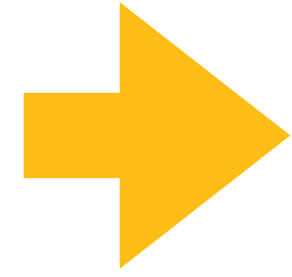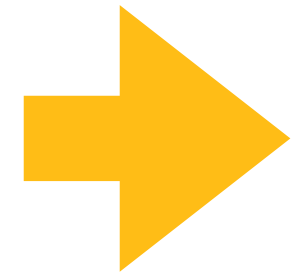* *I believe this research is still valid!*

➡️ **Verbs**

Inflectional morphology (agreement with nouns in person, number, etc.)

Verbal forms (participials, infinitives, gerunds)

Verb complementation (the types of clauses or constructions that must follow a particular verb)

➡️ **Nouns**

Inflection (especially in terms of singular/plural and count/mass distinctions)

Derivation (deriving nouns from other parts of speech), e.g., quick—quickness, which often seems quite arbitrary to non-native speakers)
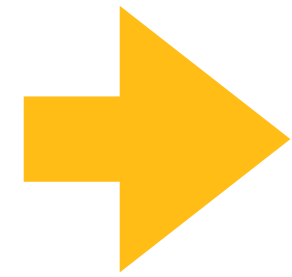
➡️ **Articles** (related to problems in classifying nouns)

Use of wrong article

Missing article

Use of an article when none is necessary or appropriate
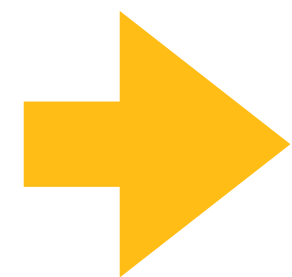
➡️ **Prepositions** (primarily a result of limited lexical resources)

Knowing which one goes with a particular noun, verb, adjective, or adverb

These four error types account for most of the errors made by ESL writers with a fairly high level of English proficiency. (Harris and Silva, 1993) *

Avoiding common language issues

Without even realizing it, readers will expect certain information to appear at certain places within a manuscript. This includes where information is provided in a sentence, in a paragraph, and in the sections of an article. If this information is not provided where the readers expect to find it, they will likely become confused and will not understand your ideas clearly. By considering these reader expectations, you can greatly improve the readability of your manuscript.

Gopen and Swan [1] outlined a logical way for organizing ideas within a manuscript that can improve the readability of your writing. The key concepts they proposed include the following:

• using short sentences
• keeping the verb and subject close together in sentences
• using the topic and stress positions to organize and link ideas within and between sentences

The following pages provide further information about these three concepts and how to apply these to your manuscript. We also highlight issues that we see commonly appearing in manuscripts submitted from non-native English speakers and provide examples on correct usage.

[1] Gopen, George D and Swan, Judith A "The Science of Scientific Writing" American Scientist Nov-Dec 1990: 550–558 http://www.or.org/files/Gropen,%20Science%20Writing.pdf

(Source: or.org)

www.springer.com/gp/authors-editors/authorandreviewertutorials/writinginenglish/avoiding-common-language-issues/10252680

Parts of Speech
Or Talking About Grammar

- Noun – person, place, thing, abstract idea
- Verb – expresses actions, events, states of being
- Adjective – modifies a noun or pronoun
- Adverb – modifies a verb, adjective, adverb, phrase, or clause
- Pronoun – takes the place of a noun
- Preposition – links nouns, pronouns, and phrases to other words in the sentence
- Conjunction – links words, phrases, and clauses
- Interjection – conveys emotion, but is not grammatically part of a sentence

Parts of Speech
Examples

- Noun – student, city, apple, friendship
- Verb – to eat, to sleep, to truncate, to lengthen
- Adjective – good, bad, indifferent
  - Articles: a, an, the
  - Demonstrative adjectives: this, that, these, those
  - Interrogative adjectives: which, whose
  - Indefinite adjectives: another, any, both, each, either, many, neither, one, other, some
  - Possessive adjectives: his, her, its, their
- Adverb – well, badly, thoughtlessly
- Pronoun – he, she, it, they, him, her, them
- Preposition – on, in, above, under, toward, around, with
- Conjunction – and, but, or, since, because, yet, nor
- Interjection – hey! Ouch! Oops! Oh no!

Practice!
Label the Parts of Speech in the Examples Below

- The woman with the fat, angry dog is walking quickly away from the other people.
- After the rain we ran through the forest and played in the wet leaves.
- After we learned the basic rules, the sentences became more complicated.
- Oh! I didn't know.
- He rationed his water carefully, so it would last through the week.

Practice!
Answers

- The woman with the fat, angry dog is walking quickly away from the other people.
- After the rain we ran through the forest and played in the wet leaves.
- After we learned the basic rules, the sentences became more complicated.
- Oh! I didn't know.
- He rationed his water carefully, so it would last through the week.

Noun	Verb	Conjunction
Adjective	Adverb	Interjection
Determiner	Preposition	
Pronoun		

Infographic for the Simple Present Tense

Here is an infographic explaining the simple present tense:

Simple Present Tense

[Base Form] or [Base Form] + "s"

a fact or a habitual activity

I **play** football.

The train **arrives** at six o'clock.

He **looks** at her and **smiles**.

present activity (for stories)

scheduled future activity

past   present   future

www.grammar-monster.com
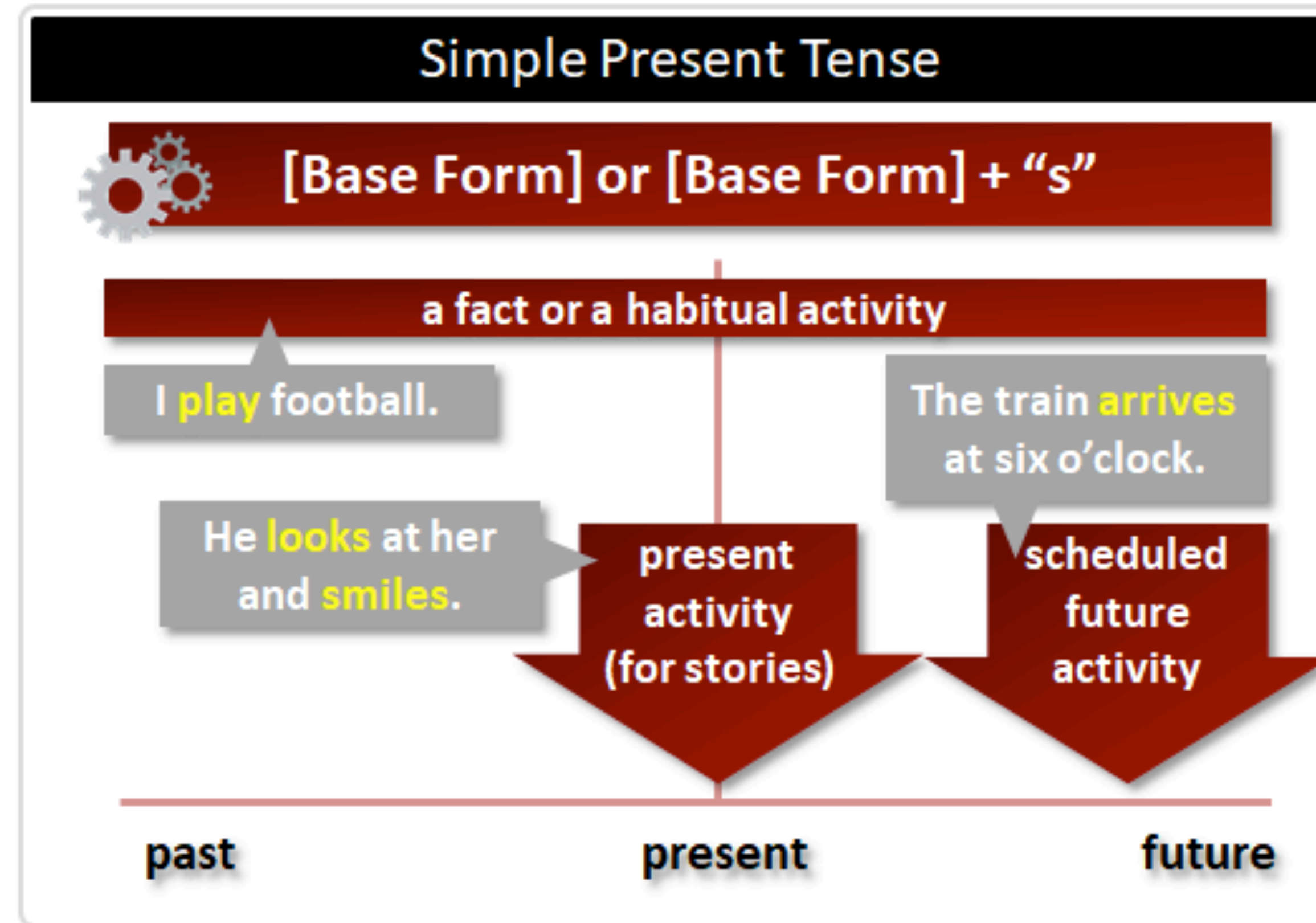
Present and past simple tenses

The present simple tense is the basic tense of academic writing. Choose this unless there is a good reason to use another tense. Specifically, the present simple is used:

1. To frame a paper. In an introduction, the present simple tense describes what is already known about the topic; in a conclusion, the tense says what is now known about the topic and what further research *is still needed.*[1]

- The nucleus of statehood **is** situated at the local level.

- The current positive economic trends **are** still dependent on global dynamics and must be further anchored in domestic reforms.

2. to make general statements, conclusions, or interpretations about previous research or data, again focusing on what is known *now*.
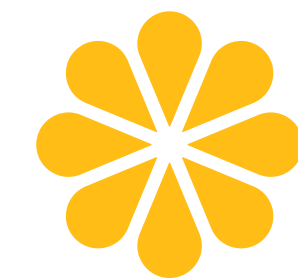
- The dichotomy between the modern and pre-modern era **is** often given canonical status.

...and to cite a previous study or finding without mentioning the researcher in the sentence (Swales & Feak, 2012, p.344)

REVIEW: *The present, progressive and perfect tenses*

- Use the **simple past** tense to tell a story and give background.

- Use the **present progressive** (also known as the present continuous) to describe actions that are ongoing.

Used more often when speaking than in academic writing!

- Use the **present** or **past perfect** to describe actions that happened in the past and still have an ongoing relationship to now.

The present perfect tense

- Students get confused about when to use the **simple past** and when to use the **present perfect** tense.

- **present progressive** (also known as the present continuous) and **past perfect** forms can be even more difficult to master…

- When we are `telling a scientific story´, we can simply use the **simple past**. *It is that simple!*

1 Using tenses

■ Decide which tenses are used in the following examples (verbs in bold) explain why.

present simple (a) According to Hoffman (1996) small firms **respond** more rapidly to change . . .

present continuous (progressive) (b) Currently, student numbers **are falling** but class sizes **are rising**.

present perfect (c) Since the summer house prices **have increased** steadily.

present perfect progressive (d) In the last three years more students **have been working** part-time.

past simple (e) Two years ago the island **opened** its third airport.

past progressive (f) During the winter **she was studying** Japanese history.

past perfect (g) The report was published in June. It showed that in 2009 profits **had increased** by 55 per cent.

future with *will* (h) The forecast concludes that infection rates **will peak** next month.

FORM Verbs are often followed by another verb:

I **enjoy reading**.

She **denies selling** secrets.

He **doesn't recall meeting** him.

You **deserve to get** promotion.

I **didn't choose to do** this job.

I **don't want to go**.

USES **1 Verb + verb + -ing**

The *-ing* form focuses on:

a) an action or state before the action of the first verb:

She admitted **taking** a bribe.

He misses **seeing** his wife and children.

She finished **doing** her accounts yesterday.

b) the activity itself. The second verb functions like a noun:

I dislike **travelling**.

She recommends **selling** the shares now.

They have postponed **launching** the new model.

Some common verbs that are followed by *-ing* forms:

admit	appreciate	contemplate	give up	involve
deny	enjoy	consider	carry on	mean
look forward to	mind	justify	can't stand	remember
anticipate	resent	warrant	detest	recollect
risk	recommend	delay	miss	
jeopardise	suggest	put off	avoid	

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:
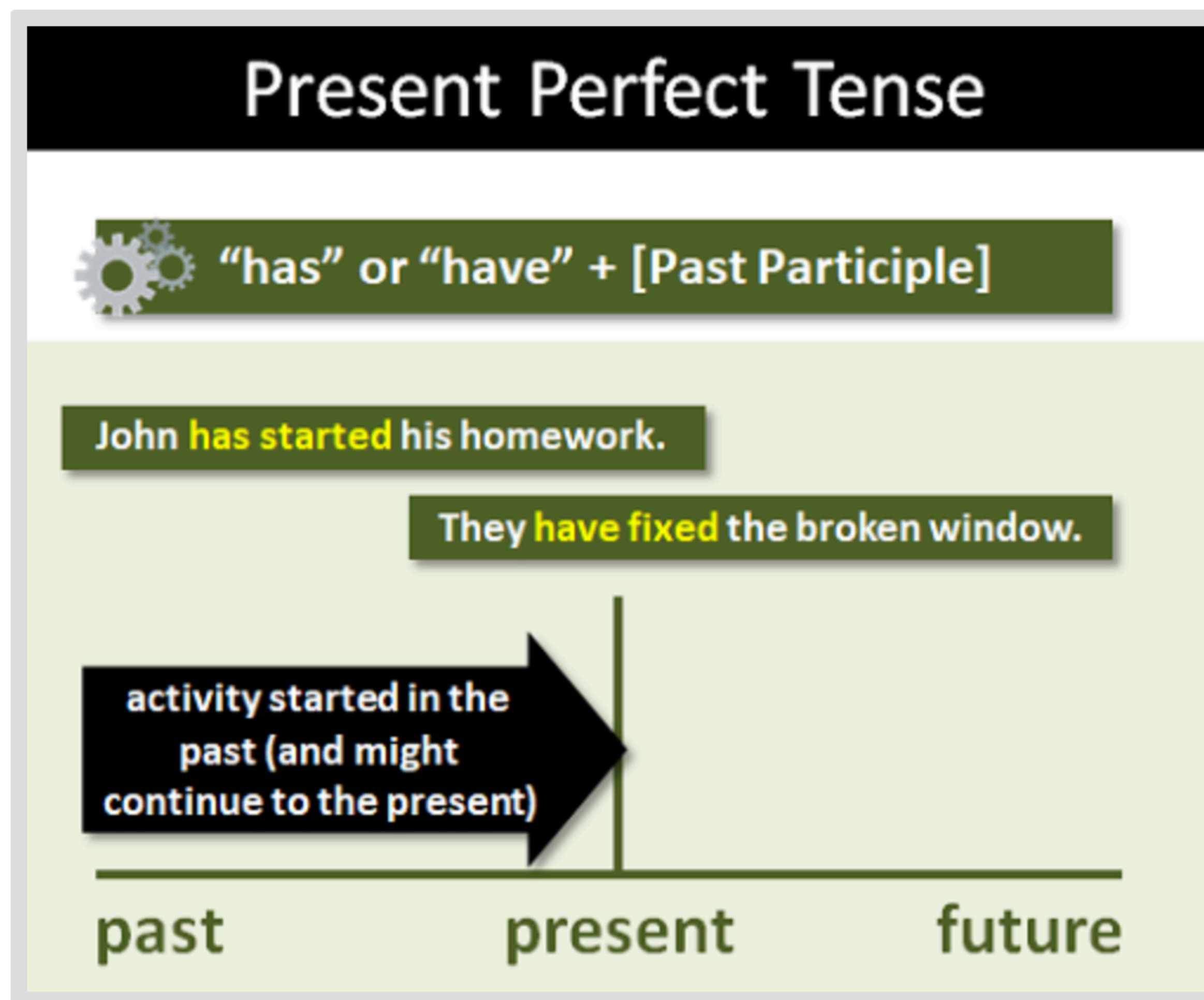
She **has been writing** that report for six days.
(to show duration of temporary activity)

He **is writing** an article on probability theory.
(to show temporary nature of activity)

She **writes** stories for teenage girls.
(to demonstrate her normal work)

(b) Also note that certain verbs are rarely used in the continuous. They are **state** verbs such as prefer, own and believe. Another similar group is known as **performative** verbs (assume, deny, promise, refuse, suggest).

Infographic for the Present Perfect Tense

Present Perfect Tense

"has" or "have" + [Past Participle]

John **has started** his homework.

They **have fixed** the broken window.

activity started in the past (and might continue to the present)

past   present   future

Grammar in your discipline: Astrophysics

Find an article from your field and read through the **introduction**.
Find examples of the following:

❧ verbs used in the present perfect tense to refer to current research
❧ verbs used in the present simple tense to state facts

❧ *Are any conditional clauses used?*
❧ *Are any other verb tenses used?*

Conjunctional Relationships (*linking words*)

Function	Subordinators (introduce a dependent clause that must be joined to a complete sentence)	Sentence Connectors (introduce a complete sentence or independent clause)	Phrase Linkers (introduce a noun phrase)
Addition		*furthermore* *in addition* *moreover*	*in addition to*
Adversativity	*although* *even though* *despite the fact*	*however* *nevertheless*	*despite* *in spite of*
Cause and effect	*because* *since*	*therefore* *as a result* *consequently* *hence* *thus*[1]	*because of* *due to* *as a result of*
Clarification		*in other words* *that is* *i.e.*	
Contrast	*while* *whereas*	*in contrast* *however* *on the other hand* *conversely*	*unlike*
Illustration		*for example* *for instance*	
Intensification		*on the contrary* *as a matter of fact* *in fact*	

and…

Cause & effect

but…

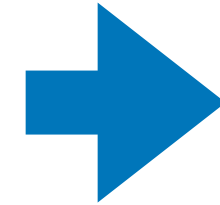Swales, M. & Feak, C., 2012. Academic Writing for Graduate Students, 3rd ed. Michigan University Press
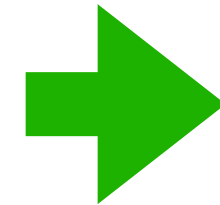
1 The language of cause and effect

A writer may choose to put the emphasis on either the cause or the effect. In both cases, either a verb or a conjunction can be used to show the link.

(a) Focus on causes
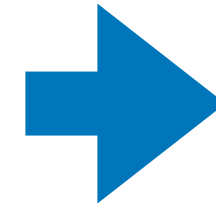
With verbs		
The heavy rain	caused created led to resulted in produced	the flood
With conjunctions		
Because of Due to Owing to As a result of	**the heavy rain**	there was a flood

(b) Focus on effects

With verbs		
The flood	was caused by was produced by resulted from (note use of passives)	the heavy rain
With conjunctions		
There was **a flood**	due to because of as a result of	the heavy rain
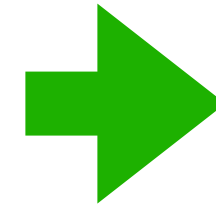
general

Because children **were vaccinated** diseases declined
(because + verb)

Because of the **vaccination** diseases declined
(because of + noun)

specific
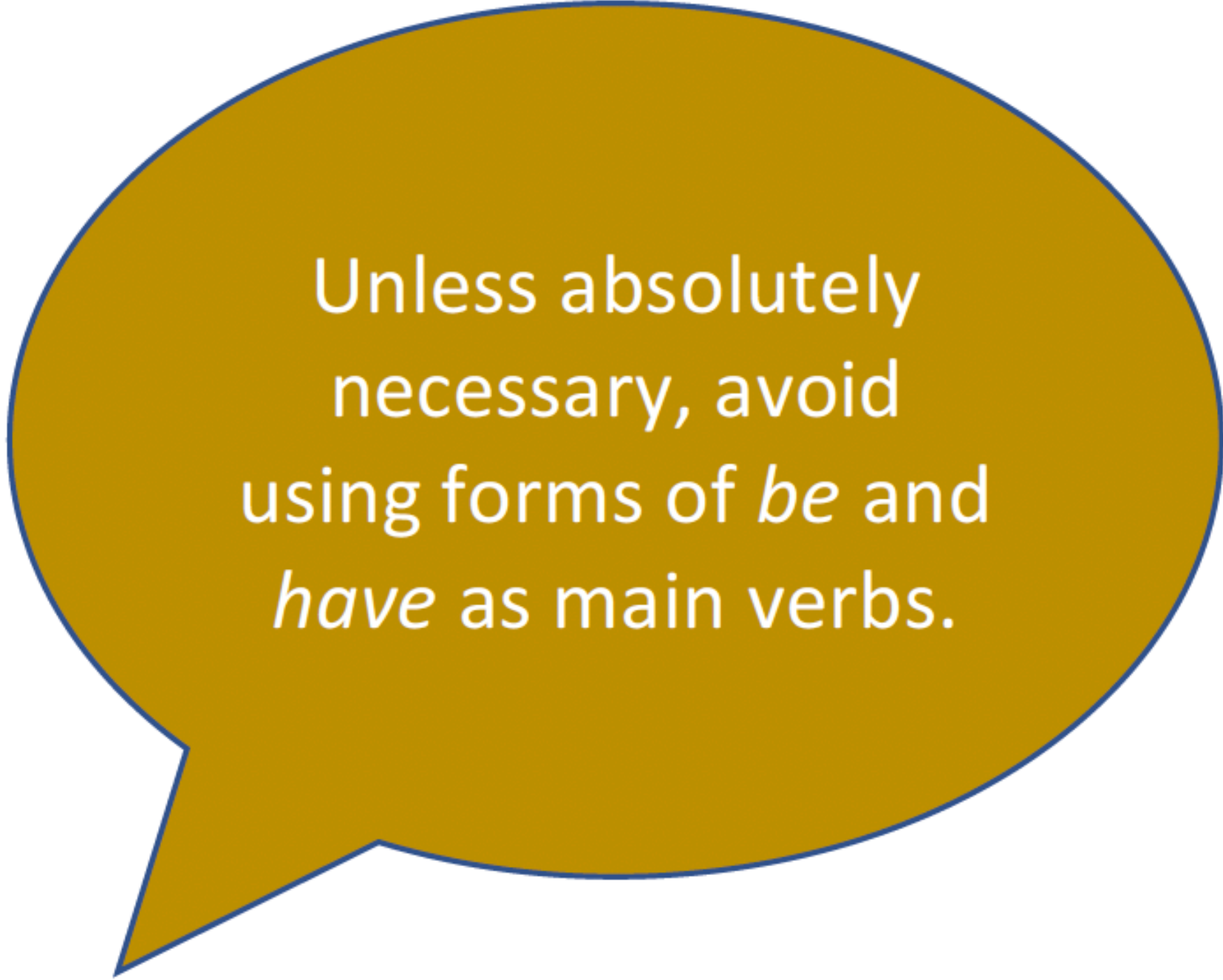
As/ since children **were vaccinated** diseases declined
(conjunction + verb)

Owing to/ due to the **vaccination** diseases declined
(conjunction + noun)

Using Strong Verbs

When we change verbs into abstract nouns, we rob our sentences of strong verbs. Two verbs that are particularly weak are **be** and **have.**

BE	HAVE
is	has
are	have
was	had
were	had

Unless absolutely necessary, avoid using forms of *be* and *have* as main verbs.

The next example shows how the author uses strong verbs to tell a good story.

The graviton model is based on the physical principle that gravitons are bosons and thus should behave like photons in a gravitational field. Gravitons traveling away from a massive source should lose energy due to gravitational redshift just as observed for photons. This process takes place for gravitons within galaxies, between galaxies, and within galactic clusters and throughout the Universe. Taking proper account for gravitons can go a long way to explain dark matter and even dark energy and orbital decay of binary stars [41]. This effect use of the graviton model has been overlooked for nearly a century.

Expressing certainty : sentence completion

less certain	
possibility, prediction, recommendation: room for uncertainty	
may (not) might (not) can, could, should, would	

This innovative approach **could** help scientists explore how the earliest cells **may have** evolved millions of years ago.

It is important to note that there **might** be objections to some of the distinctions now drawn by the law.

This **can** be most easily done via electronic media.

When studying the advantages and disadvantages of learning methods, it **may** be necessary to place learners in artificial situations, in order to observe how they **might** react to different stimuli.

Expressing certainty : sentence completion

	more certain
	strong prediction, obligation, very likely: more certainty
	will, must, can (ability, definitely able), cannot

The scientists also designed liposomes that **can** fuse with each other in a controlled way.

The scientists also designed liposomes that **are able to** fuse with each other in a controlled way.

If the reaction is positive, this **must** indicate the likelihood that learners **will** respond well in real life.

Caplan, Nigel, 2012. Grammar Choices for Graduate and Professional Writers, Michigan University Press, Ann Arbor.

https://www.york.ac.uk/res/elanguages/index/Modulecd/cu4s6/cu4s60401.htm

Expressing certainty : sentence completion

less certain	more certain
possibility, prediction, recommendation: room for uncertainty	strong prediction, obligation, very likely: more certainty
may (not) might (not) can, could, should, would	*will, must, can (ability, definitely able), cannot*

The scientists **have discovered** liposomes that **might be able to** fuse with each other in a controlled way.

The scientists also designed liposomes that **can** fuse with each other in a controlled way.

The scientists also designed liposomes that **are able to** fuse with each other in a controlled way.

If the reaction **were** positive, this **would** indicate that learners **might** respond well in real life.

If the reaction is positive, this **must** indicate that learners **will** respond well in real life.

Caplan, Nigel, 2012. Grammar Choices for Graduate and Professional Writers, Michigan University Press, Ann Arbor.

https://www.york.ac.uk/res/elanguages/index/Modulecd/cu4s6/cu4s60401.htm

Reporting verbs

making a claim	agreeing	disagreeing	recommending
argue	acknowledge	complain	advocate
remind us	admire	contend	implore
assert	agree	deny	call for
observe	concur	disavow	encourage
suggest	endorse	question	urge
maintain	support	repudiate	exhort
believe	verify	reject	demand

short and long words

implement	put
adhere	stick
develop	make
retain	keep
utilize	use
terminate	end
ascertain	find
facilitate	help
endeavor	try
transmit	send
initiate	start
alteration	change
investigation	work
prescription	plan
subsequent	next
heterogeneous	patchy
spatial	in space
temporal	in time

Lexical signals for supporting your pattern

claim	to indicate that your source has stated some something as fact (you may disagree)
contend	to indicate that you disagree with your source's opinion
assume	to indicate that the source has treated something as a fact but you believe it is not
reveal	to indicate that the information was previously hidden or not widely known
allege	to indicate a source makes a claim without proof
imply	to indicate that the source says something indirectly
exaggerate	to indicate that the source places too much emphasis on something

Academic Word List Resources

AWL essay check: https://www.nottingham.ac.uk/alzsh3/acvocab/awlhighlighter.htm

Vocabulary exercises: http://www.englishvocabularyexercises.com/AWL/

AE Academic English UK