

3. Accuracy in Writing

Student Introduction

Accuracy is only one aspect of the total fabric of good writing. Few teachers will be concerned by one minor mistake with a preposition or a plural in a sentence. But if a student is making mistakes in every other word there is likely to be serious loss of meaning, and their teacher may be unable to mark the work fairly. Many of the most common errors are highlighted in Part 1 Unit 16 (*Proof-Reading*).

Non-native speakers of English tend to have problems of accuracy which relate to their mother tongue. Japanese speakers, for example, find it difficult to use articles because these are not found in Japanese. It is clearly unrealistic for such students to aim at 100% accuracy in their written work, but equally it is important to aim to improve accuracy in order to compete with native-speaker classmates.

The components of *Accuracy in Writing* have been chosen on the basis that they regularly cause difficulties and confusion in students' writing. These units are not intended to replace a standard grammar reference book; instead they assume a good basic knowledge of English grammar and focus on those areas of concern to the writer, rather than the speaker, of English.

As in Part 2, the units are arranged alphabetically. Students may already be aware of their weaknesses and want to focus on the relevant units, or they may seek specific assistance after getting feedback on an essay. There are also two tests of accuracy in the *Writing Tests* which students can use to pinpoint their weak areas.

1. Abbreviations

1. Abbreviations are an important and expanding feature of contemporary English.

They are used for convenience, and familiarity with abbreviations makes both academic reading and writing easier. Three main types can be found:

- a) shortened words – *photo* (*photograph*)
- b) acronyms – *UNESCO*
- c) others – *NB*



2. Shortened words are often used without the writer being aware of the original form.

Bus comes from *omnibus*, which is never used in modern English, but *refrigerator* is still better in written English than the informal *fridge*. *Public house* is now very formal (*pub* is acceptable), but *television* should be used instead of the idiomatic *telly*.

3. Acronyms are made up of the initial letters of a name or phrase.

For example, *AIDS* = *acquired immune deficiency syndrome*. They are read as words. The more official acronyms are written in capitals (*NATO*), but others use lower case (*yuppie*). *NATO* stands for *North Atlantic Treaty Organisation*, which is a real body, whereas *yuppie* means *young upwardly mobile professional*, which is a concept.

4. Other abbreviations are read as sets of individual letters.

They include names of countries, organisations and companies (*USA* / *BBC* / *IBM*), and also abbreviations that are found only in written English (*PTO* = *please turn over* / *Rd* = *road*).

5. All academic subjects employ abbreviations to save time.

Examples from business/economics include:

- GDP = gross domestic product
- PR = public relations
- PLC = public limited company
- CEO = chief executive officer
- IMF = International Monetary Fund
- WTO = World Trade Organisation

6. There are many standard abbreviations found in some types of writing which have a full stop after them to indicate a shortened form.

For example, *St.* = *Saint*. Other examples are *govt.* (*government*), *co.* (*company*) and *Oct.* (*October*). With type (b) and (c) abbreviations there is no standard pattern for using full stops, so both *BBC* and *B.B.C.* are used. There is, however, a trend to use full stops less. The important thing is to employ a consistent style in your work.

7. Abbreviations can be confusing.

PC, for example, can mean *Police Constable* (in Britain), *personal computer* and also *politically correct*. *CD* may stand for *compact disc* or *corps diplomatique*. *PM* could be *Prime Minister* or *post meridiem*. It is useful to be aware of these potential confusions.

8. Certain abbreviations are found in all types of academic writing.

They include:

cf. = compare

e.g. = for example

et al. = and others (used in giving names of multiple authors)

Fig. = figure (for labelling charts and graphs)

ibid. = in the same place (to refer to source mentioned immediately before)

i.e. = that is

K = thousand

op. cit. = in the source mentioned previously

p.a. = yearly

pp. = pages

re = with reference to

9. Other abbreviations are very subject specific and may be special to one article.

In that case they need explaining:

... the developing countries with the highest per-capita dietary energy supplies (DES)

... one delegate expressed surprise that Call Centres (CCs) should ...

10. Explain the abbreviations in the following sentences.

- a) The PM told MPs that the NHS needed reform.
- b) The failure rate among IT projects reaches 70% (Smith et al., 1997).
- c) The world's most populous country i.e. China has joined the WTO.
- d) NB. CVs must be no longer than 3 sides of A4.
- e) See the OECD's recent report on the UK.
- f) The EU hopes to achieve a standard rate of VAT.
- g) The CEO intends to raise spending on R&D by 40%.
- h) Fig.4. Trade patterns on the w.w.w. (1997–2001).
- i) The WHO is concerned about the spread of TB.
- j) Director of PR required – salary approx. \$45K.
- k) GM technology is leading to advances in many fields, e.g. forestry.
- l) Prof. Wren claimed that the quality of M.Phil. and Ph.D. research was falling.

2. Adverbs

1. Adverbs are used in academic texts in a variety of ways.

Among the most important are:

- a) to provide more detail, with verbs and adjectives:

Reasonably good data are available for only ...

... decomposition *eventually* ceases in modern landfills ...

- b) individually, often at the beginning of sentences, to introduce new points:

Currently, the Earth's atmosphere appears to be ...

Alternatively, the use of non-conventional renewable energies ...

NB. These can be similar in function to conjunctions.

2. Adverbs linked to verbs and adjectives usually fall into three groups.

- a) Time (when?)

previously published

retrospectively examined

- b) Degree (how much?)

declined *considerably*

contribute *substantially*

- c) Manner (in what way?)

medically complicated

remotely located

Cross reference

2.10 Style

3. Adverbs used individually need to be employed with care.

It is dangerous to over-use them, for they may convey a sense of the author's voice commenting on the topic. As the academic writer aims to be objective, adverbs like *fortunately* or *remarkably* may be unsuitable. However, other, less subjective adverbs can be useful for opening paragraphs or linking ideas. The following examples are often followed by a comma.

Time	Relating ideas
recently	clearly
increasingly	obviously
originally	(not) surprisingly
presently	alternatively
currently	similarly
traditionally	(more) importantly

4. Insert a suitable adverb from the table into the gaps in the sentences.

- a) Most houses do not have electricity., then, there is little chance of improving living standards.



cross reference
2.12 Visual Information

- b), the internet was mainly used for academic purposes.
- c) Some courses are assessed purely by exams., coursework may be employed.
- d), there has been growing concern about financing the health service.
- e) Many birds use bright colours to attract a mate., flowers advertise their position to fertilising insects.
- f), the development should be acceptable environmentally.

5. The following adverbs are used to describe changes in the rate of something:

Small	Medium	Large
gradually	substantially	quickly
slightly	significantly	sharply
marginally	steadily	dramatically
slowly	considerably	rapidly

Note that certain adverbs are mainly used to describe changes in *time*:
Production in Russia rose *slowly* from 1920 to 1929.
Others are commonly used to show changes in *amount*:
The birth rate increased *slightly* after the revolution.

Label the adverbs in the table above either A (amount) or T (time).

cross reference
2.8 Numbers

6. Use a suitable adverb to complete the following sentences.

- a) Last year inflation increased from 2% to 2.3%.
- b) Life expectancy has fallen in the last 20 years, by about 15%.
- c) The price was reduced, so that a £12 book was offered for £6.
- d) Sales rose while he was chairman, averaging 14% per year.
- e) The numbers of people voting has declined, from 80% to 65%.
- f) The crime rate climbed in the early 1990s, by 20–25% a year.
- g) In the last four years unemployment has fallen, from 5% to 3.5%.
- h) In the first two years of the war the suicide rate dropped, by over 30% each year.

3. Articles

cross reference

3.10 Nouns: Countable and Uncountable

1. Unless they are uncountable, all nouns need an article when used in the singular.

The article can be either *a/an* or *the*. Compare:

- a) Research is *an* important activity in universities.
- b) *The* research begun by Dr Mathews was continued by Professor Brankovic.
- c) *A* survey was conducted among 200 patients in the clinic.

In (a) research, which is usually uncountable, is being used in a general sense.

In (b) a specific piece of research is identified.

In (c) the survey is not specified and is being mentioned for the first time.

2. The rules for using *the* (the definite article) are quite complex.

Decide why it is used, or not used, in the following examples.

- a) The most famous fictional detective is Sherlock Holmes.
- b) The USA was founded in the eighteenth century.
- c) The government changed its attitude in the 1980s.
- d) In many companies, the knowledge of most employees is a wasted resource.
- e) The moon orbits the earth every 28 days.
- f) The south is characterised by poverty and emigration.
- g) Charles Dickens, the English novelist, died in 1870.
- h) The River Trent runs through the middle of England.
- i) The World Health Organisation was founded in 1948.

3. In general, *the* is used with:

- a) superlatives (*most famous*)
- b) time periods (*eighteenth century/1980s*)
- c) unique things (*government/moon/earth*)
- d) specified things (*knowledge of most employees*)
- e) regions and rivers (*south/River Trent*)
- f) very well-known people and things (*English novelist*)
- g) institutions and bodies (*World Health Organisation*)
- h) positions (*middle*)

It is *not* used with:

- i) names of countries, except for the UK, the USA and a few others
- j) abstract nouns (*poverty*)
- k) companies/bodies named after people/places (*Sainsbury's, Sheffield University*)

cross reference

3.8 Nationality Language

4. *In the following sentences, decide if the words in italic are specific or not. Insert the if specific.*

- a) *engineering* was the main industry in the region.
- b) *global warming* is partly caused by *fossil fuels*.
- c) *Russian revolution* was partly a result of *First World War*.
- d) *fraud* is costing *banking industry* millions of pounds a year.
- e) *drought* may have been a factor in *decline* of the Maya empire.
- f) *forests of Scandinavia* produce most of *world's* paper.

5. *Complete the sentences with either the or nothing.*

- a) Japanese emperor lives in centre of Tokyo.
- b) Already 3% of US working population are employed in call centres.
- c) purpose of this paper is to evaluate tests of intelligence.
- d) Picasso, Spanish painter, was born in nineteenth century.
- e) best definition is often simplest.

6. *Complete the following text by inserting a/an/the (or nothing) in each gap.*

THE ORIGINS OF @

Giorio Stabile, a) professor of b) history at La Sapienza university in Rome, has demonstrated that c) @ sign, now used in email addresses, was actually invented 500 years ago. Professor Stabile has shown that d) @, now e) symbol of f) internet, was first used by Italian merchants during g) sixteenth century.

He claims that it originally represented h) unit of volume, based on i) large jars used to carry liquids in j) ancient Mediterranean world. He has found k) first example of its use in l) letter written in 1546 by m) merchant from Florence. n) letter, which was sent to Rome, announces o) arrival in p) Spain of ships carrying gold from South America.

q) professor argues that r) @ sign derives from s) special script used by these merchants, which was developed in t) sixteenth century. According to him, u) loop around v) 'a' is typical of that style. He found w) evidence while researching x) visual history of y) twentieth century.



4. Caution

cross reference
2.10 Style

1. A cautious style is necessary in some areas of academic writing:

- Primary products ... *usually* have low supply and demand elasticities ...
 ... multiple factors *may* lead to a psychiatric consultation
 ... some parameters *might* depend on the degree of water content in the sand
 ... women *tend to* value privacy more than men
 ... other studies *suggest* that some permanent modal shift will occur
 Areas where caution is particularly important include:
 a) outlining a hypothesis that needs to be tested, (e.g. in an introduction)
 b) discussing the results of a study, which may not be conclusive
 c) commenting on the work of other writers

cross reference
2.7 Generalisations
3.7 Modal Verbs

2. Caution is needed to avoid making statements that are too simplistic:

- Poor education leads to crime.
 Such statements are rarely completely true. There is usually an exception that needs to be considered. Caution can be shown in several ways:
 (modal verb) Poor education *can* lead to crime.
 (adverb) Poor education *frequently* leads to crime.
 (verb/phrase) Poor education *tends to* lead to crime.
There is a tendency for poor education to lead to crime.

Complete the box below with more examples.

Modals	Adverbs	Verb/phrase
can	frequently	tends to there is a tendency

3. Rewrite the following sentences in a more cautious way.

- Private companies are more efficient than state-owned businesses.
- Computer manuals are difficult to understand.
- Older students perform better at university than younger ones.
- Exploring space is a waste of valuable resources.
- English pronunciation is confusing.
- Global warming will cause the sea level to rise.
- Science students work harder than those studying humanities.
- Concrete is the best material for building bridges.

cross reference

3.16 Referring Verbs

4. Another way to express caution is to use *quite*, *rather* or *fairly* before an adjective.

a *fairly* accurate summary

quite a significant correlation

a *rather* inconvenient location

NB. *quite* is often used before the article. It is often used positively, whereas *rather* tends to be used negatively.

When referring to sources, the verb used indicates the degree of caution appropriate. Compare:

Widmerpool (1999) *states* that junior doctors work longer than ... (positive)

Le Bas (1983) *suggests* that more training would result in ... (cautious)

Other verbs that imply tentative or cautious findings are:

think/consider/hypothesise/believe/claim/presume

5. Rewrite the following text in more cautious language.

A team of American scientists have found a way to reverse the ageing process. They fed diet supplements, found in health food shops, to elderly rats, which were then tested for memory and stamina. The animals displayed more active behaviour after taking the supplements, and their memory improved. In addition, their appearance became more youthful and their appetite increased.

The researchers say that this experiment is a clear indication of how the problems of old age can be overcome. They state that in a few years' time everyone will be able to look forward to a long and active retirement.



4. Insert a suitable conjunction in each gap.

- a) the course was voluntary only seven students attended.
- b) The longest day of the year, June 21st, was a time of festivity.
- c) the equipment was checked the experiment was repeated.
- d) most people use the train, a minority walk or cycle.
- e) Brick is a thermally efficient building material. It is,, cheap.
- f) Demand has increased for summer courses, extra ones are offered this year.

5. Complete the following biography by inserting suitable conjunctions.



THE BEATLES

The group which became the Beatles was formed in 1960 by John Lennon and Paul McCartney, with George Harrison and Ringo Starr joining later. a) playing in small clubs for two years their first record, *Love Me Do*, was released. *She Loves You*, in 1963, broke all previous sales records in Britain. b) their simplicity, the early Beatles songs c) *Yesterday* and *Paperback Writer* are still seen as masterpieces of musical genius. d), the unusual haircuts and clothes worn by the Beatles fitted well with the style of the mid-1960s. The popularity of the group soon spread to the USA and e) around the world, f) the media invented the term 'Beatlemania' to describe the excitement that was part of their tours. g) their popularity the group were awarded the MBE by the Queen in 1965, h) this caused anger among some of the older holders of this award.

In 1966 the Beatles stopped live performances, i) their music was becoming too complex to produce on stage. A year later *Sgt. Pepper's Lonely Hearts Club Band* was released, j) was immediately recognised as one of the most influential works in the history of popular music. k), the pressures of fame were beginning to affect all the members of the band, l) that they found it harder to work together. They played together for the last time in 1969 and m) split up in 1970.

6. Conjunctions of opposition

Note the position of the conjunctions in the following examples.

The economy is strong, *but/yet* there are frequent strikes.

Although there are frequent strikes, the economy is strong.

In spite of/despite the frequent strikes, the economy is strong.

There are frequent strikes. *However/nevertheless*, the economy is strong.

Write two sentences in each case.

Example: The equipment was expensive/unreliable.

The equipment was expensive but unreliable.

Although the equipment was expensive, it was unreliable.

- a) The government claimed that inflation was falling. The opposition said it was rising.
 - i)
 - ii)
- b) This department must reduce expenditure. It needs to install new computers.
 - i)
 - ii)

7. Finish the sentences in a suitable way.

- a) In contrast to America, where gun ownership is common,
- b) Despite leaving school at the age of 14,
- c) The majority displayed a positive attitude to the proposal, but
- d) The review has examined six studies of medical policy;
however
- e) Although the spring was cold and dry,

6. Formality in Verbs

cross reference
2.10 *Style*

1. A feature of most academic writing is a tendency to use rather formal verbs to express the writer’s meaning accurately:
 ... supply of energy required to *accelerate* the growth ...
 ... the development that is *envisaged* here needs to be not only sustainable ...
 In spoken English we would be more likely to use *speed up* and *imagined*.

cross reference
2.11 *Synonyms*
3.14 *Prepositions after Verbs*

2. Study the list below and find the meaning in each case.
 NB. Some of these verbs, e.g. *hold*, are used in academic writing with a special meaning.

Verb	Example of use
to adapt	the health system has been <i>adapted</i> from France
to arise	a similar situation <i>arises</i> when we look at younger children
to carry out	the largest study was <i>carried out</i> in Finland
to characterise	developing countries are <i>characterised</i> by
to clarify	the project was designed to <i>clarify</i> these contradictions
to concentrate on	that study <i>concentrated on</i> older children
to be concerned with	the programme is <i>concerned</i> primarily <i>with</i> ...
to demonstrate	further research has <i>demonstrated</i> that few factors ...
to determine	the water content was experimentally <i>determined</i>
to discriminate	a failure to <i>discriminate</i> between the two species
to emphasise	the 1987 report <i>emphasised</i> energy efficiency
to establish	the northern boundary was <i>established</i> first
to exhibit	half of the patients <i>exhibited</i> signs of improvement
to focus on	her work <i>focused on</i> female managers
to generate	a question that has <i>generated</i> a range of responses
to hold	Newton’s second law, $F = ma$, <i>holds</i> everywhere ...
to identify	three main areas have been <i>identified</i>
to imply	previous research <i>implies</i> that size is a good predictor
to indicate	all the surveys <i>indicate</i> that employees prefer pay rises
to interact	understand how the two systems <i>interact</i>
to interpret	the conclusion can be <i>interpreted</i> as a limited success
to manifest	as <i>manifested</i> in anti-social behaviour
to overcome	both difficulties were <i>overcome</i> in the first week
to predict	the study <i>predicts</i> that productivity will decline next year
to propose	they <i>propose</i> that social class is the main factor

to prove	the use of solar power is <i>proving</i> successful
to recognise	he is now <i>recognised</i> as a leading expert
to relate to	the pattern was <i>related to</i> both social and physical factors
to supplement	the diet was <i>supplemented</i> with calcium and iodine
to undergo	the system <i>underwent</i> major changes in the 1980s
to yield	both surveys <i>yielded</i> mixed results

3. *Select the better alternative in each case.*

- a) The survey *proved/yielded* a surprising amount of information on student politics.
- b) This question *arose/manifested* when older students were examined.
- c) Both writers attempt to *demonstrate/imply* that older employees are more reliable.
- d) Darwin *held/indicated* very strong views on this issue.
- e) It must be *proved/emphasised* that these results are only provisional.
- f) One of the chimpanzees *supplemented/exhibited* signs of nervousness.
- g) Freud was *concerned/identified* primarily with middle-class patients.
- h) The study was *generated/carried out* to explore the issue of religious tolerance.



4. *Insert a suitable verb from the box below into each gap.*

overcome	predict	demonstrate	interpret
discriminate	recognise	clarify	focus on

- a) The results clearly that younger children learn more quickly.
- b) This paper attempts to the confusion surrounding studies of infertility.
- c) Social class must be as a leading factor in educational success.
- d) His study fails to between the various types of reinforced concrete.
- e) Most experts failed to the collapse of Soviet power in 1989.
- f) It seems profitable to the record of smaller companies.
- g) The noises made by whales have been in several ways.
- h) This problem was by reversing the direction of the gas flow.

7. Modal Verbs

1. Modal verbs used in academic writing tend to have three main meanings:

a) Ability

May and *can* are similar but *can* is more common:

The assessment ... *may* be made in a variety of ways

... with smaller samples this method *cannot* be used ...

... one faculty *can* have more than one academic programme ...

b) Degrees of certainty

Will and *should* are used for predictions of near certainty (*will* is stronger):

... in the knowledge that the parent *will* be there when needed

Improved facilities *should* lead to lower staff turnover

May and *might* both suggest possibility:

Landfill carbon sequestration *might* supplement fossil fuel combustion ...

... multiple factors *may* lead to a psychiatric consultation ...

Would and *could* are used in conditional situations (not always with *if*):

... or *would* we conclude that the observation is uninformative?

... estimates of the model's parameters *could* conceivably be computed ...

c) Degrees of obligation

Must suggests strong obligation; *should* is for recommendations:

To obtain a total estimate ... several approximations *must* be used

A primary research emphasis ... *should* then be on identifying ...

2. Complete the following sentences with a suitable modal of ability.

- The question is whether democracy survive in such difficult conditions.
- Fifty years ago a new house be bought for £1500.
- Students be expected to write more than one long essay a week.
- The mistakes of past historians now be clearly seen.
- Jenkins (1976) argued that aluminium be used in place of steel.

3. Complete the following with a suitable modal of certainty.

- It not be surprising if the company were bought by a rival.
- Various social situations lead to a child's loss of confidence.
- Other studies confirm that a permanent shift in transport use occur.
- By 2020 most children have internet access by the age of five.
- If the pressure is lowered, the reaction take place more quickly.

cross reference

3.4 Caution



f) In the long term, solar power make a significant contribution.

4. Use a suitable modal of obligation to complete the following.

- a) Students studying abroad take some of their favourite music with them.
- b) All books be returned to the main library by June 19th.
- c) First-year undergraduates take at least three modules from the list below.
- d) The second part of the essay focus on the differences in the results.

5. In the following sentences, the meaning changes according to the modal verb used. Find two possibilities, giving the meanings in each case.

Example:

Using the internet means the company *can* sell its products worldwide. (ability)

Using the internet means the company *might* sell its products worldwide. (possibility)

- a) The poorest people be helped by improving the supply of water (.....)
 The poorest people be helped by improving the supply of water (.....)
- b) Tribal leaders of the 1st century BC have used writing. (.....)
 Tribal leaders of the 1st century BC have used writing. (.....)
- c) Few people agree to take part in the experiment. (.....)
 Few people agree to take part in the experiment. (.....)
- d) Care always be taken when interpreting 19th-century data. (.....)
 Care always be taken when interpreting 19th-century data. (.....)
- e) By the mid-21st century poverty be abolished. (.....)
 By the mid-21st century poverty be abolished. (.....)
- f) Repeating the study confirm their findings. (.....)
 Repeating the study confirm their findings. (.....)

8. Nationality Language

1. Most nationalities have a regular pattern of nouns and adjectives.

Germany is a leading industrial economy. (country)
 The *German* capital is Berlin. (adjective)
German is spoken by over 100 million. (language)
Germans/The Germans like wine. (people)
 Most national adjectives end in *-an/-ian/-ish/-ch/-ese/-i*.

2. Some nationalities are less regular.

Holland/The Netherlands is located between Belgium and Germany.
 The *Dutch* capital is The Hague.
Dutch is related to German.
Dutch people often speak English well.

Country	People	Country	People	Country	People
Denmark	Danes	Iraq	Iraqis	Switzerland	Swiss
Greece	Greeks	Pakistan	Pakistanis	Chile	Chileans
Poland	Poles	Thailand	Thais	Portugal	Portuguese

3. Write similar sentences to those above about two of the following:

France	Japan	Egypt	India	Ireland	Mexico
--------	-------	-------	-------	---------	--------

- | | |
|------|------|
| i) | i) |
| ii) | ii) |
| iii) | iii) |
| iv) | iv) |

cross reference

3.3 Articles

4. The definite article is used with a few countries:

The United Arab Emirates
 The United States
 The United Kingdom
 The Czech Republic

With national adjectives ending in *-an/-ian* it is possible to say, for example:

Italians/The Italians/Italian people have enjoyed opera for over 200 years.

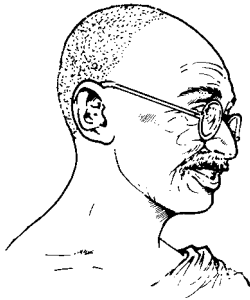
With other endings the first form is not possible:

The Japanese/Japanese people like watching sumo wrestling.

NB. *England* is not a political unit. Although it is possible to use *English people/English food*, the nationality is *British*. The country's name is *Britain* or the *United Kingdom*.

5. Complete the spaces in the following sentences with one word.

- a) Beijing is the capital.
- b) The rouble is the currency.
- c) The largest city in is Sydney.
- d) Many people enjoy going to bullfights.
- e) Nelson Mandela was the president.
- f) are the only South Americans who speak Portuguese.
- g) The capital is Baghdad.
- h) speak Spanish and make fine cigars.



6. Write sentences about some of the people in the box, giving their nationality.

Ronaldo	Bill Clinton	Pablo Picasso	Bob Marley
Saddam Hussein	Mao Tse-tung	Akio Morita	Beethoven
Margaret Thatcher	Josef Stalin	Mahatma Gandhi	Yasser Arafat

Example:

Ronaldo is a Brazilian footballer/Ronaldo comes from Brazil.

- a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)

9. Nouns and Adjectives

1. Compare these sentences:

The *efficiency* of the machine depends on the *precision* of its construction.

Precise construction results in an *efficient* machine.

The first sentence uses the nouns *efficiency* and *precision*. The second uses adjectives: *precise* and *efficient*. Although the meaning is similar the first sentence is more formal. Effective academic writing requires accurate use of both forms, which can be easily confused.

2. Underline and correct the mistakes in the following:

- Some areas of the capital are not safety.
- Various culture patterns in French society need to be considered.
- The deep of the lake is calculated at 550 metres.
- A health diet includes fresh fruit and vegetables.

3. Complete the gaps in the table below.

Noun	Adjective	Noun	Adjective	Noun	Adjective
height		reliability		heat	
	strong		confident		true
width		probability		necessity	
	long		dangerous		relevant

4. Insert a suitable noun or adjective from the table in each sentence.

- These data appear not to be and should not be trusted.
- The of the matter may never be known, since all the records are lost.
- There is a strong that coffee prices will fall next year.
- In some places the River Zambesi is more than three kilometres
- The results are so surprising it will be to repeat the experiment.
- It is not easy to see the of art history to engineering.
- Regularly backing-up computer files reduces the of losing vital work.
- Revising for exams is a tedious
- The building's is due to its massive steel frame.
- in the banking system was destroyed by years of inflation.

5. Underline the adjective(s) in each sentence for which it is possible to form a related noun. Write the noun in brackets.

Example:

Few patients are likely to suffer side-effects from the drug. (likelihood)

- a) Various methods of dealing with the spread of malaria were suggested. (.....)
- b) Dr Lee adopted an analytical approach to the inquiry. (.....)
- c) Antibiotics were not available in the first half of the 20th century. (.....)
- d) Her major contribution to the research was her study of folklore in Spain. (.....)
- e) The precise number of people affected by the earthquake is unknown. (.....) (.....)
- f) Some progress was made in the theoretical area. (.....)
- g) A frequent complaint is that too much work is expected in the first semester. (.....)
- h) We took a more critical approach to irrigation. (.....)
- i) The Department of Social Policy is offering three courses this year. (.....)
- j) Finally, the practical implications of my findings will be examined. (.....)

6. Complete the gaps in the table below.

Noun	Adjective	Noun	Adjective
approximation	approximate		particular
superiority		reason	
	strategic		synthetic
politics		economy	
	industrial		cultural
exterior		average	

7. Complete the sentences with nouns or adjectives from the table above.

- a) The consequences of the war were inflation and unemployment.
- b) 365.25 days is an of the length of the solar year.
- c) One of British weather is that it is very changeable.
- d) All doors are fitted with security systems.
- e) They attempted to make a of all the different proposals.
- f) The length of time patients have to wait is 34.6 weeks.
- g) The traditional idea that the sun went round the earth was, but wrong.
- h) Ancient Japanese was highly developed in areas such as poetry and ceramics.

10. Nouns: Countable and Uncountable

1. Most nouns in English are countable, but the following are generally uncountable, i.e. they are not usually used with numbers or the plural 's'.

accommodation	information	scenery
advice	knowledge	staff
behaviour	money	traffic
commerce	news	travel
data	permission	trouble
education	progress	vocabulary
equipment	research	weather
furniture	rubbish	work

cross reference

3.18 Singular/Plural

2. Another group of uncountable nouns is used for materials:

wood/rubber/iron/coffee/paper/water/oil/stone

Little *wood* is used in the construction of motor vehicles.

Huge amounts of *paper* are used to produce magazines.

Many of these nouns can be used as countable nouns with a rather different meaning:

Over twenty daily *papers* are published in Delhi.

Many *woods* in the county have a long recorded history.

3. The most difficult group can be used either as countable or uncountable nouns, often with quite different meanings.

She developed *an interest* in bio-genetics.

The bank is paying 4% *interest* on six-month deposits.

Other nouns with a similar pattern are used for general concepts (*love/fear/hope*).

Most people feel that *life* is too short. (in general)

Nearly twenty *lives* were lost in the mining accident. (in particular)

Complete the following sentences to show the differences in meaning.

- a) Three years' experience
- b) She had some exciting experiences while
- c) Most small businesses have
- d) In many countries it is normal to discuss business
- e) A number of capitals such as Washington and Canberra are
- f) Huge amounts of capital
- g) Two world wars in thirty years caused
- h) War is a feature of
- i) was the cause of six deaths.
- j) Death is
- k) New medicines are developed
- l) Studying medicine at university can be

4. *Note the importance of the type of noun in the following structures:*

- Questions: *How much accommodation* (U) is available for rent?
 How many rooms (C) are vacant next month?
- Negatives: *Not much/Little equipment* (U) was needed for the experiment.
 Not many/Few machines (C) were functioning in the IT room.

5. *In the following sentences, choose the correct alternative.*

- a) *Little/few* news reached the prisoners in the castle.
- b) He established three successful *businesses/business* in 1995.
- c) Substantial *experiences/experience* of report writing *are/is* required.
- d) It has often been claimed that *travel broadens/travels broaden* the mind.
- e) *Paper was/papers were* very expensive in the Middle Ages.
- f) *How much advice/many advices* were they given before coming to Britain?
- g) She had *little interest/few interests* outside her work.
- h) The insurance policy excludes the effects of civil *war/wars*.
- i) *Irons were/iron was* first powered by electricity in the twentieth century.
- j) They studied the *behaviour/behaviours* of three groups of lions over two years.



6. *Complete the gaps in the following paragraph with much/many/little/few.*

- Very a) data is available to students of housing of the 6th–9th centuries A.D. No complete examples survive, and researchers are not certain how b) information can be taken from the literature. It is not clear how c) people lived in each house, and in the d) sites that have been investigated (only four in the whole country) e) progress has been made towards finding a standard floor plan.

11. Passives

cross reference

2.10 *Style*

1. The passive is used when the writer wants to focus on the result, not on the cause:

The book was written *in 1926*. (passive)

My father wrote the book. (active)

In the first sentence, the emphasis is on the date, in the second on the writer. So the passive is used in written English when the cause (a person or thing) is less important or unknown.

The treaty *will be signed* next year. (by someone)

The tower *was destroyed* a century ago. (by something)

It is quite common to show the cause of the action by adding *by ...*

The army was helped *by good weather* in the autumn of 1296.

2. The passive is also used in written work to avoid using *I* or *we*:

The findings *were evaluated*.

An analysis *will be made*.

Change the following into the passive.

- a) We collected the data and compared the two groups.
- b) I interviewed 120 people in three social classes.
- c) They checked the results and found several errors.

3. An adverb is often inserted in a passive form:

This process *is commonly called* 'networking'.

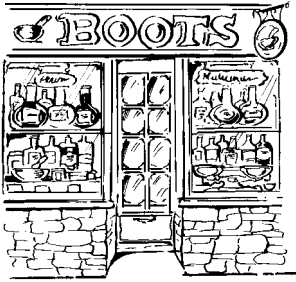
Change the following sentences from active to passive and insert a suitable adverb from the box below.

- a) A storm damaged 40% of the houses in the port.
- b) The Connors family ran the company until 1981.
- c) They had built the house near the station.
- d) Picasso painted the portrait of the old man.
- e) They provided pencils for all students in the exam.
- f) Doctors tested over 550 people for the disease over a three-year period.
- g) The researchers calculated the percentages to three decimal places.
- h) They called their business the Universal Trading Company.

conveniently	optimistically	helpfully	brilliantly
regularly	precisely	efficiently	badly

cross reference

3.2 *Adverbs*



4. In most texts the active and the passive are mixed.

Read the following article and underline the passives.

BOOTS THE CHEMISTS

When John Boot died at 45, he was worn out by the strain of establishing his herbal medicine business. He had worked his way up from his early years as a farm labourer to be the owner of a substantial business. He was born in 1815, became a member of a Methodist chapel in Nottingham, and later moved to the city. Concerned by the situation of the poor, who were unable to afford a doctor, in 1849 he opened a herbal medicine shop which was called the British and American Botanic Establishment. In the early stages John was helped financially by his father-in-law, while his mother provided herbal knowledge.

On his death in 1860 the business was taken over by his wife, and she was soon assisted by their 10-year-old son, Jesse. He quickly showed the business ability which transformed his father's shop into a national business. He opened more shops in poor districts of the city and pioneered advertising methods. Another innovation was to do all his business in cash, rather than offering credit.

5. *Could all the passives in the text be replaced by the active? What would be the result if most of them were?*
6. **The passive is used more in written than in spoken English, but should not be over-used, because it can give a very formal tone.**

In the following text, which continues the history of Boots, the passive is used throughout. Change some of them into the active.

In 1889 he was introduced to Florence Rowe, the daughter of a bookseller, while on holiday. Her influence was felt by the business after they were married: the product range was enlarged to include stationery and books. In addition she was responsible for the introduction of the Boots subscription library and in-store cafes.

During World War 1 the factories were used to make a variety of products from sterilizers to gas masks. But by 1920 Jesse was being attacked by arthritis and was worried by the economic prospects. Boots was sold to an American rival for £2 m. This, however, was made bankrupt during the Depression and Boots was then bought by a British group for £6 m, while Jesse's son, John, was made chairman. The famous No. 7 cosmetics range was launched in the 1930s. In the 1939–45 War the saccharin equivalent to 700,000 tons of sugar was produced in the Nottingham factories.

12. Prefixes and Suffixes

1. *Automatically* and *uncontrollable* are examples of words containing prefixes and suffixes. Words like these are much easier to understand if you know how prefixes and suffixes affect word meaning.

Prefixes change or give the meaning.

Suffixes show the meaning or the word class.

Prefix	Meaning	Suffix	Word class/meaning
auto-	by itself	-ally	adverb
un-	negative	-able	ability

The machine started *automatically*.

The class of young boys was *uncontrollable*.

2. Prefixes.

- Negative prefixes. *un-*, *in-*, *mis-* and *dis-* often give adjectives and verbs a negative meaning: *unclear*, *insane*, *mishear*, *disagree*.
- A wide variety of prefixes define meaning, e.g. *pre-* usually means *before*; hence *prefer*, *prehistory* and, of course, *prefix*.

3. Common prefixes.

Find the meaning(s) of each prefix.

NB. Some prefixes have more than one meaning.

auto	autopilot	The plane flew on <i>autopilot</i> for six hours
co	co-ordinator	The <i>co-ordinator</i> invited them to a meeting
ex	ex-girlfriend	He met his <i>ex-girlfriend</i> on the station
ex	exclusive	It is difficult to join such an <i>exclusive</i> club
micro	microscope	She studied the tiny animals with a <i>microscope</i>
multi	multinational	Ford is a <i>multi-national</i> motor company
over	oversleep	After <i>oversleeping</i> twice she got an alarm clock
post	postpone	The meeting is <i>postponed</i> to next Monday
re	return	<i>Return</i> the letter to the sender
sub	subtitle	Chinese films have <i>subtitles</i> in England
under	undergraduate	Most <i>undergraduate</i> courses last 3 years
under	undercook	<i>Undercooked</i> meat can be a health hazard

N.B. Some prefixes have more than one meaning

4. Suggest possible meanings for the words in *italic*.

- Criminal activity seems to be very common among the *underclass*.
- The passengers found the jet was *overbooked* and had to wait for the next flight.



- c) The *microclimate* in my garden means that I can grow oranges.
- d) It is claimed that computers have created a *post-industrial* economy.
- e) Most film stars have *ex-directory* phone numbers.
- f) It is believed that dreams are produced by the *subconscious*.

5. Suffixes.

- a) Some suffixes like *-ion*, *-ive* or *-ly* help the reader find the word class.
- b) Other suffixes add to meaning, e.g. *-ful* or *-less* after an adjective have a positive or negative effect (thoughtful/thoughtless).

6. Word class suffixes.

nouns	<i>-er</i> often indicates a person: <i>teacher, gardener</i>
	<i>-ee</i> shows the person who is the subject: <i>trainer/trainee</i>
	<i>-ism</i> and <i>-ist</i> are used with belief systems and their supporters: <i>capitalism/capitalist</i>
	<i>-ness</i> converts an adjective into a noun: <i>sad/sadness</i>
	<i>-ion</i> changes a verb to a noun: <i>convert/conversion</i>
adjectives	<i>-ive</i> : <i>effective, constructive</i>
	<i>-al</i> : <i>commercial, agricultural</i>
	<i>-ous</i> : <i>precious, serious</i>
verbs	<i>-ise/-ize</i> to form verbs from adjectives: <i>private/privatise</i>
adverbs	<i>-ly</i> ; most (but not all) adverbs have this suffix: <i>happily</i>

7. Meaning suffixes.

A few suffixes contribute to the meaning of the word:

-able has the meaning of *ability*: a *watchable* film, *changeable* weather

-wards means *in the direction of*: the ship sailed *northwards*

-ful and *-less*: *hopeful* news, a *leaderless* army

8. Give the word class and suggest possible meanings for:

- a) cancellation
- b) unpredictable
- c) coincidental
- d) saleable
- e) uncooperatively
- f) interviewee
- g) evolutionary
- h) surrealism
- i) protester
- j) symbolically

9. *Study each sentence and find the meaning of the words in italic.*

- a) The film is a French–Italian *co-production* made by a *subsidiary* company.
- b) When the car crashed she screamed *involuntarily* but was *unharm*ed.
- c) Using *rechargeable* batteries has *undoubted* benefits for the environment.
- d) The *unavailability* of the product is due to the *exceptional* weather.
- e) There is a *theoretical* possibility of the cloth *disintegrating*.

13. Prepositions

cross reference

3.14 Prepositions after Verbs

1. *Underline the prepositions in the following text.*

The purpose of this paper is to examine the development of the textile industry in Britain over the period 1750–1850. This clearly contributed to the nation’s industrialisation, and was valuable for stimulating exports. In conclusion, the paper sets out to demonstrate the relationship between the decline in agricultural employment and the supply of cheap labour in the factory context.

The table lists the main ways of using prepositions.

Find one example of each in the text.

noun + preposition	purpose of
verb + preposition	
adjective + preposition	
phrasal verb	
preposition of place	
preposition of time	
phrase	

NB. The difference between phrasal verbs and verbs with prepositions:

The cars are *made in* Korea. (verb + preposition = easy to understand)

The writer *made up* the story in a night. (phrasal verb = hard to understand)

2. *Study these further examples of preposition use and decide on their type.*

- There are a number *of* limitations to be considered ... (noun +)
- The results would be applicable *to* all managers ... (.....)
- ... the data was gathered *from* a questionnaire (.....)
- All the items were placed *within* their categories (.....)
- The results *of* the investigation are still pertinent ... (.....)
- The respondents had spent *on* average 4.9 years ... (.....)
- ... most countries *in* sub-Saharan Africa ... (.....)
- ... *within* a short spell of four years (.....)

3. *Insert a suitable preposition before or after the nouns in the sentences below.*

- Evidence is presented in support the value of women’s work.
- A small change demand can lead to large price rises.
- Many examples were found high levels of calcium.
- We tried to assess the feasibility allowing children to choose their own subjects.
- The second point is their impact developing countries.

4. *Complete the following phrases with the correct prepositions.*

- the whole
- point view

- c) in respect
- d) spite of
- e) in support

5. *Complete the following sentences with suitable prepositions of place or time.*

- a) the respondents, few had any experience of working abroad.
- b) Industrial production declined gradually 1976 1985.
- c) Most workers the European Union retire before the age 60.
- d) Albert Einstein was born Germany 1879.
- e) Many flowers open their petals the morning and close them night.
- f) the surface, there is no difference male and female responses.



6. *Complete the text with suitable prepositions.*

This study sets a) to answer the controversial question b) whether increased food supply c) a country makes a significant contribution d) reducing malnutrition e) children. It uses data collected f) 75 countries g) 1969 and 1987. The findings are that there was a considerable improvement h) the majority i) countries, despite population increases j) the period. However, a clear distinction was found k) the poorest countries (e.g. l) South Asia), where the improvement was greatest, and the wealthier states such as those m) North Africa. Other factors, notably the educational level n) women, were also found to be critical o) improving childhood nutrition.

14. Prepositions after Verbs

cross reference

3.6 Formality in Verbs

3.13 Prepositions

1. The following verbs are generally used with these prepositions:

Verb + prep.	Example
add to	The bad weather <i>added to</i> the General's difficulties.
agree with	Yu (1977) <i>agrees with</i> Martin and Jenks (1989).
associate with	Monetarism is an economic policy <i>associated with</i> Mrs Thatcher.
believe in	The survey showed that 65% <i>believed in</i> life after death.
blame for	He <i>blamed</i> unfair questions <i>for</i> his poor exam results.
concentrate on*	She dropped all her hobbies to <i>concentrate on</i> her work.
consist of	Parliament <i>consists of</i> two Houses: the Commons and the Lords.
depend on*	The company <i>depends on</i> IT for a rapid flow of sales data.
derive from	All modern computers <i>derive from</i> wartime decoding machines.
divide into	Trees are <i>divided into</i> two main types: conifers and deciduous.
invest in	Far more money needs to be <i>invested in</i> primary education.
learn from	All successful students <i>learn from</i> their mistakes.
pay for	Goods delivered in April must be <i>paid for</i> by June 30th.
point out	Goodson (2001) <i>points out</i> the dangers of over-specialisation.
specialise in	This department <i>specialises in</i> French-Canadian poetry.

* *focus on* and *rely on* are similar.

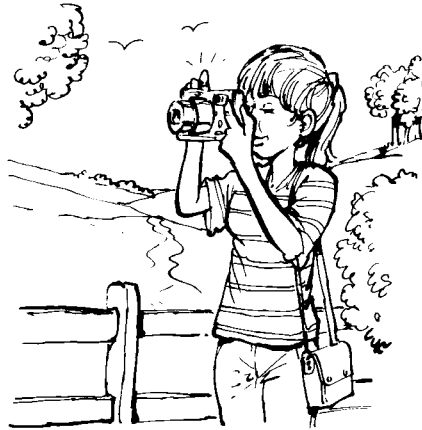
2. Complete the following with suitable verbs and prepositions.

- The enquiry the cause of the accident, not the consequences.
- Dr Cracknell that there were only two weeks before the deadline.
- Fewer British students are foreign languages.
- The theory of relativity will always be Albert Einstein.
- A football pitch is two halves.
- A series of strikes were the decline in production during May.
- Millions of men died for the cause they
- Every nation needs a public transport system it can

3. With the following verbs more than one preposition is possible. Note the change of meaning in some cases.

Verb + preposition	Example
compare to/with	The stock market has been <i>compared with/to</i> a casino.
look at/into	The evidence needs to be <i>looked at/into</i> more carefully.
look for	Most students use search engines to <i>look for</i> information.
apply to	He <i>applied to</i> the committee for a grant.
apply for	To <i>apply for</i> the job three forms must be completed.

4. Choose suitable verbs and prepositions from (1) and (3) to complete the following text.



The new model of camera, the Alpha 616, a)..... the previous model, the 615. The Alpha 616 b)..... a standard camera with a small tape recorder c)..... it. This allows the photographer to talk to the camera. The marketing unit d)..... the camera market carefully and discovered that many people forget where they take pictures. These people can now e)..... the Alpha 616 to remember for them.

The company has f)..... over £2 million..... the new product. g)..... other projects this may seem a small amount, but this is not a large business. It is hoped that customers will h)..... over £100 the camera, which the company will i)..... for significant profits next year.

15. Punctuation

1. Capitals.

It is difficult to give precise rules about the use of capital letters in modern English. However, they should be used in the following cases:

- | | |
|--|--|
| a) The first word in a sentence | <i>In the beginning...</i> |
| b) Names of organisations | <i>Sheffield Hallam University</i> |
| c) Days and months | <i>Friday 21st July</i> |
| d) Nationality words | <i>France and the French</i> |
| e) Names of people/places | <i>Dr Martin Turner from Edinburgh</i> |
| f) Titles (capitalise main words only) | <i>The Uses of Literacy/The Duke of Kent</i> |

2. Apostrophes (').

These are one of the most misused features of English punctuation. They are mainly used in two situations:

- | | |
|--|--|
| a) to show contractions | <i>It's generally believed ...</i> |
| NB. Contractions are not common in academic English. | |
| b) with possessives | <i>The professor's secretary (singular)</i>
<i>Students' marks (plural)</i> |

3. Semi-colons (;).

These are used to show the link between two connected phrases when a comma would be too weak and a full stop too strong.

Twenty people were interviewed for the first study; thirty-three for the second.

Semi-colons are also used to divide up items in a list when they have a complex structure:

Among the presents received by the president were three oil paintings of himself, all flattering; a pair of green parrots, which were very noisy; a solid gold medal and three or four suits of clothes.

NB. Semi-colons are quite rare in most types of writing.

4. Colons (:).

- | | |
|------------------------------|---|
| a) to introduce explanations | <i>The meeting was postponed: the Dean was ill.</i> |
| b) to start a list | <i>Two factors were discussed: cultural and social.</i> |
| c) to introduce a quotation | <i>As Orwell said: 'all art is propaganda'.</i> |

5. Quotation marks/inverted commas ('...' / "...").

- a) single quotation marks are used to emphasise a word, to give quotations from other writers and to show direct speech:

The word 'quiz' was first used in the nineteenth century.

Goodwin's (1977) analysis of habit ... indicates that, in general, 'it will be more difficult to reverse a trend than to accentuate it'.

'Can anyone find the answer?' asked the lecturer.

Cross reference

2.9 References and Quotations

NB. Longer quotations are usually indented (i.e. have a wider margin) or are set in smaller type.

b) double quotation marks are used to show quotations inside quotations (nested quotations):

As Murphy has observed: 'Concepts of "typical" need careful examination.'

c) quotation marks are used for the names of articles and chapters, but book and journal titles use italics.

6. Other punctuation marks.

Hyphens (-) are used with certain words and structures:

well-engineered/co-operative/three-year-old

Exclamation marks (!) and question marks (?):

'Well!' he shouted. 'Who would believe it?'

Brackets (...) are used to contain information of lesser importance:

There were only 31 marriages (out of 13,829) in which 'baker' was listed.



7. Punctuate the following sentences.

- a) on tuesday june 6 1759 in the church at derby nicolas james married mary dewey
- b) professor rowans new book the triumph of capitalism is published in new york
- c) how many people would agree with john lennon when he said all you need is love
- d) the probability was calculated for each of the three faculties physics biology and law
- e) as cammack 1994 points out latin america is creating a new phenomenon democracy without citizens
- f) thousands of new words such as website enter the english language each year
- g) dr tanners latest study focuses on childrens reactions to stress in the playground
- h) she scored 56% on the main course the previous semester she had achieved 67%

8. Punctuate the text.

the london school of business is offering three new courses this year economics with psychology introduction to management and ecommerce the first is taught by dr jennifer hillary and runs from october to january the second introduction to management for msc finance students is offered in the second semester and is assessed by coursework only professor wangs course in ecommerce runs in both the autumn and the spring and is for more experienced students

16. Referring Verbs

cross reference

- 2.9 References and Quotations
- 3.6 Formality in Verbs
- 3.14 Prepositions after Verbs

1. Referring verbs are used to summarise another writer's ideas.

Wilsner *argued* that the single play had been consigned to television history.

Heffernan (1972) *found* that adaptation to prison was facilitated by ...

They may also be used to introduce a quotation from the writer.

... as Peter Huber has *observed*, 'Coal itself is yesterday's landfill ...'

2. Most of these verbs are followed by a noun clause beginning with *that*.

a) The following mean that the writer is presenting a case:

argue claim consider hypothesise suggest believe think state

Martins (1975) *claimed* that many mergers led to lower profits.

b) A second group describes a reaction to another writer's position:

accept admit agree deny doubt

Handlesmith *doubts* Martins's claim that lower profits resulted from ...

c) Others include:

assume conclude discover explain imply indicate maintain presume
reveal show

3. Write a sentence referring to what the following writers said (more than one verb may be suitable).

Example:

Z: 'My research shows that cats are cleverer than dogs.'

Z *claimed/argued* that cats were cleverer than dogs.

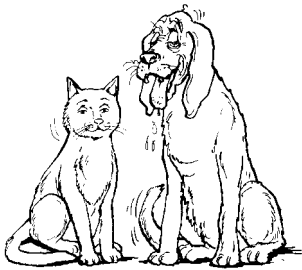
a) A: 'You could be right. I may have made a mistake in my estimate.'

b) B: 'I did not say that sheep were faster than horses.'

c) C: 'Whales are very intelligent animals.'

d) D: 'I support A's position on cats and dogs.'

e) E: 'I'm not sure, but cows probably get cold in winter.'



- f) F: 'After much research, I've found that pigs can't fly.'
- g) G: 'On my travels in the jungle I found a new type of frog.'
- h) H: 'I think it unlikely that cats can learn to talk.'
- i) I: 'Somebody should compare mouse behaviour with rat behaviour.'
- j) J: 'There may be a link between health and the seasons.'

4. A small group of verbs is followed by (somebody/something + *for* + noun/gerund):

Lee (1998) *blamed* foreign investors for the panic.

blame censure commend condemn criticise

NB. All except *commend* have a negative meaning.

A final group is followed by (somebody/something + *as* + noun/gerund):

Terry *interprets* rising oil prices as a response to Asian recovery.

assess characterise classify define describe evaluate identify
interpret portray present

5. Re-write the following statements using verbs from the lists in (4).

- a) K: 'X's work is responsible for a lot of our current economic problems.'
- b) L: 'She was very careless about her research methods.'
- c) M: 'There are three main species of bees.'
- d) N: 'The cat family are the kings of the animal world.'
- e) O: 'I'm sure that dogs bark because they are nervous.'
- f) P: 'Trying to estimate the number of animal species is like shooting in the dark.'
- g) Q: 'Darwin was the greatest naturalist of the nineteenth century.'
- h) R: 'An insect is a six-legged arthropod.'
- i) S: 'Queen Victoria was a short, rather fat woman with dark eyes.'
- j) T: 'Gregor Mendel can be considered the founder of modern genetics.'

17. Relative Pronouns

1. Relative pronouns (*who/whose/where/which/that*) introduce a relative clause.

The journal, *which* was edited by my tutor, was missing from the library.

The college *where* he studied has been given £4 million.

The teacher *who* interviewed me was a specialist in ancient music.

Dr Yamada, *whose* lecture I attended, presented the prizes.

He wrote about the area *that* I was interested in.

Which relative pronouns are used for:

- places?
- people?
- things?
- possession?

Cross reference

2.4 Definitions

2. Insert a suitable relative pronoun in these sentences.

- The book.....he wanted had been borrowed by someone else.
- Beijing,.....she studied for six months, used to be called Peking.
- Charlie Chaplin,.....was born in England, was a great film comedian.
- A hydrometer is an instrument.....is used to measure density in liquids.
- Few people have heard of the man.....invented television.
- Mercury,.....is a liquid element, is used in many industrial processes.

3. As can be seen from the examples above, there are two kinds of relative clauses:

- Those which define the subject. In this case the relative clause must be included:

The college *where he studied* has been given £4 million.

- Those which give additional details:

The journal, *which was edited by my tutor*, was missing from the library.

Here the relative clause could be removed and the meaning would still be clear.

In this second type the relative clause is surrounded by commas (,), brackets or dashes (–)

4. Decide if the following sentences contain defining (D) or additional detail (A) clauses.

- Akio Morita was the person who invented the Walkman.
- The first thing that he did was to introduce a new system of assessment.
- The medical school, which has a very good reputation, charges £20,000 per year.



- d) The president (who enjoyed playing jazz) was elected for a second term.
- e) A hurricane is a tropical storm that can do enormous damage.

5. In defining clauses both *that* and *which* can be used with things.

Toyota is a Japanese company *that/which* makes cars.

But for clauses that provide additional detail only *which* can be used:

Volkswagen, *which* is a German company, is a major car producer.

In defining clauses where the relative pronoun is the object its use is optional:

She applied to the university (*that/which*) her tutor had recommended.

The course (*that/which*) I wanted to take was not offered this semester.

The tutor (*who*) she wanted to meet was away for two months.

When the relative pronoun is the subject it must be included:

The scientists *who* discovered DNA worked in Cambridge.

Decide if the relative pronouns in the following are necessary. If not, cross them out.

- a) It was not known who was responsible for the explosion.
- b) The man who I read about was born in Scotland.
- c) The book that the professor wrote was remarkably short.
- d) Squirrels are mammals that live mainly in trees.
- e) The article that she referred to was published last year.

6. Insert a suitable relative pronoun in the text below. Write X if the pronoun is optional.

King Camp Gillette, a) invention of the disposable razor blade made his name world-famous, was an American b) had spent 40 years looking for a saleable invention. The idea c) changed his fortunes occurred in 1895, but he met considerable difficulties producing a thin, sharp blade d) could be made cheaply. He sold shares in the company to pay for the development work e) his partner, William Dickerson, was doing. In 1903, f) was their first year of business, they produced only 51 razors. But due to intensive advertising, g) potential Gillette quickly recognised, they rapidly increased sales to 250,000 two years later. The modern razor, h) is usually double-bladed, is directly related to the idea i) Gillette had over a hundred years ago.

18. Singular/Plural

cross reference

- 2.7 Generalisations
3.10 Nouns: Countable and Uncountable

1. This can be a confusing area, but the following illustrate the main areas of difficulty:

- a) Nouns should agree with verbs, and pronouns with nouns:
Those problems are unique.
There are many arguments in favour.
- b) Uncountable nouns and irregular plurals have no final -s:
Most students receive free tuition.
DNA is located in every part; hair, nails, teeth ...
- c) General statements normally use the plural:
State universities have lower fees.
- d) *Each* and *every* are followed by singular nouns:
Every student gets financial support.
- e) Two linked nouns should agree:
Both the similarities and differences are important.

Find the mistake in the following and decide what type (a–e above) it is.

- a) The proposal has both advantages and disadvantage. (.....)
- b) A majority of children in Thailand is vaccinated against measles. (.....)
- c) There are few young people in rural area. (.....)
- d) Many places are experiencing an increase in crimes. (.....)
- e) Each towns have their own councils. (.....)

2. Study the following group phrases.

Singular + plural	Plural + plural	Plural + uncountable
half the universities	two types of institutions	three areas of enquiry
a range of businesses	various kinds of courses	several fields of research
one of the elements	many species of ants	rates of progress

Note that if a verb has more than one subject it must be plural, even if the preceding noun is singular:

Scores of students, some teachers and the president *are* at the meeting.

Their valuable suggestions and hard work *were* vital.

Certain group nouns, e.g. *team/army/government*, can be followed by either a singular or plural verb:

The team *was* defeated three times last month. (collectively)

The team *were* travelling by train or bus. (separately)

3. *Underline and correct the mistakes in the following (one per sentence).*

- a) More must be done to solve that problems of development.
- b) There are two sorts of college in Japan.
- c) The attitude towards this issue vary from person to person.
- d) Many culture from around the world are found in the city.
- e) In the country the people is more friendly.
- f) It is common to move from the countryside to find job.
- g) Huge number of cars use the motorway.
- h) The city have disadvantages such as a high rate of crime.
- i) Public transport lets us move to another places easily.
- j) There are bad pollution due to traffic congestion.
- k) People should not ignore important factors that affect their life.

4. *Read the text and choose the correct alternative.*



A large number of *company/companies* *has/have* developed *website/websites* in the last few years. Trading using the internet is called *e-commerce/e-commerces*, and *this/these is/are* divided into two main kinds: B2B and B2C. Many *business/businesses* want to use the internet to sell directly to *its/their* customers (B2C), but large numbers have experienced *trouble/troubles* with *security/securities* and other practical issues. In addition, the high start-up costs and the *expense/expenses* of advertising *means/mean* that *this/these company/companies* often struggle to make a profit.

19. Tenses

1. *Decide which tenses are used in the following examples (verbs in italic) and complete the table to explain why.*

- a) According to Hoffman (1996), small firms *respond* more rapidly to changes ...
- b) Currently, inflation in the US *is rising* while imports *are falling*.
- c) Since November there *has been* a significant increase in cases of influenza.
- d) In the last three years more students *have been working* part-time.
- e) After the war there *was* a sharp rise in divorce.
- f) During 1998 they *were developing* a new system.
- g) The study was published in June. It showed that in 1998 and 1999 profits *had increased* by 55%.
- h) The forecast concludes that interest rates *will reach* 7.5% next year.

	Tense	Reason for use
a		
b		
c		
d		
e		
f		
g		
h		

NB. In the last month/year/decade = present perfect (unfinished period).
 Last month/year/decade = simple past (finished period).

2. *Complete the following sentences by selecting the most suitable tenses.*

- a) Home ownership (rise) steadily for fifty years.
- b) GM (stand for) genetically modified.

- c) Last year the police (record) a record number of crimes.
- d) When she died in 1986 she (write) over 50 books.
- e) By 2050 average temperatures (be) at least 2 degrees higher.
- f) At the moment the bank (consider) a merger proposal from Barclays.
- g) When the market crashed the company (build) 3 hotels in Asia.
- h) Lee (1992) (dispute) Sakamoto's theory.
- i) In the last six years inflation (fall) sharply in Europe.

3. Simple or continuous?

- a) In general, the continuous is used to focus on the activity itself or to stress its temporary nature. Compare the following:
 She has been writing that report for six days. (activity)
 He is writing a travel article. (temporary)
 She writes children's books. (usually)
- b) Also note that certain verbs are rarely used in the continuous. They are **state** verbs like *prefer, want* and *believe*. Another similar group is known as **performative** verbs (*assume, deny, promise, refuse, suggest*).

4. Select either simple or continuous in each case:

- a) The team at Cambridge (work) on a rare type of brain disease.
- b) He (believe) he will finish the study early next year.
- c) This magazine (look for) a new writer on technology.
- d) In the late 1990s she was working on rice plants but now she (research) potatoes.
- e) The average age of marriage in Britain (rise) by six years since 1970.
- f) The company (own) factories in 12 countries.
- g) Most people in the city (live) within two kilometres of their work.
- h) Dr McPherson (attend) a conference in South America this week.

5. When writing paragraphs, it is important to be clear about which time phrases control the tenses of verbs:

For years, the condition of the family *has produced* some of the strongest debate heard in America. The statistics of collapse *have appeared* simple and clear. The proportion of children born outside marriage *rose* from 18% in 1980 to 33% in 1999. The share of households made up of two parents and their children *fell* from 45% in 1960 to only 23% in 2000.

In this case, the time phrase *For years* controls the tense of the first two sentences (present perfect). The following two sentences are in the simple

cross reference
3.11 Passives
3.20 Time Words and Phrases

past because of the dates *1980, 1999* and *1960*, which show finished periods.

6. *Read the text below and select the most suitable tense for each verb in brackets (time phrases in italic).*

For a long time gardeners a) (suspect) that using green fingers is just as effective as talking softly to plants to encourage growth. Scientists b) (develop) a robot that strokes young plants to make them grow stronger and faster. *But after research a year ago* c) (confirm) that plants need the human touch, scientists at Greenwich University d) (develop) the stroking machine they call Dr Green.



Dr Green e) (be display) *at the last Chelsea Flower Show*, where it f) (demonstrate) the technique of brushing the tips of young plants to produce stronger specimens. David Carey, who is leading the research, g) (say) that the machine could avoid the use of chemicals.

Currently, Dr Green h) (be test) on a large scale by a commercial grower. Stroking plants once a day i) (make) them 30% stronger, which is what you need before you plant them out. *When another kind of plant was stroked* once a week, it j) (develop) increased insect resistance. The research team hope that a cheap version of Dr Green k) (be available) to amateur gardeners *by 2007*.

20. Time Words and Phrases

1. Study the use of the following:

- She went on a training course *for* six weeks. (with numbers)
- The report must be finished *by* June 12th. (on or before)
- He has been president *since* 1998. (usually with present perfect)
- They are studying in Bristol *until* March. (end of a period)
- The library was opened two years *ago*. (usually with past)
- The hotel is closed *during* the winter. (with noun)
- Before* writing he studied over 100 sources. (often followed by *-ing* form; also *after*)

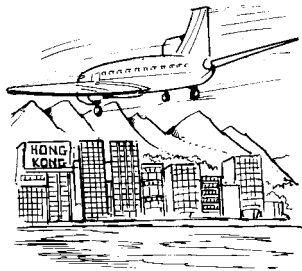
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3.5 Conjunctions
3.19 Tenses

2. Compare the use of the following phrases.

- Recently*, there has been a sharp rise in internet use. (present perfect)
- Currently*, there is a vigorous debate about human rights. (present)
- Last year* there was an election in Spain. (past)
- In the last year* there has been a sharp rise in inflation. (present perfect)

3. Study Rachel's schedule for her last business trip and complete the sentences below with a suitable word. It is now April 16.



March 12	Fly London – Milan
March 13–14	Conference Milan
March 15	Train Milan – Paris
March 16	Meeting in Paris office
March 17	Fly Paris – Hong Kong
March 18–19	Tour of new development
March 20	Fly Hong Kong – London

- a) month Rachel made a business trip.
 - b) her trip she visited three countries.
 - c) March 18th she had travelled 10,000 miles.
 - d) She was away from home nine days altogether.
 - e) A month she was in Paris.
 - f) She stayed in Hong Kong March 20th.
 - g) she is writing a report on her trip.
- 4. Choose the best alternative in each case.**
- a) *Currently/recently* she has been researching the life cycle of a species of wasp.
 - b) She lived in France *until/during* the war broke out, and then she went home.
 - c) Professor Yung has worked here *since/for* sixteen years.
 - d) *Last month/in the last month* a new book was published on the subject.
 - e) Applications must be received *by/on* November 25th.

- f) *Since/during* her arrival last May she has re-organised the department.
 g) *During/for* the winter most farmers in the region find work in the towns.

5. *Complete the following text with a suitable word or phrase.*

EATING OUT

a) the last few decades there has been a significant change in eating habits in the UK. b) the early 1980s eating out in restaurants and cafes has increased steadily. There are several reasons for this trend.

50 years c) most women were housewives, and cooked for their families every day. But d), with more women working outside the home, less time has been available for food preparation. e), 71% of women aged 20–45 are at work, and f) 2015 it is estimated that this will rise to 84%.

Another factor is the growth in disposable income, which has risen significantly

g) the late 1970s. With more money in their pockets people are more likely to save the trouble of shopping and cooking by visiting their local restaurant.



6. *Study the details of Napoleon's life and complete the biography below.*

1769	born in Corsica
1784	entered military school in Paris
1789	French revolution started
1793	promoted to brigadier general
1796	appointed to command army of Italy; married Josephine
1799	returned from Egypt and became First Consul of France
1807	France controlled most of continental Europe
1810	divorced Josephine and married Marie-Louise, daughter of Austrian emperor
1812	forced to retreat from Russia
1814	exiled to Elba
1815	defeated at Waterloo and exiled to St Helena
1821	died in exile

Napoleon entered military school at the age of 15, five years a) the start of the French revolution. He rose quickly, becoming brigadier general at 24 and commander of the Italian army three years b) At 30 he was effectively the French dictator, and due to his military genius France controlled most of Europe c) 1807. When he divorced his first wife, Josephine, in 1810, they had been married d) 14 years. His campaigns were successful e) 1812, but in that year the disastrous retreat from Moscow marked the start of his decline. However, f) his years of absolute power he had made significant changes to European law and government. Although he died nearly 200 years g), Napoleon's influence is still felt throughout the continent.