware / To the best of our knowledge, few

papers ...

4. As far as we are aware / To the best of our knowledge, not much is known about this.

5. We believe that / As far as we are aware / To the best of our knowledge this is the first time that such results have been reported in the literature.

6. We believe that our finding that $x = y$ is a groundbreaking discovery.

Note: *As far as we know* and *To the best of our knowledge* should only be used when making comparisons with the state of the art in the literature.

8.5 Qualifying what you say

All apart from 4

8.7 Dealing with limitations in your own results: 2

Our results show a high prevalence of tuberculosis (17.2 per 1000 screened) among men over 50. *This is likely to be an underestimate* as the screening was voluntary and a number of clients declined the screening altogether. It is well documented that homeless people face many barriers in accessing adequate healthcare services [Peters, 2011]. In addition health care *may not have been viewed* as a major priority – in fact, the availability of luncheon vouchers *probably motivated* many to volunteer for the screening carried out at our institute.

Five per cent of those interviewed admitted to tuberculosis in the past. This is significant as the risk of reactivation *may have been [this is not a limitation, but just an explanation]* high due to alcohol abuse, poor nutrition or hostel living conditions, as reported in [Smith, 2014]. In our study, no cases of active tuberculosis were detected among the white ethnic population under 40 or among women, *although the total number of women screened (280, 14%) was relatively small*.

The prevalence of tuberculosis that was found among homeless refugees was six per 1000 screened. A combination of factors such as poverty, poor living conditions (e.g. in hostels and B&Bs) and stress *may have been important in explaining* the epidemiology of the disease among this population.

The findings of this study in relation to refugees *are inconclusive*

and highlight the need for further research.

8.9 Toning down the strength of an affirmation: 1

(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

8.10 Toning down the strength of an affirmation: 2

1. although
2. we believe that / as far as we know
3. would seem / would appear
4. probably / possibly / likely [US English], this could / might / may be
5. generally / potentially

8.11 Toning down the strength of an affirmation: 3

(1) a (2) a (3) a (4) b (5) a (6) b

8.12 Direct versus hedged statements 1

1. *may* – this is just the author's finding, she cannot be sure that her finding is correct.

2. *could* – this is just the author's finding.

3. *accumulate* – already established fact in the literature.

4. *trigger* – already established fact in the literature.

5. *form* – already established fact in the literature.

6. *replaces or can replace* – this is from the literature, however **can** may be appropriate if it means that it has the potential to replace but does not always necessarily do so.

7. *to the best of our knowledge not yet been identified* – this is the author's belief.

8. *believe we have found* – this is the author's belief.

9. *it would thus seem that we have managed* – this is the author's belief.

10. *may* – the author believes her findings have the potential to be applied. If she had used *will*, it would indicate that she is 100% certain about such applications, which would sound rather arrogant.

8.13 Direct versus hedged statements 2

(1) was (2) consumed (3) would seem to show (4) is (5) flowed (6) thus appears to have been (7) was probably built (8) contend (9) had (may have had also possible) (10) would seem to indicate

Notes: 1–2, 4, 5, 8 are calculations or facts not interpretations; 3, 6, 7 are hypotheses based on the author's research; 9 both forms are possible here and would depend on what the authors in the literature actually stated in their paper. If they stated that Romans had running water, then the correct answer is *had*; if they only hypothesized that Romans may have had running water then the answer is *may have had*; 10 both answers are possible, but the second is an example of a hedge (i.e. the author is protecting herself from possible criticism).

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