

## ENGLISH FOR WRITING RESEARCH PAPERS

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### **This course will focus on some or all of the following:**

1. how to structure a sentence (subject, verb, object)
2. why and how to write short sentences and highlight your key results
3. why and how to avoid redundancy
4. the importance of clarity and how to avoid ambiguity
5. key difficulties of writing the Abstract, Introduction and Discussion

I do not plan to give lots of grammar explanations. However, you can download grammar exercises (+ key) from my website (see bottom of this page). Then, on the basis of the mistakes you make, you can ask me questions to clarify your understanding. In a separate doc, there are more exercises on the same topics so that if you want you can do further practice at home.

DO NOT DO THE EXERCISES BEFORE THE START OF THE COURSE

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### **Further reading**

You might find these two books interesting. You can buy them on Amazon.

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

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

### **Who am I?**

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

My website (where you can download all the lectures): <http://adrianwallwork.wordpress.com/>

## Avoiding long sentences and redundancy

### 1 dividing up long sentences

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

1. The aim of our study was to assess changes in the level of tolerance of natives of one country towards immigrants over the course of a 50-year period in order to be able to advise governmental agencies on how to develop strategies based on those countries that have been more successful in reducing racism as already investigated in previous studies, but not in such a systematic way, and to establish correlations with data from the USA, which until now have been reported only sporadically.

1) We 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.

## 2 removing one redundant word

*Find the redundant word and delete it, as in first sentence.*

1. One ~~suitable~~ method is to separate the men from the women.
2. Dynamism and velocity are typical characteristics of this species.
3. Their head office is located in London.
4. If there is water present in the system, this may cause rust.
5. The results obtained highlight that  $x = y$ .
6. We have made an advance plan for the project.

1) suitable

2) characteristics

3) located

4) present

5) obtained

6) advanced

## 3 removing several redundant words

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

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

1. As we have already noted in Section 4.2.1, the presence of  $x$  can influence  $y$ .
2. However, we have to make use of other techniques.

3. Paint samples, as described previously, normally contain mixtures of different substances.
4. In comparative terms, there is no real difference between x and y.
5. Also, we present simulation results that will provide a two-fold contribution: (i) confirm the effectiveness of ..., and (ii) highlight the importance of ...
6. The document was written in the English language and the contents represent a new innovation in the sector of telecommunications.

1. As we have already noted in Section 4.2.1, [the presence of] x can influence y.
2. However, we have to make use of other techniques.
3. Paint samples, as described previously, normally contain mixtures of different substances.
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#### 4 replacing a *verb + noun* construction with a single verb

*Find a one-word equivalent for the following:*

to reach a conclusion = to conclude

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

1) improve

3) increase

5) search

7) explain

2) test

4) reduce

6) perform

8) change

## **ABSTRACTS**

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

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

### **6) Read this revised abstract. Why is it better?**

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

**7) Now read an analysis of the structure of the abstract in Exercise 6. Match the explanations of what the author is doing (1-5) with the extracts from the paper (a-e).**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

a) 5-6, b) 1-2 c) 3-4 d) 5 e) 7-8 f) 9-10

## INTRODUCTIONS

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

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

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

### 11) present simple, present continuous, present perfect, present perfect continuous

1. In the last few years there **is / has been** considerable interest in ...
2. Although many different approaches **have been proposed / have been proposing**, to date there **is not / has not been** an adequate analytical model to solve this issue.
3. For more than a decade analysts **are developing / have been developing** new ways to improve learning strategies.
4. In the literature there **are / have been** several examples of new strategies to perform these tests, which all **entail / have entailed** setting new parameters [Peters 1997, Grace 2004, Gatto 2005].
5. Since 2012 there **are / have been** many attempts to establish an index [Mithran 2012, Smithson 2014], but until now no one **has managed / has been managing** to solve the issue of ....
6. As yet, a solution **is not / has not been** found, although three attempts **have been made / have been making** [Slimm 2011, Fatz 2013, Yui 2016].
7. Traditionally, researchers **always see / have always seen** the time factor as a constraint.



8. In the last two years we **are investigating / have been investigating** new ways to do this.
9. This **receives / has received** much attention in the past decade.
10. Recent developments in this field **lead / have led** researchers to consider new ways to do this.

Such methods **are showing / have been showing** very good results.

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

## 12) present simple, present perfect, past simple

There is some cross-linguistic contrastive research to suggest that a foreigner (1) **is / was** at a disadvantage when writing an academic paper in the English language. It (2) **is / has been / was** suggested, for example, that Asian languages such as Chinese, Japanese and Korean (3) **have / have had / had** different patterns of argument to English [Hinds]. Thus one study (4) **finds / has found / found** that those Korean academics trained in the United States (5) **have written / wrote** in an 'English' discourse style [Egginton]. More generally Hinds (6) **has put / put** forward a widely discussed position that Japanese (7) **has / had** a different expectation as to the degree of involvement of the reader compared to English [Hinds].

Research on German (8) **shows / has shown / showed** that German academic writing in the social sciences (9) **has / has had** a much less linear structure than English, to the extent that the English translation of a German textbook **is / was** criticized as haphazard or even chaotic by American reviewers, whereas the original had received no such reviews on the European continent. Similarly, academic Finnish texts (10) **have been / were** shown to differ in the way they use connectors.

- |       |             |         |
|-------|-------------|---------|
| 1) is | 2) has been | 3) have |
|-------|-------------|---------|

4) found (has found / finds)

5) wrote  
6) has put / put

7) has  
8) has shown

9) has  
10) have been

### 13) present simple, present perfect, past simple

The instrument employed (1) **is / was** a DX model. The apparatus, as provided by the manufacturers, (2) **consists / consisted** of three containers. The system also (3) **comes / came** equipped with a pump. The data (4) **are / were** obtained using a Backman XRZ, which (5) **incorporates / incorporated** the latest technological advances. The XRZ (6) **has / had** a fully integrated support mechanism. We (7) **tailored / have tailored** the XRZ to our own specific purposes. Samples (8) **were / have been** prepared as described by Schocken [2018] and (9) **were / have been** weighed in pre-cleaned tubes. The final solutions (10) **contain / contained** 10% sulphuric acid. Initial studies (11) **are / were / have been** made using the conditions described above. The traditional approach (12) **is / was / has been** complicated. Consequently, it (13) **is / was / has been** decided to adopt a more practical approach, which (14) **entails / entailed / has entailed** conducting the experiments both inside the laboratory and in the field. The repeatability for 10 replicate injections (15) **is / was / has been** shown in Table I.

1) was

2) consists

3) comes

4) were

5) incorporates

6) has

7) tailored

8) were

9) were

10) contained

11) were

12) is

13) was

14) entailed

15) is

## WORD ORDER

### 14) choosing the best subject to put at the beginning of the phrase

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

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

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

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

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

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

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

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

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

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

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

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

2) b (as in 1a)

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

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

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

### 15) direct and indirect objects

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

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

1) OK

2) OK

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

4) all the data to our co-authors

5) They deferred the matter to the next meeting.

## 16) reducing the number of commas and parts of the sentence

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

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

1b) Figure 2 ....

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

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

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

3b) Due to ...

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

4b) By splitting ...

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

3b) Due to the difficulties in measuring X, the analytical steps require some simplifications.

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.

4b) By splitting these sections in the middle, we can separate P and Q.

## 17) avoiding beginning the sentence with *it is*: 1

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

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

1. Several strategies **can** be used to achieve these goals.

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 ..

### 18) adverbs of frequency

*Insert the adverbs into the most appropriate position.*

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

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

### 19) past participle

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

1) solution proposed 2) results obtained (obtained results) 3) samples considered 4) amount found

5) treated samples 6) samples treated

## DISCUSSIONS

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

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

21) Compare the version below with Ex 20. How is the distinction between KIM and AA now clearer?

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

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

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

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

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

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

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

Italian counterparts. This finding (12) **is** confirmed by other authors who (13) **found** that administrators that deal with driving licences France (14) **were** considerably more helpful and efficient than those in Italy (Guyot 2012, Bruni 2015).

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

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

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

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

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

12) is or has been

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

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

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

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

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

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

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

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

1. It may be the case that these findings could possibly find an application in ...



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

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

## 25) conclusions: various tenses

The risk of soil erosion (1) **assesses / has been assessed / was assessed** by using a scenario analysis. Various combinations for climate change (intensity and distribution of rainfall events), land use change, and conservation measures (2) **have been / were** evaluated using the SWAT model. The result (3) **has been / was** a range of possible erosion values for the next ten years – the worst possible scenario (4) **has indicated / indicated** a possible erosion rate increase of up to 25%. In the light of these dramatic findings, we (5) **believe / believed** that our analysis (6) **may / will** contribute to implementing ad-hoc land management strategies to reduce, or even completely prevent, cropland erosion. We hope that our findings (7) **may / will** influence policy planning. Future work (8) **may / will** entail refining our model by exploiting data from satellite sensors.

1) was assessed 2) were 3) was 4) indicated 5) believe 6) may (*will* is quite arrogant) 7) will, may 8) will

## Avoiding Ambiguity

### 26) *the*, zero article (Ø): general vs specific: 1

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

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

1) Ø 2) Ø 3) Ø 4) Ø 5) the 6) the 7) Ø 8) Ø 9) the 10) the

### 27) *the*, zero article (Ø): general vs specific: 2

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

- 1) Are we talking about *specific* researchers that we've already mentioned, or *all* researchers?
- 2-3) Are we talking about *specific* researchers that we have already mentioned, or essentially *all* researchers in industry and *all* researchers at university?
- 4) Are we talking about *specific* researchers at Manchester University that we have already mentioned, or just *some* researchers at Manchester University that we have not already mentioned?
- 5-6) Have these researchers already been mentioned in some way? Are they defined in some way? Are they *specific* researchers or simply researchers *in general*?
- 7-8) a) Have these researchers been *explicitly* mentioned before? b) Could we say: *some researchers are studying non verbal ways in which we communicate and others are studying the language we use*? c) Could we say (in a similar way): *There are two types of researchers involved in the project: English researchers and foreign researchers*?
- 9) Have these researchers already been mentioned? So, are they *specific*?
- 10) Does this mean *all* researchers, *some* researchers, or very *specific* researchers?
  - 1) all
  - 2, 3) all
  - 4) some
  - 5-6) they have been mentioned and are thus specific

7-8) a) no b) yes, c) yes

9) yes, specific

10) specific

## **28) repetition of words to aid reader's understanding**

*Decide which form in bold makes the information contained in the sentence quicker and easier for the reader to absorb by not forcing the reader to have to re-read anything.*

1. In [14], Gugerevic made a case for blah blah blah blah blah blah blah blah blah blah blah blah blah blah blah. Interestingly, in [15], Yang made a similar proposal to Gugerevic in which he stated that blah blah blah blah blah blah blah blah blah blah blah blah blah blah blah blah blah. The **former author's / Gugerevic's** findings thus illustrate that ...
2. Sometimes prion transmission occurs through blood transfusion, contaminated surgical instruments, or skin lesions. In **the first case/ a blood transfusion**, a breach of the blood-brain barrier may be responsible for the disease.
3. There are two possibilities: either  $x = 1$ , or  $y = 1$ . They are mutually exclusively and blah blah blah blah blah blah blah blah blah blah blah blah blah blah blah. **The first one / If  $x = 1$  then this** implies that ....
4. There are several countries involved in this project: Peru, Chile, Honduras and the Philippines, all of whom had very similar initial budgets and, in addition, were all subject to the same qualifying criteria. Note that **the latter / the Philippines** were the last to join the project which meant that ...
5. Mercury is used for a variety of purposes blah blah blah blah blah blah blah blah blah blah blah blah blah blah blah. In the past, **this metal / mercury** was considered as being ..

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

## **29) disambiguating sentences:**

*Disambiguate the following sentences.*

1. To take our children to the party we all used our cars and then we left them there.
2. This should help to prevent piracy of CDs by Americans.
3. We investigated lions and tigers and elephants that are on the endangered species list.

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