

Commentary and Answer Key for *Grammar Choices for Graduate and Professional Writers*

Nigel A. Caplan

Introduction

This *Commentary* contains explanatory notes for each unit, teaching suggestions, and an answer key for the preview tests, grammar awareness tasks, and all the exercises except writing exercises that have answers that will vary too much. Cross-references are provided to a comprehensive grammar for teachers of ESL/EFL (Keith Folse, *Keys to Teaching Grammar to English Language Learners: A Practical Guide*, University of Michigan Press, 2009) for readers looking for more information about particular grammar points.

One of the guiding principles behind *Grammar Choices* is indicated in its title: Grammar is a system of meaningful choices available to users of the language. For this reason, it is not always possible to say with certainty which choice is correct. Therefore, in many exercises, I have indicated that answers may vary, and I have provided reasonable alternatives. However, it would be impossible to list every possible acceptable choice, and so answers that differ from the key should not necessarily be considered incorrect. In case of ambiguity, the acceptability of a phrase can often be checked using a corpus such as Google Scholar or the Corpus of Contemporary American English (Unit 7 offers more information about using these websites).

Almost all the exercises that use example sentences and texts are drawn from authentic sources, which are labeled in this *Commentary*: COCA (the Corpus of Contemporary American English, developed by Mark Davies); MICUSP (the Michigan Corpus of Upper-level Student Papers, created at the University of Michigan); and a selection of published academic texts (references provided on pages 178–180 of the textbook). Some exercises are also based on papers written by my former students. Wherever possible, writing practice also draws on insights from corpus linguistics so that students can practice using the language of academic and professional writing.

Unlike some languages, English lacks an authoritative source to dictate the “rules” of correct usage or even a standardized set of terminology (metalanguage). The *Commentary* notes where the metalanguage of *Grammar Choices* differs from traditional grammar books, but most terms should be familiar to most readers. The major areas of divergence (the naming of the verb tenses, the distinction between finite and non-finite clauses, the complements of a verb, and the different types of clauses) are described in the introduction to the textbook (pp. ix–x). Where new terminology is introduced, it is done within the framework of functional grammar—that is, a description of language as it is used to make meaning. A glossary and index are provided at the back of the textbook (pp. 169–175).

Additional support for teachers is available at (www.press.umich.edu/esl/tm/), including review quizzes for the grammar and vocabulary in each unit. I welcome feedback on the choices I have made in *Grammar Choices* either via the University of Michigan Press or my website (<http://nigelteacher.wordpress.com>).

Teaching Suggestions

1. Each unit begins with a Preview Test, which can be used to gauge students' knowledge of the grammar to be covered. These tests can also be used as diagnostic to help instructors and self-study users decide which units to focus on. However, all readers are encouraged to work through Unit 1 first since it introduces much of the terminology that is used throughout the textbook.
2. The Grammar Awareness section promotes noticing, a stage often suggested to be important for language acquisition. Each unit begins with a text from a common genre in graduate and professional academic writing, such as a data commentary or literature review. These tasks can be completed individually and then discussed in small groups. Where possible, multi-disciplinary groups can engage in rich discussions. Depending on the nature of the course, this passage can be used as an example of the grammar point in use or as a model for students' own writing. At the end of each unit, there is an assignment inviting students to write in the same genre (Grammar in Your Discipline, Part D). These tasks are correlated with many of the units in *Academic Writing for Graduate Students*, 3rd edition.
3. The units are divided in manageable chunks (1.1, 1.2, 1.3, etc.). They do not need to be taught in the order they are presented (in fact, I do not typically teach them all in this sequence!), although they do build on each other to some extent. In the Commentary for each unit, sections are indicated that might be omitted, especially with less advanced classes. In many cases, students can be assigned to read the explanations at home and either complete the exercises in class or bring completed exercises to class for review. Sentences are numbered for ease of reference so that teachers can easily point students to Sentence 23 in Unit 1, for example.
4. Some of the exercises can be completed in pairs or small groups, especially the editing tasks. In most cases, though, it is advisable to have students do the exercises individually and then share their answers with a peer. This is especially useful in the sentence revision and sentence writing tasks, where the number of correct solutions (and potential errors) is virtually limitless and writing practice is essential.
5. Some teachers may choose to share a link to the Commentary with their class. In this case, students can do the exercises and check their answers on their own, reserving class time for discussing problems, questions, and disagreements.
6. Since this is a textbook for writers, all units ask students to write sentences, paragraphs, and longer texts. Although much can be learned from filling in gaps and editing errors, learning can only be demonstrated—and may best happen—in actual practice. Teachers are encouraged to adapt the writing assignments to their classes' needs, for example, by having students write about the topic they are currently studying, about current events, or about their own academic or professional interests.
7. To help students see the connections between the grammar and their own writing, it can be useful to select sentences from students' written assignments for class editing using the grammar being studied. For example, when teaching articles and quantifiers

in Unit 5, I often have the class review sentences (anonymously, of course!) from their last writing task. This focuses attention on the current needs of the students and helps them see the grammar in context.

8. Vocabulary and grammar are two sides of the same coin. The textbook introduces useful vocabulary through explanations, examples, and exercises. A list of words that have been selected for further study along with review quizzes can be found at www.press.umich.edu/esl/tm/.
9. Each unit ends with a section titled Grammar in Your Discipline. In these tasks, students are encouraged to engage in their own linguistic exploration to investigate how the grammar from the unit is used in their own fields. This is important since usage can vary across disciplines and genres and over time. Homogenous classes (such as those for pre-MBA or engineering graduate students) can work together to build a picture of the language in their field. Classes with writers from different fields will benefit from finding similarities and differences in language use and discussing why those variations exist.
10. Teachers may find it helpful to teach Units 6, 7, and 8 out of order or to refer students to these units early in a course. Unit 6 describes the grammar of hedging and boosting (softening and strengthening claims, respectively). Unit 7 demonstrates how to use freely available online corpus tools to improve academic writing. Unit 8 looks at paragraph structure from a grammatical perspective, showing how the resources of English can be used to improve cohesion within and between paragraphs. These units all draw on grammar that is taught in Units 1 through 5, but they explain concepts that are important for all types of academic writing.

Tips for Self-Study

1. Since the answer key in this Commentary cannot cover all possible answers to the writing exercises, readers studying *Grammar Choices* on their own may find it helpful to form a writing group with others who are also interested in writing development. These groups do not need to be comprised of scholars from the same academic discipline; interdisciplinary groups can work well, too. If you are affiliated with a university, try contacting the writing center or office of graduate studies for help establishing a writing group.
2. The units in the book and the sections within the units do not need to be studied in order. However, if you do not know where to begin, Unit 1 would be a good place to start since it provides an overview of the structure of written English.
3. As you are studying the textbook, keep a bank of several articles or books in your field. Look for examples of the grammar in use in your discipline. Unit 7 explains ways to use online corpora for this purpose, too.
4. Above all, try to incorporate the grammar from this textbook in your writing and see what effect it has. If you can receive feedback on your writing (from an advisor, teacher, or colleague), ask that person to comment specifically on the area you are studying (for example, clause combination, embedding, or cohesion).

Unit 1: An Approach to Academic Grammar

The book begins with an overview of the structure of clauses in academic writing. Clauses are described using a system of slots, with the verb controlling the clause structure. The choices for action verbs, reporting verbs, and linking verbs are described in both the active and passive voice. Verbs are categorized in terms of the complements they require or allow. Since both subjects and complements are typically noun phrases, the structure of the noun phrase is also explained as another system of slots (determiner, qualifiers, head noun, modifiers). Finally, the three levels of meaning in functional grammar are introduced so that writers can see how each choice affects their texts.

More information about the grammar in Unit 1 can be found in these sections of *Keys to Teaching Grammar to English Language Learners* by Keith S. Folse:

Parts of speech	pp. 40–63, pp. 232–241
Clause structure	pp. 64–67

Answer Key and Commentary

My commentary on the exercises appears in parentheses.

Unit 1

Preview Test

(Source: MICUSP)

1. This failure ~~was~~ occurred . . . (*occur* is an intransitive verb and has no passive form)
2. Intensity is ~~a~~ significant . . . (Articles are not needed with adjectives; or a noun needs to be added after *significant*.)
3. He indicated **to** me . . . (A preposition is used with the optional indirect object after *indicate*.) OR He indicated ~~me~~ that . . .
4. . . . agree **with** that conclusion (*agree* requires the preposition *with*)
5. . . . focuses **on** . . . (*focus* requires the preposition *on*)
6. . . . suggest ~~to~~ finding (Only an *-ing* clause, not a *to* infinitive, is allowed after *suggest*.)
7. . . . allowed **us** to test spheres (An indirect object is required with *allow*.)
8. . . . **were** generated (The verb *generate* needs to be passive since *concepts* is not the agent of the verb.)
9. . . . talked **to** (*talk* does not take a direct object; it needs a preposition)
10. Our prototype cost \$1500. (Linking verbs like *cost* are not reversible—the word order is not possible.)

Grammar Awareness

(Source: MICUSP)

1.	Direct Object	Indirect Object (prepositional phrase)	to (infinitive) Clause	-ing Clause	that (noun) Clause
	studied suggested implemented proposed included generalize	were	designed need	include	concluded is

2. designed

Exercise 1

(Source: published texts)

1. Sensory scientists from Johns Hopkins University (have discovered) in mice a molecular basis for nonallergic itch.
2. (Using) the itch-inducing compound chloroquine, an antimalarial drug, the team (identified) a family of proteins called Mrgprs.
3. A report on the research (appears) on December 24 in Cell. (*Appear* is intransitive, so it can't take a direct object. The two prepositional phrases are complements because the sentence would feel incomplete without at least one circumstantial element; see Biber et al., 1999, p. 130.)
4. There (are) specific nerve cells dedicated for itch, different ones for pain, and still others for pleasant touch. (The embedded clause can also be analyzed for structure, with *dedicated* as the verb and the rest of the clause as complements.)
5. The Mrgpr-knockout mice (responded) specifically to chloroquine. (The prepositional phrase *to chloroquine* is a participant in the verb *respond*, and is a complement; this can be confirmed by trying to move it elsewhere in the sentence. Unlike the adverb *specifically*, which is technically an adjunct, it can't be moved.)
6. Success or failure of microfinance (depends) largely on the state of a nation's economy, according to the study. (*According to* is a preposition that indicates the source of the claim in the clause. The prepositional phrase *on the nation's economy* is a complement because the linking verb *depend* requires an indirect object with the preposition *on*.)
7. Microfinance (is) the practice of making small loans to farmers or business owners too poor to provide collateral.
8. The microfinance movement (has exploded) during the past two decades.
9. Ahlin and colleagues from New York University and the University of Minnesota (examined) the experiences of 373 microbanks worldwide.
10. As the larger economy (grew), the microbanks' profit margins (grew) as well.

Exercise 2

(Source: MICUSP)

1. I (There is no verb. However, this is actually the first sentence of the student's essay in MICUSP. Clearly, the so-called grammar rules (or rather, the normally accepted conventions of formal writing) can be violated for stylistic purposes.)
2. I (This is a noun phrase; there is no verb.)
3. C
4. I (This is a non-finite *-ing* clause.)
5. I (*Damage* is transitive verb and so needs a direct object as a complement.)
6. I (A prepositional phrase cannot fill the subject slot.)
7. I (An adjective cannot describe a verb.)
8. C

Exercise 3

Answers will vary. This is an exercise that will be especially helpful to non-native speakers of English or writers who draw too heavily on spoken English. More instruction on fragments and run-ons is provided in 2.7.

Exercise 4

(Source: published text)

1. cause
2. deaths
3. exposure
4. team
5. molecule
6. nAChRs
7. policies

Exercise 5

(Source: MICUSP)

1. Considering the relative youth of the environmental justice movement in the United States, as well as the ingrained racial tensions and discrimination practices that (exist) in the U.S. . . . the environmental justice movement (is) not a social movement unique to the United States.
2. Environmental problems that citizens in the United States (face) (share) one major similarity . . . : both movements (are) . . .
3. One problem that (tends) to be very different . . . (is) this idea . . .

4. The second way that U.S. environmental justice problems often (differ) (has) to do . . .
5. Many of the victims of environmental injustices in Southeast Asia (lose) their land . . .
6. The all-important link between (is) that . . .

Exercise 6

(Source: COCA)

1. adequate
2. analyze, nationally
3. guarantee, guaranteed, conscientiously
4. decreasing
5. challenge

Exercise 7

Answers will vary. Note these common problems.

1. *Against* is a preposition; it cannot be used as a verb.
2. *Interested* is an adjective; one possible construction is *be interested in*.
3. *Lack* can be a noun (*there is a lack of . . .*) or a verb (*the paper lacks . . .*) but not an adjective (**I am lack of . . .*).
4. *Including* is a non-finite verb, although it can be treated much like a preposition (*including A, B, and C*). Note that *including* introduces an incomplete list.
5. *Aware* is an adjective (*be aware of something/someone*).
6. *Access* is a noun (*have access to*) or verb (*access information*). Note that it is transitive but requires a preposition when used as a noun.
7. *Priority* is a noun.
8. *Concern* can be a noun (*a concern about something*), but it is more commonly a verb used in the passive with two different complements (*be concerned about something* = be worried; *be concerned with something* = be about).

Exercise 8

Answers will vary. Sample sentences:

1. The company grew rapidly. (adverb) / The company grew its earnings. (object) (The transitive use of *grow* is popular, especially in journalistic writing in American English, but it is less acceptable in British English and very conservative styles.)
2. The change created new challenges for educators. (object)
3. The book was published in 2009. (prepositional phrase) The book was published by the University of Michigan Press. (prepositional phrase)

4. The city recycles paper. (object) The city recycles more now than in the past. (prepositional phrase)
5. We collected samples of river water. (object)

Exercise 9

Answers will vary. Sample sentences:

1. The director sent all her employees an email message with the news.
2. We applied the new technique to our data.
3. The deadline for submitting proposals has changed.
4. The researcher checked that all the participants understood the directions.
5. Car manufacturers need to reduce the pollution caused by their vehicles.
6. The cold temperatures contributed to the difficulty of the expedition.
7. The database provided invaluable insights into health expenditures among the elderly.
8. The researchers ended the study early due to ethical concerns.
9. A PowerPoint presentation was created to explain the results.
10. The next chapter describes the methods used for data collection.

Exercise 10

Answers will vary.

Exercise 11

(Source: student writing)

Answers will vary. Sample corrections:

1. The report implied (**to** us) that changes were needed.
2. We convinced **them** to try the new restaurant. OR We **were convinced** to try the new restaurant.
3. The CEO denied **lying** about the company's finances.
4. The authors suggested **reforming** the tax code.
5. The effect was estimated **to be** large.

Exercise 12

1. It is believed that international students bring a lot of money to the state.
2. Consumers are said to be more cost-conscious these days.
3. It is claimed that illegal immigrants take jobs from citizens.
4. Fast food is known as (OR to be) one cause of obesity in young people.
5. It is suspected that some pesticides cause diseases in humans.

Exercise 13

Answers will vary.

1. last
2. remain
3. means / is defined as
4. does not mean / does not appear
5. stands for
6. means
7. include
8. vary

Exercise 14

Answers will vary. After writing a draft, students can check to see how many *be* verbs they used and which can be replaced with other linking verbs for variety and greater effect.

Exercise 15

(Source: MICUSP)

Answers will vary. Suggested sentences:

1. b. Increased natural resource use may negatively impact the environment. (This changes the writer's commitment to the claim from a fact about what has happened to a hedged future prediction.)
2. a. The United States holds a very small fraction of total world resource reserves but accounts for a disproportionately large fraction of total resource consumption. (The writer now does not identify as American or assume that the readers are American, too.)
b. China holds a large percentage of total world resource reserves and accounts for a large proportion of total resource consumption. (This clearly describes a different situation.)
c. The United States accounts for a disproportionately large fraction of total resource consumption but holds a very small fraction of total world resource reserves. (The focus of this new sentence is on the reserves in the U.S. and not on consumption.)
3. a. Reserves of oil will last 36 years. (In the original sentence, the writer assigns responsibility for the claim to someone else; in the revision, the writer takes responsibility for the truth of the claim.)
b. Scientists expect reserves of oil to last 36 years. (The writer is more explicit about assigning responsibility to *scientists* and—unlike the original sentence—makes them, not oil reserves, the subject and focus of the sentence.)
c. Reserves of oil are expected to run out in 36 years. (By using an action verb, the writer implies that the oil be used and not just somehow stop existing.)

Unit 2: Clause Combination

After writers have mastered the structure of clauses, they can begin to combine them into compound and complex sentences. Unit 2 describes clause combination through coordination and one type of subordination. (Unit 3 will consider embedding in relative and noun clauses, which are other resources for forming complex sentences.) Some readers may prefer to start with 2.6 (punctuating clauses); others may prefer to work through the form and meaning of the different types of clause combination first. The final section (2.7) points out problems that are commonly made by writers at all levels: fragments and run-ons. If time is limited, Section 2.5 may be omitted or assigned for self-study. Note that conditional clauses are taught in 6.4 as part of the grammar of hedging.

More information about the grammar in Unit 2 can be found in these sections of *Keys to Teaching Grammar* by Keith S. Folse:

Conjunctions	pp. 57–58
Clause combination	pp. 67–73
-ing clauses	pp. 201–109

Preview Test

(Source: MICUSP)

1. No; this is a fragment (no verb).
2. No; this is a dependent clause, which can't stand alone as a sentence in formal writing.
3. No; there are two subjects (*sociolinguistics* and *it*). This is a common error among speakers of certain language backgrounds.
4. No; this is a run-on sentence with two independent clauses. This is an easy mistake for both first and second language learners to make.
5. No; this is a list of three noun phrases.
6. No; this is run-on sentence. *However* is often confused for a conjunction, but it is a connecting adverb.
7. No; *although* is a conjunction and could be replaced by *however*.
8. Yes.

Grammar Awareness

(Source: MICUSP)

For Zipes, fairy tales and folk tales reflect the values of a society, // (and) his essay clearly demonstrates an attempt to locate fairy tales within their social and historical context // (while) specifically highlighting the effects of fairy tales // (as) designed by Walt Disney. Zipes places the folk tale securely in the realm of the community, // as stories are passed down from generation to generation without written record. In this way, storytelling was the product of communal efforts, // (and) folk tales thus reflected the values of an entire society // (and) provided a means to teach those values to children. The invention of the printing press and the rise of literary folk tales resulted in sanitized versions of traditional tales for children, // (although) fairy tales were not deemed entirely appropriate for children until the late eighteenth and early nineteenth centuries. For a time, (then), the printing press actually decreased the accessibility of fairy tales to children. (Furthermore), these printed texts were generally accessible only to the wealthy. This resulted in an overall shift in the reception of fairy tales; // an oral, communal activity became more heavily focused upon the private realm, // (although) oral traditions did continue to an extent. These two divergent traditions resulted in a greater social schism, // as the literary fairy tale was reserved for the elite // (and) the oral folk tale largely became a tradition of the lower classes. As Zipes argues, (however), industrialization itself was not completely negative // (since) literary rates spread // (and) the standard of living generally improved.

Exercise 1

(Source: MICUSP)

1. IC
2. IC
3. DC
4. IC
5. IC
6. IC
7. IC
8. DC
9. DC
10. IC
11. DC
12. DC

Exercise 2

(Source: published text)

Answers may vary.

1. When/As
2. though
3. If
4. then
5. and
6. such as / for example
7. also
8. because
9. though / however
10. or
11. if / when
12. and
13. On the other hand

Exercise 3

Answers will vary. Sample sentences:

1. Driving can be dangerous; therefore, traffic laws need to be enforced.
2. Air travel has become less convenient because security checks have increased check-in time and decreased passenger comfort.
3. High-speed trains have been highly successful in some countries, but they have failed to have an impact in many others.
4. Electric vehicles may be the future of personal travel, although they are not yet widely available.
5. The price of oil is expected to increase. As a result, the cost of many good services will also rise.

Exercise 4

Answers will vary. Sample sentences:

1. The Internet, which has been widely used for less than twenty years, has revolutionized personal communication.
2. Many regional newspapers have gone bankrupt, which means local stories are not always reported.
3. International students, who are usually restricted in employment opportunities, typically finish doctoral degrees faster than their American classmates.

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4. International students, some of whom speak English as a second language, often need additional support at the start of their studies.
5. There are many ways to solve the problem of inadequate electricity supplies in the developing world, one of which is solar power.
6. Most doctoral students have to write a dissertation, which is defined as a new contribution to a field of study.
7. Albert Einstein, who was one of the most brilliant minds of his time, famously could not find his way to his home in Princeton.
8. Many people were affected by the 2008 economic downturn, which started with the collapse of the mortgage market.

Exercise 5

(Source: COCA)

Answers may vary. Sample sentences:

1. MRSA has recently been found to be capable of penetrating intact skin, allowing the bacteria to infect deeper layers of tissue.
2. Thirty-four pairs of students participated in this condition, resulting in 17 tests for scoring and analysis.
3. Clean air standards were tightened, thus increasing the advantage of gas as a fuel.
4. Providing excellent quality resources has always been a goal of teacher-librarians.
5. Consumers may be reluctant to look to smaller or lesser-known suppliers, thereby creating a smaller market.
6. Much less political attention has focused on the more controversial idea of promoting policies that increase efficiency within the fishing sector.

Exercise 6

Answers will vary.

Exercise 7

(Source: authentic text)

Answers will vary. Sample responses based on the original article. You could also ask students to start by identifying the logical relationship between the clauses before choosing a connecting technique.

1. Since Internet plagiarism has become an increasing concern for educators, strategies to deter this latest form of academic misconduct must be developed. (enhancing meaning, cause/effect)
2. After re-examining the university's existing policy on plagiarism, educators must implement proactive approaches in the teaching and prevention of such behavior. (before/after relationship in the enhancing dependent clause)

3. As more students use the Internet for research, the temptation to plagiarize has greatly increased. (This is both a relationship of cause/effect and change over time, so *as* is a good choice; overall, the meaning is enhancement.)
4. Students can refer to any search engine and quickly retrieve a number of websites that offer full text information ready to be copied. (This is an extension of the first clause, adding new detail about how search engines are used; note that the subject of the second clause, *students*, has been omitted.)
5. Even though most universities have established policies to respond to plagiarism, some instructors do not take time to review this material with their students. (Enhancement clause with the meaning of concession)
6. Since plagiarism can occur in any classroom, it is pertinent that all instructors review the existing policy on plagiarism at the beginning of each new term, even if the course they teach is not writing intensive. (The main clause is the middle one—*it is pertinent* . . . —and the other two enhance it with a reason and a condition.)
7. University policy should first define plagiarism and then offer an explanation on the types of offenses that can be considered forms of academic misconduct. (This is a time clause in which the second clause enhances the first.)
8. Most university webpages include sections that outline the school's response to academic misconduct. In addition, sites such as the University of Michigan Library's "Plagiarism" page offer sample lessons and articles on plagiarism. (The second sentence is an extension of the first, providing a specific example and new information about the content of this website.)

Exercise 8

Answers will vary. Sample response:

① Because more countries want to offer American degree programs, there has been growing interest in so-called satellite campuses. ② It is believed that these degrees will be equal in quality to those earned in the U.S., and many students are eager to register. ③ However, researchers have not investigated the difference between courses taught in the home and satellite campuses. ④ This question is important since some universities have invested heavily in foreign sites. ⑤ For example, one major university was forced to close down its satellite because of concerns over the quality of its programs. ⑥ If this trend is to continue, greater accountability and transparency will be needed.

Exercise 9

(Source: published text/MICUSP)

1. (1a) “Blue haze” is a common occurrence in mountain ranges and forests around the world.
2. (2a) It is formed by natural emissions of chemicals, but a recent study suggests human activities can worsen it.
3. (3b) This could even affect weather worldwide, potentially causing climate problems.
4. (1a) The natural way of blue haze formation is rather inefficient.
5. (2a) A mix of natural and man-made chemicals speeds up the formation of these particles in the Earth’s atmosphere, and there they reflect sunlight back into space.
6. (3c) When you walk through a forest or even a large grassy area, it’s not uncommon to be able to smell the plants around you.
7. (1c) This dichotomy is expressed in terms of various other oppositions. This separation, however, is fairly recent.
8. (1b) The issues call for employing the appropriate participation strategy for the situation. Therefore, the following hypothesis is proposed.
9. (1d) These classes can help students meet their academic goals. There are a few caveats to these positive findings, however.
10. (2b) The government needs wise and honest laws; thus, it needs educated and virtuous lawmakers.

Sentences 7, 8, and 9 could also be joined with a semi-colon. Sentence 10 could be divided into two sentences.

Exercise 10

Answers will vary.

Students could use another recent piece of writing for this activity.

Exercise 11

Answers will vary. Sample sentences:

1. Because cell phones are growing in popularity, land lines are becoming obsolete.
2. Some companies ban Facebook during the work day, although they allow employees to use it at lunchtime.
3. Some experts say that TV is bad for children; however, other researchers have found no harmful effects.
4. There are many ways to balance online and face-to-face communication, such as turning off your devices during meal times.

5. Even though many students believe they can multi-task efficiently, they are, in fact, less productive.
6. The Internet allows international students and their families to keep in touch despite living far away from each other. (*Despite* is a preposition and so cannot be followed by a finite clause; the non-finite *-ing* clause is the neatest option, but you could write *despite the fact that* plus a noun clause.)

Exercise 12

(Source: published text)

- Sentence 1: *use* → *using*
- Sentence 2: no comma before *and*
- Sentence 3: change first comma to period or semi-colon
- Sentence 4: no comma after *although*; change the period to a comma at the end of the sentence
- Sentence 5: lowercase *o* when sentence is connected to Sentence 4
- Sentence 6: period after *means*; delete *they have* or change *because of* to *because*
- Sentence 7: connect to previous sentence by changing the period to a comma
- Sentence 9: remove comma or (better) change *But* to *However*
- Sentence 10: change *exploit* to *exploiting*
- Sentence 12: omit *which* or change to *which is funneling*; change *many of which* to *many of whom*
- Sentence 14: omit semi-colon

Unit 3: Embedded, Noun, and Complement Clauses

The relationships between the clauses in Unit 2 were logical—they added information, explanations, conditions, reasons, or results to the main clause. Unit 3 introduces clauses that function differently: they modify or complement elements of another clause. For example, reduced relative clauses function as modifiers of a head noun, and noun clauses are often used as complements of reporting verbs. If time is short, the sections on complement clauses (3.4) and the subjunctive (3.5) may be omitted or assigned for self-study. Note that non-restrictive relative clauses are taught in Unit 2 because they have essentially the same function as subordinate clauses beginning with *because*, *when*, *although*, etc.

More information about the grammar in Unit 3 can be found in these sections of *Keys to Teaching Grammar* by Keith S. Folse:

Relative clauses (adjective clauses)	pp. 193–200
Noun clauses	pp. 277–278
To infinitive clauses	pp. 201–209

Preview Test

(Source: published text)

- Sentence 1: *that* → *whose*; omit comma after *children*
Sentence 2: *that it will* → *to*; omit *who* in *who defined* or insert *are* (*who are defined as*)
Sentence 3: change *that* to *whether* or *if*
Sentence 4: change the word order to *why the test is so difficult*
Sentence 5: No errors

Grammar Awareness

(Source: MICUSP)

1. Suggested categorization:

Relative clauses	Restrictive	Full	2, 9, 10
		Reduced	4, 8, 13
	Non-restrictive	Full	5, 6, 7
		Reduced	1, 11
Noun clauses	After a verb		12
	After a noun		3

2. Clause 2 defines and limits the meaning of *the injustices*; Clause 5 explains what the committee did, but it does not change its meaning.
3. Clause 9 is a full finite clause with a subject (*which*) and finite verb (*had*); Clause 8 is a reduced clause with the subject and finite verb omitted.
4. In Clause 2, the relative pronoun *that* is the subject in the relative clause. However, in Clause 3, the subordinator *that* introduces the dependent clause but does not have a grammatical role in it. Whereas in Clause 3, the noun clause follows a noun (*belief*), in Clause 12, it follows a verb (*agree*).

Exercise 1

(Source: MICUSP)

1. NR; referent: *approximately 41.3 million Hispanics* (Since it is the Hispanics who constitute half the population of these three states, the referent appears to be the noun phrase and not the entire clause.)
2. R; referent: *the academic instruction*
3. R; referent: *a melting pot*
4. NR; referent: the entire first clause (extending meaning; this is sometimes called a comment clause)
- 5a. NR; referent: everything up to this point (The relative clause is also reduced; note the use of *thus* plus an *-ing* clause, which is fairly common in academic writing—*therefore* and *thereby* can also be used in this way.)
- 5b. R; referent: *students*

Exercise 2

Answers will vary.

Exercise 3

(Source: published text)

Answers will vary. Original sentences:

1. The two stars, Alcor and Mizar, were the first binary stars ever known.
2. Modern telescopes have since found that Mizar is itself a pair of binaries, revealing that there are actually four stars orbiting each other.
3. Alcor has been sometimes considered a fifth member of the system, orbiting far away from the Mizar quadruplet.
4. Now, an astronomer at the University of Rochester has made the surprise discovery that Alcor is also actually two stars.
5. “Instead of finding a planet orbiting Alcor, we found a star.”
6. Another group of scientists used the Multiple Mirror Telescope in Arizona, which has a secondary mirror capable of flexing slightly to compensate for the twinkling the Earth’s atmosphere normally imparts to starlight.

Exercise 4

Answers will vary. Samples sentences:

1. Businesses use Internet advertising to target customers who have searched for related key terms.
2. Cell phone companies are competing to produce new batteries capable of lasting longer than traditional ones.

3. Biomedical researchers working at universities and pharmaceutical companies hope to discover cures for diseases.
4. Some professors interested in increasing student engagement have experimented with online discussion boards.
5. Experts studying public health recommend that children engage in physical activity every day at school.

Exercise 5

(Source: published text)

Answers will vary. Samples sentences:

1. Professor Adrian Aguilera observed that his text messages gave his patients a feeling of comfort and social connection.
2. A patient in Aguilera's cognitive behavior therapy group reported that text messages were helpful when she faced challenges.
3. The Pew Research Center found that more text messages were sent by minorities than white Americans.
4. The study asked who the most active text message users are.
5. Aguilera wondered whether he could use text messages to prompt patients to apply skills from therapy to their daily lives.
6. Researchers noted that approximately three-quarters of participants wanted the text messages to continue after the end of the study.

Exercise 6

Answers will vary.

Exercise 7

Answers will vary.

Exercise 8

Answers will vary. Notice that the subjunctive is not usually visible with plural verbs, so to require practice of the subjunctive, insist on singular subjects, the use of *be*, or negatives, all of which will show the subjunctive. Sample sentences (subjunctive verbs are underlined):

1. Cars are difficult to replace entirely.
2. People are unlikely to take public transportation if it is less convenient than driving.
3. It is important to encourage the development of alternative fuels.
4. Experts urge that consumers not purchase gas-guzzling cars and trucks.

5. We should demand that the government invest in greener alternatives.
6. It is crucial that changes be made to our driving habits.
7. It is necessary for governments to raise gasoline taxes.
8. It is essential that car manufacturers be required to build more fuel efficient vehicles.
9. I ask that the university replace all its service vehicles with hybrid cars and vans.
10. Researchers recommend changing traffic light patterns to reduce emissions from idling engines.

Exercise 9

(Source: MICUSP)

1. The survey asked ~~that~~ **whether/if** an unhappy marriage is preferable to divorce. (*Ask* logically requires a question word in the noun clause.)
2. This is especially true for western China, which is less developed.
3. I investigated how ~~do~~ socioeconomic factors affect attitudes toward marriage. (No inversion is necessary in a noun clause, although it would be correct in a direct question.)
4. It is crucial ~~investigating~~ **to investigate** gender disparities in attitudes toward unhappy marriages.
5. There are three types of independent variables ~~are~~ used for this study. (*are* is the finite verb in the clause, so a second finite verb is incorrect. An alternative is *which/that are*, but the reduced form is more idiomatic.)
6. A set of ideational variables ~~which~~ indicating modernity factors are included. (or *which/that indicate*)
7. The results indicate that women are more likely to prefer divorce to an unhappy marriage.
8. This study is a critical step to further understand how people's family values are associated with demographic factors.
9. These variables are a test of **if whether** more modern respondents are more likely to prefer divorce. (Only *whether*—not *if*—can introduce a noun clause functioning as the object of a preposition.)
10. Due to **the fact** that minority ethnic groups dominate about nine percent of the total population in China, Gansu is very representative. (or *Because . . .*)

Exercise 10

Answers will vary.

Unit 4: Verb Forms

Unit 4 takes a practical approach to teaching verb tenses by only focusing on the three most common tenses for academic writing (present simple, past simple, and present perfect). All the other verb tenses are discussed briefly in Sections 4.4 and 4.5, but these may be omitted if time is short. A complete description of all the verb forms of English can be found in *Keys to Teaching Grammar* (pp. 100–151). This unit also includes other elements of verb form: passive voice, subject-verb agreement, and subject-verb inversion. The last section (4.9) is not essential for most writers.

Two decisions need a word of explanation here. First, the tenses are named using the logical convention *time + aspect*, hence present simple, present progressive, present perfect, etc. Many textbooks (including *Keys to Teaching Grammar*) refer instead to the simple present and simple past, and readers are encouraged to mentally invert the names of these tenses if it is helpful. Second, equal attention is not paid to all verb tenses. This decision is supported by corpus research, which has found that only three tenses are common in academic writing. While all the other tenses certainly can be useful and do indeed create nuances of meaning beyond the three basic tenses, even highly proficient users of English can write very well without them. Given that verbs structure the clause while the bulk of the information is contained in the noun phrase (Unit 1), an exhaustive discussion of all the tenses does not seem a valuable use of time or space. The same would not be true for a grammar of *spoken* academic English, where a greater variety of verb tenses is common.

More information about the grammar in Unit 4 can be found in these sections of *Keys to Teaching Grammar* by Keith S. Folse:

Twelve English verb tenses	pp. 74–85
Present tenses	pp. 100–113, pp. 281–282
Past tenses	pp. 114–137
Future forms	pp. 138–151
Passive voice	pp. 242–251
Subject-verb inversion	pp. 267–268
Subject-verb agreement	pp. 321–322
Irregular verbs	pp. 336–340

Preview Test

(Source: COCA)

Answers may vary. Original answers with grammatical alternatives noted.

Later in this unit, the difference in meaning between the verb tenses is discussed. It is helpful to point out how several choices of tense are often grammatically possible with different meanings or effects.

1. d (*Note* and *have noted* are grammatically correct, too.)
2. c (All the choices are possible depending on the wider context; present perfect is a common choice with general subjects like *researchers*.)
3. c (*Are examining* is grammatically possible, although it sounds strange because the present progressive refers to actions in progress right now, which does not match the meaning of the sentence well. Some ESL textbooks teach students to use present progressive with adverbs like *currently*, but the present perfect works equally well.)

4. b (this is a rare natural example of the present progressive; *use* is also correct.)
5. a (Unless there is a reason to choose a different tense, the present simple is usually the default choice for academic writers.)
6. d (*Indicate* and *have indicated* are also possible. The past simple is often chosen to express specific results of an experiment.)

Grammar Awareness

(Source: MICUSP)

1. past simple, present simple, present perfect
2. In the first paragraph, the writer starts in the present tense even though she is referring to a paper from 1975, perhaps because this paper is still important today. This is a common choice in academic writing. She switches to the past simple (*began*) to make a historical observation about the 1970s, and then returns to the present simple to introduce a quotation from the article. Later, she shifts to the present progressive (*has made*) to show the progress that has been achieved, connecting the 1970s to the present day.
3. The present perfect is used for broad statements about research and developments in the field.
4. There is very little consistency between the verb in the main clause and the verb in the dependent clause. For example, the second paragraph opens with *showed* . . . *earn*.
5. There are no progressive tenses, future forms, or examples of the past perfect tense. This is typical of academic writing.

Exercise 1

(Source: published text)

Answers may vary; these verbs were used in the original article:

1. was
2. booked
3. did not offer
4. were
5. is
6. is
7. needed
8. were
9. had
10. faced
11. competed
12. promised
13. need
14. plays

Exercise 2

Answers will vary.

Exercise 3

(Source: COCA)

Answers will vary. Two sample responses are:

1. The Internet makes a wide range of advice on grammar and writing available to students. Some websites provide useful examples, while others consist of inaccurate and misleading explanations. Fortunately, the Internet allows students to check information on multiple sites.
2. The study of second language writing grew from the realization that first and second language writers do not produce the same texts or make the same errors. Scholars began to ask how second language writing was created and why it sometimes failed to meet reader's expectations. Many teachers also felt the need for better methods and materials, and some experts argued for classes and eventually degrees specifically in this area.

Exercise 4

(Source: COCA)

Answers will vary. Sample answers:

1. become, change, increase, develop, begin, result, experience, cause, undergo, decline, rise, evolve
2. develop, provide, work, suggest, focus, write demonstrate, prove, contribute, note, try, examine, identify, establish, attempt, seek, indicate, study, teach
3. become, make, find, develop, begin, learn, create, fail, remain, establish, happen, seek, pass, spend, complete, adopt, hold, publish

Exercise 5

Answers will vary.

Exercise 6

(Source: MICUSP)

1. has increased (in the past 20 years)
2. have expanded (in that period, not at any specific point in time)
3. has developed
4. reviews / has been found (note the passive because the subject is not the agent of *find*)
5. were suggested (because of the specific time marker)
6. coincided (the meaning of the verb suggests a specific point in time), received

7. recommended (at that time)
8. have not decreased (the meaning is “since then,” although *decreased* is grammatically correct)

Exercise 7

Answers will vary. Notice that Question 4 calls for future-in-the-past forms (e.g., *I thought I was going to be professor of French literature*).

Exercise 8

(Source: COCA)

Answers may vary; original verbs:

1. b (*Had worked* and *worked* are also possible; the progressive aspect in the original sentence implies that their work was ongoing at the end of the ten years.)
2. b (*Came* and *would come* are also possible; however, *would* is used to form the past habitual form only after a clause with *used to*, so without more context, *used to* is better than *would* here.)
3. c (*Experienced* is also possible, but the past perfect makes the time sequence clearer.)
4. d (All four forms are grammatical, depending on the context, but the original text emphasizes the ongoing increase in violence.)
5. d (Again, all four answers could be used; the writer’s choice suggests that the plans have been in progress for some time but are not yet finalized.)

Exercise 9

Answers will vary.

Exercise 10

(Source: student writing)

Answers will vary. For Task 1, suggested revisions to sentences:

1. Leave as is.
2. Leave as is.
3. It was unveiled by IBM as a PDA
4. the first smartphone was released by Ericsson
5. Either active or passive sentences work here. If Sentence 4 is revised as suggested, then leave. Sentence 5 as is it contrasts Ericsson with Research in Motion. However, if the name of the BlackBerry is more important, then choose to focus on that instead.
6. the first camera smartphone was released
7. Leave as is.

2. The first super-powered phone ❶ was called Simon, which was “8 inches long, weigh[ed] 1 pound, [had] 1 megabyte of memory, and [. . .] cost \$1,000” (Maney, 1993). ❷ It was thought to be a computer with “communication capability” (Maney, 1993), rather than a phone. However, even the feature phones today are smaller and more powerful. ❸ IBM unveiled it as a PDA (Personal Digital Assistant) in 1992, because there was no smartphone concept until 1997, when ❹ Ericsson released the first smartphone (“History,” 2010). In 2002, focused on business executives, ❺ Research In Motion (RIM) introduced the first BlackBerry, which was the first phone capable of sending and receiving email, which is the core service of RIM today. In the same year, ❻ Sony Ericsson released the first camera smartphone trying to attract entertainment consumers. Since this device, ❼ new hardware has been installed on smartphones, like GPS, Wi-Fi, gyroscopes, and accelerometers.

Exercise 11

1. It **has been** thought **cell phones** would replace laptops for some functions.
2. Consumers have been attracted to smartphones by their low prices.
3. However, a two-year agreement **is required** for actual phone service.
4. Because people are using features like web browsing so much, unlimited data plans, which used to **be made** available as standard, are now disappearing. (Notice the passive infinitive verb; the agent of *make* is implicitly the wireless telephone companies.)
5. After the phone hacking scandal in the U.K. ~~was~~ happened, phone makers began reminding customers to set a secure password on their phones. (*Happened* is intransitive.)
6. Some phones can **be used** as a GPS navigation device. (The agent—*owners*—is absent.)

Exercise 12

Answers will vary.

Exercise 13

Answers will vary. This is a very useful task to help students organize their thoughts between researching and writing a paper.

Exercise 14

(Source: published text)

1. finds, were
2. were
3. talk, are, talk, are
4. sounds
5. is
6. was
7. were, were
8. is

Exercise 15

Answers will vary. Sample responses:

1. There have been few studies that investigate professors' writing processes.
2. What is surprising is that these results have not been replicated.
3. Neither the authors nor the reviewer is responsible for the error.
4. None of the stolen computers was found.
5. Experts who have studied this question are divided on the best solution.
6. There are several reasons for the growth of for-profit universities.
7. Further research is needed, which is only possible if government restrictions are lifted.
8. In the future, there may be catastrophic impacts on coastal communities from global warming.
9. There is evidence that sea levels are rising.
10. There are two ways that cancer is treated after surgery.

Exercise 16

(Sources: MICUSP/COCA)

1. Not only does tracking hurt the members of the lowest track, (but) it also hurts members of the upper track. (Tracking means dividing students into different classes based on ability; notice that the word *but* is optional in the second clause.)
2. Rarely did women own land without a husband to share ownership. (*Rarely* causes inversion; *did* is used because the original sentence is in the past simple tense.)
3. Sometimes, their management style was misinterpreted. (*Sometimes* can move to sentence-initial (theme) position, but like most adverbs of frequency, it does not cause inversion.)
4. Only then will true economic growth occur. (*Only then* has a somewhat negative meaning—*not until then*—which is why it triggers the inversion here.)
5. Not only should we consider the cost, but also other relevant issues.
6. Especially useful is the capability to keep stored data.

Unit 5: The Noun Phrase

This unit explains the grammar of the noun phrase, including count (countable) and non-count (uncountable) nouns, articles, and quantifiers. Adjectives are useful in academic writing, but this section (5.7) may be omitted if time is short. If possible, do not completely omit nominalization (5.8) since this is a very productive feature of English academic writing. Native speakers of English will probably not need to study articles and quantifiers (5.1–5.6), although a reminder of the use of specific reference (5.5) may be useful. Articles are among the last features of English to be acquired by non-native speakers, and entirely native-like use is often elusive. Therefore, this unit is limited to guidelines that will be helpful in most cases and focuses on choices that are most salient for meaning. The University of Michigan Press publishes an entire book on articles (*The Article Book: Practice Toward Mastering a, an, and the*, by Tom Cole) to which readers are referred for 128 pages of further details!

More information about the grammar in Unit 5 can be found in these sections of *Keys to Teaching Grammar* by Keith S. Folse:

Count and non-count nouns	pp. 152–160
Articles	pp. 179–184
Possessive forms	pp. 282–283
Adjectives	pp. 266–267

Note: In this unit, Ø means zero (no) article.

Preview Test

(Source: MICUSP)

Answers will vary. Answers from original:

- | | |
|----------------|----------------|
| 1. Ø | 13. Ø |
| 2. Ø | 14. the |
| 3. a | 15. the |
| 4. Ø | 16. its |
| 5. Ø | 17. Ø |
| 6. Ø | 18. Ø (or the) |
| 7. Ø | 19. the |
| 8. a | 20. the |
| 9. the | 21. these |
| 10. the | 22. the |
| 11. the (or Ø) | 23. Ø (or the) |
| 12. Ø | |

Grammar Awareness

(Source: MICUSP)

1. For ease of use for instructors, finite verbs are in bold and subjects are underlined:

① **This paper** **looks** at the problem of college choice in an environment with heterogeneous agents, competitive admissions processes, and post-graduation wages dependent on college reputation. ② **It is** demonstrated that under certain regularity conditions, a separating equilibrium where all the top agents attend the college with the good reputation while weaker agents attend the lesser college **exists** and **is** unique. ③ This result **is** incorporated in a simple dynamic model, **which shows** that initially identical institutions **may** become endogenously differentiated over time, and that this **may** be hard to reverse. ④ Finally, the model **is** applied to race-based admissions policies and **used** to analyze the distributional effects of such policies.

The long relative clause in Sentence 2 can be analyzed for finite verbs and subjects:

. . . a separating equilibrium where all the top agents **attend** the college with the good reputation while weaker agents **attend** the lesser college . . .

2. The title is actually two noun phrases connected with a colon; the second (longer) phrase explains the meaning of the first one. This is a very typical strategy for writers of academic research papers and presentations.
3.
 - a. The definite article means that the reader can find exactly which problem is referred to, *the problem of college choice*.
 - b. There are many different types of environment, and this is one type of environment in which there are heterogeneous choices.
 - c. No article is necessary because the writer means any or all weaker agents.
 - d. *This* refers back to the result that was explained in the previous sentence.
 - e. This is the first mention of a simple dynamic model, and because it is not identified to the reader yet, the indefinite article *a* is chosen.
 - f. This is really an idiomatic (i.e., fixed) expression. Technically, *time* is non-count here because it is not a particular period of time, but time generally.
 - g. The model has already been fully explained to the reader, so now (unlike in Item e), the reference is definite.
 - h. This phrase is indefinite because it doesn't apply to any specific policies, but to race-based admissions policies generally.

Exercise 1

- | | |
|-------|--------|
| 1. C | 11. C |
| 2. NC | 12. NC |
| 3. C | 13. NC |
| 4. C | 14. NC |
| 5. C | 15. NC |
| 6. C | 16. NC |
| 7. C | 17. NC |
| 8. NC | 18. C |
| 9. NC | 19. C |
| 10. C | 20. C |

Exercise 2

Answers will vary. Sample sentences:

- Applicants for the MBA degree must have at least two years' work experience.
 - My summer spent as a lab assistant was an exciting experience.
- After the brain injury, the patient lost the ability of speech.
 - In a speech to business leaders, the president described his new tax policy.
- Nuclear waste is a potential threat to the environment.
 - A good manager creates an environment of trust and cooperation.
- Change is often resisted in education.
 - The last decade has seen major changes in the study of the brain.
- Politicians are constantly complaining about the quality of education nationwide.
 - Vocational high schools offer a very different education.

Exercise 3

(Source: MICUSP)

	Writer Knows?	Reader Knows?	Generic, Indefinite, Definite?
1. This paper shows a practical application	Y	N	I
2. of a general factorial experiment	Y	N	I
3. to analyze the interactions	Y	Y	D
4. between important controllable factors	Y	N	I
5. in the creation	Y	Y	D
6. of high-quality compressed (MP3) music files.	N	N	G
7. Traditional sound quality experiments	Y	N	I
8. depend on listeners' subjective opinions	N	N	G
9. and this experiment instead utilizes an objective measure	Y	N	I
10. of fidelity	N	N	G
11. based on digital signal analysis	Y	N	I
12. of an encoded and decoded music file	Y	N	I
13. compared with the original clip.	Y	Y	D

Exercise 4

(Source: MICUSP)

- A. 1. gender stereotypes; women; men
 2. creativity; work
 3. Divergent thinking; the individual (This is an example of *the* + singular with generic meaning for groups of people.)
 4. Gender identity development; a child
 5. Turbulence; internal combustion engines
- B. 1. an individual / individuals (Sentence 3)
 2. that children make / that the child makes (Sentence 4)
 3. in the internal combustion engine (Sentence 5)

Exercise 5

(Source: COCA)

Answers will vary.

Exercise 6

(Source: MICUSP)

1. Ø 2. a 3. a 4. a 5. a 6. a 7. a 8. Ø 9. Ø 10. Ø
 11. an 12. A 13. a 14. a 15. a 16. a 17. Ø 18. a 19. Ø 20. a

Exercise 7

(Source: published text)

	Writer Knows?	Reader Knows?	What Kind of Noun? (C, P, or PI)
1. On 24 August, the government	Y	Y	C
2. released a report	Y	N	C
3. about the swine flu pandemic	Y	Y	C
4. from a group	Y	N	C
5. of prominent scientists	Y	N	PI
6. commissioned by U.S. President Barack Obama.	Y	Y	P
7. The first report issued by . . .	Y	Y	C

Exercise 8

Answers will vary.

Exercise 9

(Source: COCA)

- many
- too (*Too many* means that the roads are not big enough for the number of cars.)
- a great deal
- reasons (Some speakers of English as a second language may make this common error; the meaning is “one out of many reasons”); is
- few (meaning “almost nobody”)
- a little (meaning “some time”)
- hardly any (Notice the conjunction *but*, which contrasts *grown enormously* with *hardly any progress*.)
- is

Exercise 10

(Source: COCA)

Answers will vary.

Exercise 11

Answers will vary. Sample sentences:

1. Some television programs become important cultural artifacts.
2. Protesters raised specific environmental concerns about the proposal to drill for natural gas.
3. The debate over public funding for health care is a common political issue.
4. When multiple treatment options exist, doctors often have different individual preferences.
5. The results of the drug trial were promising.
6. Some psychological experiments are potentially dangerous for participants.

Exercise 12

Answers will vary. Sample sentences:

1. This analysis will then inform policy recommendations.
2. The acceleration is partly due to a breakthrough in the design.
3. The difficulty stems from the cost of the new programs.
4. Computerization has increased demand for workers with technical skills.
5. This deterioration is not noticeable at first.
6. This finding has implications for equal access to online services.
7. The argument is not popular with the pharmaceutical industry.
8. Management skills, however, are rarely taught in science doctoral programs.

Exercise 13

(Source: published text)

Answers may vary. The original sentences contained the following nominalizations:

1. The construction of such an integrative theory is a worthy goal.
2. The acquisition of speech is of major importance to the growing child.
3. The invention of writing was a great human achievement.
4. Verbal self-regulation helps us understand personality development more broadly.

Exercise 14

Answers will vary.

Unit 6: Hedging, Boosting, and Positioning

In this unit, attention shifts to the interpersonal function of language—that is, the ways that language can express evaluation, hedging, and boosting. The grammatical resources introduced here are modal verbs (including *would*), adverbs, conditionals, comparatives, superlatives, and equatives. The most important sections to cover are modal verbs (6.1, 6.2) and conditionals (6.4), although most users will also find the discussion of evaluation language (6.6) valuable. My explanations in this unit draw on the theoretical work of Hood (2010) and Hyland (2000).

More information about the grammar in Unit 6 can be found in these sections of *Keys to Teaching Grammar* by Keith S. Folse:

Modals	pp. 224–231
Conditionals	pp. 252–262, pp. 270–271, pp. 273–274
Adverbs	pp. 272–273, p. 286
Comparatives	pp. 283–284

Preview Test

(Source: COCA)

1. Choice b is stronger because of the intensifying adverb *very* (compared to *somewhat*).
2. Choice b is stronger because of the verb *be*, which presents facts with absolute confidence.
3. Choice b is usually stronger because *highly* is absolute (there is no doubt that technology is playing a very important rule), whereas *more* is relative (technology is playing a more important role than in the past, but it might still not reach the level of *highly* important).
4. Choice a is the most confident, followed by c and then b. The present simple tense makes very confident predictions by presenting them as facts with no room for alternative outcomes.
5. Choice b is a more confident prediction because *will* is real whereas *would* is unreal.
6. Choice a is stronger because *show* is used for confident results, whereas *suggest* is more tentative.

Grammar Analysis

(Source: student writing)

Answers will vary. Sample responses:

1. attractive, many students, all over the world, exponentially, dramatically, at a rapid pace, considerably, presumably, very likely
2. although, possible, did not appear to, suggesting
3. The sample text provided is actually a data commentary that I wrote with my students in a class for pre-matriculation international graduate students at the University of Delaware. (The table it refers to was published in the 2010 *Open Doors* report from the Institute for International Education.) You might have noticed that the writers are fairly familiar with reasons affecting international student enrollment in U.S. universities, and the prediction at the end may be due as much to personal experience as the data itself.

Exercise 1

(Source: MICUSP)

1. may
2. should
3. be seen
4. should
5. have contributed
6. by changing

Exercise 2

(Source: MICUSP)

1. a (*Can* refers to the ability of gardens to improve health, whereas *might* only suggests the possibility of this effect.)
2. a
3. a (*Will* is already stronger, and the adverb *certainly* intensifies its meaning.)
4. b (*In* the first sentence, it is sometimes possible to generalize.)
5. b (A clause without any modal verb will usually be the most confident.)
6. a (*Can* is not a hedging modal in this case; it means the writer is sure women are able to support their families.)
7. b (The boosting modal makes this sentence even stronger than the simple present verb in the first sentence.)
8. a

Exercise 3

Answers will vary.

Exercise 4

(Source: COCA)

1. would
2. will (This assumes the rules have been implemented; if the rules are only proposed, then *would* is a better choice.)
3. will (This assumes that the writer accepts the mainstream scientific view of the effects of climate change on the environment; a more skeptical writer might choose *would*.)
4. will
5. would like
6. would (Since the future study has not been planned yet, it remains unreal.)

Exercise 5

(Source: student writing)

Answers will vary. Sample sentences:

1. Machines **are likely to** replace humans for dangerous and repetitive tasks.
2. **It is possible** that humanity **would** be in danger **if** computers **were** able to think for themselves.
3. Recent technological advances have **mostly** been for entertainment not life enhancement.
4. Smart phones have brought **few** benefits **and many** distractions.
5. Because **many** children watch more TV and have more access to the Internet, they **may** **be** growing up to be antisocial and **even** violent.
6. Machines are **extremely** useful for **dramatically accelerating** productivity.
7. Technology can **certainly** be prevented from threatening human existence.
8. The **vast** amounts of information now available **inevitably** improve people's decision making.
9. It is **virtually always** efficient to search the Internet.
10. Technological inventions have **revolutionized** our quality of life.

Exercise 6

Answers will vary.

Exercise 7

(Source: COCA)

1. I Television soap operas are interesting, **even though** they mainly serve to distract audiences from their real lives.
2. C
3. I It would be desirable if students **were** able to move through college faster. (*Would* is not used in the *if* clause in formal writing.)
4. I If this were to occur, major businesses would quietly leave the country.
5. C (According to traditional grammar books, the past perfect should be chosen to complement the past unreal form of the main clause; however, in practice the past simple—present/future unreal conditional—is often used in the *if* clause.)
6. C
7. C (This is a past real conditional, hence the matching past simple tenses in both clauses.)
8. I Classroom sizes should be minimized **if possible**.

Exercise 8

Answers will vary. Sample sentences:

1. If technology is used responsibly, it can be advantageous to the people who use it.
2. If hospitals did not have access to medical technology, some patients would certainly die.
3. If robots replaced teachers, the school year could be made longer.
4. Before cell phones, if an emergency happened on campus, it sometimes took a long time to alert the authorities.
5. Even if some machines are only designed for entertainment, they can still be used for educational purposes.
6. If made available for ordinary customers, the product's formula could be easily copied.
7. If true, the allegations about toxic gases emitted from certain plastics are very worrying.
8. If the warnings of climate scientists are accepted, the only sensible action is to abandon certain coastal communities.

Exercise 9

Answers will vary.

Exercise 10

(Source: published data)

Answers will vary.

Remind students to read both horizontally and vertically for similarities and differences between generations and also patterns of job search tools.

Exercise 11

(Source: COCA)

1. - bias
2. + comprehensive
3. - distort
4. - unwilling (Note that *reluctant* is actually the AWL word in this pair.)
5. - exploit
6. - inadequate
7. - violates
8. + revolution

Exercise 12

(Source: published text)

A. In 2009/10, the U.S. hosted a record high of more than 690,000 international students (Open Doors, 2010). Although the U.S. market share has declined in the last decade, the U.S. nevertheless hosted far more international students than any other destination. The United Kingdom, the second most popular international study destination, hosted about 450,000 international students, two-thirds of the U.S. total.

The boosting language stresses the popularity of the U.S. both in absolute terms (over 690,000 students) and through comparisons with all other destinations and in particular the second most popular destination, the U.K., which although popular, still only accounts for “two-thirds of the U.S. total.” Notice also the concessive *although* clause, which acknowledges the decline in numbers; the main clause, however, once more boosts the popularity of the U.S.

B. Original word choices, with commentary in parentheses:

1. quite small (This acknowledges the low enrollment, but hedges it to make the effect less critical—in fact, it is a selling point of U.S. higher education that there is capacity for growth; *almost insignificant* boosts the meaning, which would not be true; *unacceptably low* is a negative evaluation that does not match the meaning of the paragraph.)
2. although (This recognizes the higher proportion of graduate students but focuses the paragraph on undergraduate and non-degree students; *and* would be confusing because the second clause does not continue the meaning of the first one; *while* would attach too much importance to graduate students in contrast to undergraduate students, which is irrelevant to the paragraph.)
3. more than 62 percent (This effectively boosts the number of students in comparison to the small number of host colleges; *fewer than two-thirds* would make the number sound smaller; *more than half* is a booster but underestimates the actual number.)
4. more than 4,000 (This is a booster, but not an exaggeration, as *many thousands* would be; *many* is rather weaker because the average reader would not have a sense of how many colleges there are in the country.)
5. tremendous potential (As the paragraph reaches its conclusion, this intensified booster tries to convince the reader of the capacity for expansion; the other two choices would hedge the outlook.)
6. particularly (Of the three, this is the only boosting word; the other choices would suggest weaker growth or less probable expansion.)

Unit 7: Collocation and Corpus Searching

This unit helps writers use four free online tools (Google, the Michigan Corpus of Upper-level Student Writing, the Corpus of Contemporary American English, and wordandphrase.info) to find phrases that co-occur frequently in academic English (collocations). This unit can be taught at any time or used for reference. For example, when studying clause structure in Unit 1, it may be helpful to investigate verb-noun collocations (7.3), and when studying noun phrases in Unit 5, noun-noun collocations (7.4) can be introduced. Prepositions are a late-acquired form for most non-native speakers of English, so 7.2 may not be essential for some courses. As with articles (Unit 5), the University of Michigan Press publishes an entire book about prepositions, to which readers are referred for in-depth coverage (*The Preposition Book: Practice Toward Mastering English Prepositions* by Tom Cole). They are also discussed in *Keys to Teaching Grammar*, pp. 161–178.

Since the websites described in this unit may change as new features are added, interfaces are updated, links change, or services become unavailable, only general directions for using these tools are given. To some extent, the corpora are interchangeable; for example, a search on MICUSP can also be conducted on the Corpus of Contemporary American English, the only difference being that the results will come from professional writing and not student writing. Comprehensive tutorials were available for all the corpora when this book went to press, which will be useful to students and teachers wishing to learn more about these powerful tools.

Preview Test

(Source: COCA)

1. conduct
2. strong
3. raises
4. to
5. thus

Grammar Awareness

(Source: MICUSP)

1. a. by summarizing
b. advances in
c. piece of information
d. on
e. heavily

As an additional exercise, students can be asked to identify the structure of each collocation. For instance:

1. noun + noun
2. adverb + verb
3. adjective + noun

The following codes can be used:

N + N	noun modifier + head noun
N + prep	noun + preposition
V + prep	verb + preposition
Adj + N	adjective + noun
Adv + V	adverb + verb
V + N	verb + noun
V/comp	verb complement pattern
Clause	clause structure

2. Answers will vary. Sample sentences:

- a. The effects of globalization on small businesses have been extensively studied.
- b. Patients' attitude toward their treatment matters to experts in the field of health policy.
- c. One of the most important unresolved questions in the history of mathematics is who invented calculus.
- d. This paper illustrates how the international community reacts to natural disasters.
- e. The larger context in which doctors work affects their ability to deliver the highest quality of care.
- f. Future research is needed to determine the most efficient way to learn vocabulary.

Exercise 1

1. The exact frequencies will vary from day to day, but you should find that *different from* is more frequent than *different than*.
2. *A bunch of* is highly infrequent in academic writing, whereas *a lot of* and *a number of* are both frequently used. There are three instances of *a bunch of* in MICUSP—one is a quotation and can be ignored. The other two seem to be unusual.
3. This is a commonly used phrase and is not usually followed by a citation, which implies that it is an acceptable chunk of language to use in writing. Some other phrases that you might investigate, depending on your field, include: *the results are (not) statistically significant; previous studies have found; with such a large/small sample size*.

Exercise 2

1. *Actually* is used to introduce a surprising fact or to disagree with an incorrect assumption. There are some interesting collocations with words like *instead* or *rather* as well as noun clauses and direct questions (*what is actually happening . . .*).

2. Swales & Feak (2012) predict that the past tense will be used more frequently after *the purpose of this study* and the present tense after *the purpose of this paper*. However, you will find many examples in MICUSP where this pattern is not followed. There may be variations between disciplines. You can continue this research on COCA, which is a much larger corpus representing a wider range of disciplines.

Exercise 3

1. You should find that *in the absence of* is a very useful phrase. In fact, it is only used with any frequency in academic writing and rarely in other forms of English.
2. *Evidence of* is the most common collocation, meaning evidence of an activity, fact, or event that happens/happened. *Evidence for* is used a little differently with theories, explanations, or ideas that the evidence supports but does not perhaps prove. *Evidence from* gives the source or discipline (*evidence from primatology*). *Evidence in* is used with literature, research, citations, or the phrase *evidence in support of*.
3. *Research* is not usually countable in American English, but when it is used in the plural, it is almost always in academic writing. If you look at the results screen, you can compare the search in the BNC (the British National Corpus), which will show you that the countable form *researches* is slightly more frequent in British English.

Exercise 4

1. a. You should notice that *evidence* is far more common as a noun than as a verb.
b. *Evidence* is only used as a verb in academic writings and not other registers of English.
c. When you look at the example sentences, you should see that it is almost only ever used in the passive voice and mostly with an accompanying *by* or *in* phrase that gives the source of the evidence.
d. The verb is most commonly used in the social sciences (education, sociology), less commonly in the humanities, and rarely in the sciences.
e. The most common verbs (at the time of writing) include: *find*, *suggest*, *provide*, and *show*; the adjectives include: *physical*, *scientific*, *strong*, and *empirical*. Most of the collocations seem strong, although *base* is a bit misleading because it is either used with the phrase *based on*, which is either a prepositional phrase or a reduced relative clause, or the noun phrase *the evidence base*.
2. Most of the synonyms provided are useful, although *hitch* is more for spoken English and *hindrance* is more appropriate for academic writing. *Setback* is rather journalistic, although it is still a choice available to academic writers.

Exercise 5

(Source: published text)

- | | | | | | | | |
|-------|--------|-----------|--------|---------|--------|---------|-------|
| 1. in | 2. of | 3. to | 4. For | 5. in | 6. of | 7. from | 8. of |
| 9. in | 10. of | 11. among | 12. as | 13. for | 14. of | | |

Exercise 6

(Source: Biber et al., 1999)

Answers will vary. Search for the phrase in MICUSP or COCA to see models of sentences using the collocations.

Exercise 7

(Source: COCA)

1. influence
2. exceed
3. expose
4. help
5. justify
6. risk
7. profits
8. provide

Exercise 8

Answers will vary.

Exercise 9

(Source: COCA)

1. rapid
2. Scientific
3. larger
4. understanding
5. economic
6. culture

Exercise 10

(Source: published text)

1. a network policy
2. open-access rules
3. a C-minus student
4. the broadband infrastructure
5. an Internet service provider
6. former FCC commissioner, Michael Powell
7. monthly transmission fee
8. Internet entrepreneurs

Exercise 11

Answers will vary.

Exercise 12

(Source: COCA)

Answers will vary. Possible results:

2. *based on the + results / assumption / premise / idea / findings* (Note that there are nouns from two broad groups of meanings: results and ideas/theories.)
based on + data / research / race / information / gender (As with the first list, these phrases often seem to be used as reduced clauses or prepositional phrases at the start of sentences or as the complement of linking verbs.)
based on the assumption / premise / idea / fact / belief that (plus complement noun clause)
3. There seem to be two common patterns with *encourage*: *encourage someone to do something and encourage (the) development / use / implementation / participation of*.
Discourage is similar: *discourage someone from doing something and discourage (the) use / formation / practice / emergence / investment / innovation*.

a.	may	help	explain / clarify / reduce / identify / improve / prevent / provide / alleviate / determine
b.		lead to	development(s) / change(s) / conclusion(s) / problem(s) / improvement(s) / failure
c.		provide	insight / information / clue / opportunity / explanation / basis / evidence / guidance
d.	can	be	used / seen / found / applied / said / considered / achieved / understood / expected
e.	will	continue to	be / grow / play (a role) / increase / exist

Exercise 13

Answers will vary. Sample paragraph:

It is clear that teenagers are less responsible drivers than adults. It should be remembered that adolescents' brains are still forming, and the extent to which this impacts their driving skills should not be underestimated. This lack of maturity can lead to failures of judgment, which help explain why teenagers are involved in so many accidents. Studies have demonstrated that increased restrictions on young drivers can be expected to save lives.

Unit 8: Beyond the Sentence

The final unit turns to the textual function of language, the grammatical resources used to organize information in sentences, paragraphs, and longer texts. Although traditionally the domain of writing textbooks, cohesion is the result of choices in grammar and vocabulary. For example, most English sentences follow an old-to-new information pattern, and to create this, writers use techniques such as prepositional phrases, passive voice, and clause combination (8.3). If time is short, the section on paragraph patterns (8.4) is the most important.

Grammar Awareness

(Source: published text)

1. Hopefully, you prefer Version 1, as this is the original text (from Shiraev & Boyd, 2008).
2. The information flows more smoothly in Version 1.
3. In Version 2, new information has been consistently moved to the start of each clause or sentence, which is confusing because most readers expect sentences to start with familiar information. This means the sentences do not link together smoothly, but instead appear to jump from one idea to the next.

Exercise 1

(Source: published text)

1. New information is in bold.
2. Old information is underlined.

① Over the past fifty years and with increasing frequency, **innovative programs have appeared around the world with the aim of revitalizing languages that are at risk of disappearing due to declining numbers of native speakers.** ② The nature of these initiatives varies as greatly as the languages that are their targets. ③ In some instances, they are nearly national in scope, such as the efforts to preserve Irish, ④ yet in other instances they involve small communities or even a handful of motivated individuals. ⑤ Many of these programs are connected to claims of territorial sovereignty, ⑥ though cultural sovereignty or a desire to maintain a unique ethnic identity is just as often the explicit goal. ⑦ While in one context a revitalization effort may be centered around formal education, ⑧ in another it may be focused on creating environments in which the language can be used on a regular basis.

⑨ Although tremendous variety characterizes the methods of and motives for reinvigorating languages, ⑩ revitalization, as a general phenomenon, is growing and has become an issue of global proportion. ⑪ There are now **hundreds of endangered languages,** ⑫ **and there are few regions of the world** where one will not find at least nascent attempts at language

revitalization. ⑨ This comes as little surprise when considered in light of the confluence of several socio-historical factors. ⑩ First, language death and moribundity (i.e., the cessation of children learning a language) are occurring at an exceptionally rapid rate. (Grenoble & Whaley, 2005, p. 1)

3. Most sentences start with old information and continue with new information, as expected. For example, Sentence 2 picks up the idea of *these initiatives* and expands it by saying they are very varied. In Sentence 9, *this* refers back to the entire previous sentence. The writer also uses some listing and contrasting language in the old information slot to orient the reader to the new information—e.g., *in some instances* and *yet in others*, or *while in one context* and *in another*. At the end of the quoted passage, the writer introduces *several factors*, and we can expect the following sentences to develop these. There are also some examples of new information appearing unexpectedly at the start of clauses—for example in Clause 4ii, which stresses the concession, as if to prevent readers objecting too strongly to the writer’s claim in the main clause.

Exercise 2

(Source: published text)

① Throughout the history of science, philosophers and scientists have sought to describe a single systematic procedure that can be used to generate scientific knowledge, ② but they have never been completely successful. ③ The practice of science is too multifaceted and its practitioners are too diverse to be captured in a single overarching description. ④ Researchers collect and analyze data, develop hypotheses, replicate and extend earlier work, communicate their results with others, review and critique the results of their peers, train and supervise associates and students, and otherwise engage in the life of the scientific community.

⑤ Science is also far from a self-contained or self-sufficient enterprise. ⑥ Technological developments critically influence science, as when a new device, such as a telescope, microscope, rocket, or computer, opens up whole new areas of inquiry. ⑦ Societal forces also affect the directions of research, greatly complicating descriptions of scientific progress.

⑧ Another factor that confounds analyses of the scientific process is the tangled relationship between individual knowledge and social knowledge in science. ⑨ At the heart of the scientific experience is individual insight into the workings of nature. ⑩ Many of the outstanding achievements in the history of science grew out of the struggles and successes of individual scientists who were seeking to make sense of the world.

⑪ At the same time, science is inherently a social enterprise—in sharp contrast to a popular stereotype of science as a lonely, isolated search for the truth. ⑫ With few exceptions, scientific research cannot be done without drawing on the work of others or collaborating with others. ⑬ It inevitably takes place within a broad social and historical context, which gives substance, direction, and ultimately meaning to the work of individual scientists.

1. Mostly, yes, this text proceeds from old-to-new. Consider the first paragraph: scientific knowledge is introduced as new information and then taken up in the theme of Sentence 2. This sentence then discusses practitioners, which links to researchers, the theme of Sentence 3.
2. The first paragraph develops from philosophers to scientists, which reflects the emergence of science as its own profession. The text overall is working in a general-to-specific pattern, from discussing science as a broad “enterprise” to the conditions needed for scientific research.
3. Technological developments, societal forces, and science as a social enterprise (this last factor is marked by the prepositional phrase *at the same time* in the theme position of Clause 11).
4. Scientific research. (Since *it* is in theme and subject position and has so obvious referent in the immediate context, a good guess is to look at the theme of the previous sentence, which gives a coherent meaning in this case.)
5. Clauses 6 and 7 have new information in their themes. These are both examples of the new information in Clause 5: that science is not self-contained. As discussed in Question 3, this thematic position allows the reader to easily identify the confounding factors that are the focus of this section of the text.

Exercise 3

Answers will vary. Sample sentences:

1. These difficulties can affect their academic performance.
2. This pattern is also making graduate degrees more expensive.
3. These characteristics have improved the validity of the results.
4. In this step, a survey was administered to all previous consumers.

Exercise 4

(Source: student writing)

Answers will vary.

When I read this paragraph in a graduate writing group, I quickly got confused, which I think is because almost every sentence proceeds new-to-old. One of the clues is that CNS disease is introduced at the start of Sentence 1 and then picked up at the end of Sentence 2, where we would usually expect something new.

Here is one possible revision:

❶ One of the most important areas of neuroscience research in recent years has been disorders of the central nervous system (CNS), which controls mechanical, physical, and biochemical functions of humans. ❷ The research into degenerative CNS diseases such as Alzheimer's or Parkinson's would benefit from understanding the complex functionality of the human brain. ❸ Human brain mapping has been made possible by a noninvasive imaging technique called Functional Magnetic Resonance Imaging (fMRI). ❹ Since the early 1990s, fMRI has helped the further understanding of brain functions in both research and clinical areas (Huettel, Song, and McCarthy, 2008).

In my revision, I changed the subject of Sentence 2 to move CNS into the old position, and I also used a non-human agent for the verb *benefit*. Sentence 3 works better in the passive voice, moving the new information, fMRI, to the end of the sentence. I wanted *research and clinical areas* to have the focus at the end of the paragraph to help the writer continue with the literature review by discussing the clinical implications of the statistics described later in the paper.

Exercise 5

(Sources: published texts)

- A. 1. But what evidence is there that the lone innovator is the source of most of our important discoveries?

Business researchers have attempted to address that question by studying patent data derived from the U.S. Patent and Trademarks Office. This data set is unique because it allows the study of teams versus individuals, is robust over a long period of time, and contains many data points across multiple types of inventions. Using an end point of how many times an individual patent is cited by future patents as a measure of its influence and success, investigators evaluated the success of lone versus team inventors. The number of citations for an individual invention has been shown to correlate with patent value and renewal rates.

Pattern: Linking

In answering the question posed at the end of a paragraph (the first sentence of this extract), the writer turns to patent data. The characteristics of the data set are explored, and then the use of the particular “end point” is explained. The last sentence also flows old to new, and ends with a partial answer to the question: yes, the lone inventor does seem to be more successful.

2. The anti-Gmail bill would forbid the technology from being used other than as a real-time analysis that would leave no trace or record. Specifically, the measure forbids an email provider from retaining personally identifiable information derived from the use of the technology. It also forbids human access to such information and forbids the transfer of such information to third parties. The bill also requires that when a consumer deletes an email, it must be physically, permanently deleted so no person or machine can ever retrieve it.

Pattern: Repeated theme

Each sentence begins with a theme that means *the anti-Gmail bill*. Notice that the writer achieves cohesion in this way without much actual repetition. The bill is named only once, and then referred to as *the measure* (synonym), *it* (pronoun), and then as simply *the bill*. The use of definite articles (*the*) are a clue that each theme has an identifiable referent earlier in the text, showing how determiners can themselves create cohesion.

3. The cultural shaping of personhood can be most obviously revealed and appreciated in Asian cultural contexts, where interdependent models of person are elaborated. Children are taught to appreciate the virtues of group life. Instead of celebrating individual accomplishments, special events recognize the accomplishments or growth of the whole group. Attention to and sympathy for others is among the primary goals of elementary education and it is crafted and fostered in many routine practices. Media and workplace practices also encourage being like others, being connected to others, and knowing not one’s self, but others.

Pattern: Super-theme

Each sentence explores one aspect of an “interdependent model” of identity.

Exercise 6

Answers will vary.