

Adrian Wallwork & Anna Southern

100 Tips to Avoid Mistakes in Academic Writing and Presenting

 Springer

Extra materials

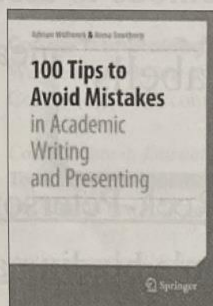
REVIEW OF THE BOOK

EASE Digest

Book reviews

100 Tips to Avoid Mistakes in Academic Writing and Presenting

Adrian Wallwork and Anna Southern, Springer, ISBN 978-3-030-44214-9



Effective written communication in English plays a key role in success as a researcher today. This book aims to help non-native speaking researchers communicate their findings effectively in English. The tips that it presents focus on the typical mistakes made by non-native speakers in their papers, proposals and presentations. They serve to highlight those mistakes that are most likely to cause

problems in communication and suggest changes that will increase readability and empathy for the reader and correct mistakes in general English, rather than specifically academic English.

What is surprising is the fact that researchers often do not realise that this is a fundamental consideration when writing research papers in English. According to the authors, “while some recognise that readability should be prioritised (ie minimising long sentences and redundancy), most tend to focus on grammar and vocabulary. Few mention conciseness and even fewer mention ambiguity. In my opinion, it is a mistake to think that good grammar and appropriate vocabulary are the key to a good paper.”

They go on to suggest: “You will increase your chances of acceptance of your manuscript if referees and journal editors (i) find your paper **easy to read**; (ii) **understand** what gap you filled and how your findings differ from the literature. You need to meet their expectations with regard to how your content is organized. This is achieved by **writing clearly and concisely**, and by carefully structuring not only each section, but also each paragraph and each sentence.”

The book is set out in a handy style like a manual or user guide to help readers find relevant information quickly, and assimilate it rapidly and effectively. This novel presentation makes extensive use of tables, typically with two columns headed NO! and YES. An abundance of actual examples of real text containing real mistakes gleaned from the literature are presented in the NO! column with the corrected version in the YES column. Each table is followed by three small paragraphs headed Mistake, Solution and Impact that explain the mistakes made and the solutions applied.

The book can be divided into three main sections. The first section (25% of the text), in common with many books of this kind, deals with the parts of a paper – titles and abstracts; introduction and literature review; methods, results and tables; discussion and conclusions.

Teachers of English working in an academic or research environment will find the second section (40%) particularly helpful in deciding on which areas of writing and grammar to focus on – readability and avoiding redundancy; word order, sentence length and paragraphing; and spelling and using Google.

The last two chapters of the book (35%) provide a detailed guide to the everyday use of English in some important areas where researchers often make the most mistakes – project proposals, journal submissions, emails and presentations. These tips are particularly useful and rarely found in similar books for non-native speaking researchers.

Essentially the book is a series of strategies to help academics not only to publish their work but also to understand the importance of communicating their work effectively. The Impact sections of each tip are designed to show what effect the act of communicating more clearly will have on an academic’s writing (not just papers but also key emails to editors) and presentation skills.

Many academics tend to see their job in terms of informing the community of the research they have carried out. However, they fail to understand that informing is not enough. This book appears to imply that they need to re-imagine themselves not just as academics, but as people who have to ‘sell’ their work by ‘advertising’ it, for example through the abstract which acts as a kind of sneak preview to the rest of their paper, or through the introductory slides of a presentation that hook the audience in so that they will watch the rest of the presentation and ‘buy’ the research (i.e. read the related paper, or offer the PhD author a position in their lab).

The book also touches on areas that academics, particularly non-native speaking ones, are not taught to handle. What should you do if your paper is rejected (tips 82-84)? How can you recognise a predatory journal or a fake editing service (tip 86)? How can you make your project proposal stand out from the ‘competition’ (tip 76)?

Although primarily intended for non-native speakers, much of the content will provide guidance for native speakers too. It will also be useful for editing agencies to help new or inexperienced editors spot the kinds of mistakes they need to correct in order to ensure their clients’ papers are successfully published.

Peter Thorpe
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INTRODUCTION TO THIS PDF

This document contains 33 mistakes that were not included in the *100 Tips* book.

It has not, as yet, been fully proofread – so you may find some mistakes. If you do, please email me:

adrian.wallwork@gmail.com

It also contains larger versions used in some of the screenshots of the *100 Tips* book.

This pdf is free for you to use and distribute. The other books in the series are available directly from Springer:

<https://www.springer.com/series/13913>

Note that illegal downloads are killing parts of the publishing industry with a particular impact on authors. I personally feel that all academic books should be free and that governments should sponsor both publishers and authors. Unfortunately, this is not the case. So please obtain the books legally.

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Our company, English for Academics (e4ac.com), is a small English editing agency offering a very personalized service. You don't have to upload or download anything onto our website or rely on a different editor each time you submit a paper. Instead you can contact us directly via email and get a quote on the cost of the paper. Your paper will be read twice, and you will always have at least of the same editors each time. We do not profess to have first-hand technical knowledge in your field (you are the technical expert not us), instead we have editors with at least 20 years of experience in editing from an English language perspective to ensure that your paper will be read and cited by the highest number of readers.

MAKE YOUR PAPER SOUND CONFIDENT AND PROFESSIONAL.

**WHEN THE ENGLISH IS POOR, THE READER MAY DOUBT THE WHOLE
RESEARCH METHOD.**

THIS REFLECTS UNCLEAR THINKING AS WELL AS UNCLEAR ENGLISH.

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15. *being*: Use *since* or begin a new sentence instead of using *being* when giving an explanation.
16. Don't use the present continuous to describe something that is always/generally true.
17. *which, that*: Cases where *which* or *that* are necessary when adjectives follow their nouns.

PARTS OF THE PAPER

18. Abstracts: Consider telling your reader what you did before saying why you did it.
19. Introductions, book chapters: Avoid using
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21. Review of the literature: Avoid long lists of authors.

22. Methods: Don't use the present perfect to say what you did in the laboratory / while conducting your research.
23. Interviews / surveys: Consider editing what interviewees said.
24. Tables: Do not repeat information that is clearly shown in a table, instead interpret it.
25. Conclusions: Don't conclude your paper with a series of abstract vague sentences.
26. Conclusions: Don't finish your Conclusions with a minor / secondary implication. Finish with the key implication.

READABILITY

27. Avoid expressions such as *vice versa* and *the opposite*.
28. Avoid using *we* to refer to the scientific community in general.
29. Replace the gerund with a subject+verb.
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32. Don't use *we* to mean 'we the authors and you the readers', or *men* to mean 'humans' (both male and female)
33. Don't treat your readers / listeners like you are explaining something on a blackboard to first year undergraduate students.

EXAMPLE OF PROBLEM WITH LONG PARAGRAPHS page 35

ENLARGED SCREENSHOTS FROM THE *100 TIPS* BOOK page 37

1 Punctuation: Don't underestimate the importance of punctuation in terms of having your work edited by an English editing agency.

NO!

1) As is well known, *Polycyclic Aromatic Hydrocarbons* (PAHs) are a big group of environmental pollutants.

2) Furthermore, unlike human medicine where various types of eosinophilic inflammation of the airways are recognized, in veterinary medicine there is no consolidated classification of the diverse eosinophilic forms *and it is possible* that in some patients the inflammatory process is localized only at the alveolar level and/or the pulmonary parenchyma, which might induce clinical signs but never result in morphological alterations of the explorable *airways; finally, it is* likely that ...

3) The bacteria enter the host through wounds on the *stem collar* and roots. *On pepper spots* on fruits are raised and the necrotic tissue is blackish (scab like) which results in poor quality and non-marketable products.

4) In *2022, 23* samplings were performed at Days 28, 34 and 43, respectively.

5) We identified a member of the Calcineurin β -Like Interacting Protein Kinase (CIPK) family, *CIPK25*, which is *Cipk25* mutants exhibited higher ... Interestingly, we found that CIPK25 interacts ...

YES!

As is well known, *polycyclic aromatic hydrocarbons* (PAHs) are a large group of environmental pollutants.

Furthermore, unlike human medicine where various types of eosinophilic inflammation of the airways have been recognized, in veterinary medicine there is no consolidated classification of the diverse eosinophilic forms. It is also possible that in some patients, the inflammatory process is located only at the alveolar level and/or the pulmonary parenchyma, which might induce clinical signs but never result in morphological alterations of the explorable airways. Lastly, it is likely that ...

The bacteria enter the host through wounds on the *stem, collar* and roots. *On pepper, the spots* on the fruits are raised and the necrotic tissue is blackish (scab like) which results in poor quality and non-marketable products.

In *2022, twenty-three* samplings were performed // *we performed 23 samplings* at Days 28, 34 and 43, respectively.

We identified a member of the Calcineurin β -Like Interacting Protein Kinase (CIPK) family, *CIPK25*, which is *CIPK25* mutants exhibited higher ... Interestingly, we found that CIPK25 interacts ...

MISTAKES AND SOLUTIONS Example 1: PAH is an acronym. Nearly all acronyms are written in capital letters. However, this rule does not apply when the acronym is written in its full form. Instead initial capital letters are not required. If in doubt, can check on Google.

Example 2: This sentence is very long. It needs to be divided up.

Example 3: *stem collar* and *pepper spots* both seem like a single entity, using a comma clarifies that in fact they are separate entities.

Example 4: If two numbers describe different things (2022 = year; 23 = samplings) then don't put them together, or use the full form of the number (twenty-three).

Example 5: Note: In this example the *italics* were used by the author of the paper (not by me). The author has written CIPK25 in three different ways. It is important to always use the same form, otherwise it seems like you didn't check your manuscript before sending it to the journal.

MORAL OF THE STORY So what do the five examples have to do with English editing? If you send your paper to be edited by a professional mother tongue English editing agency (such as mine: e4ac.com), it makes sense to remove as many errors as you can before you send it. Why? Although it is the job of an agency to correct the types of mistakes listed in this section, such mistakes are very distracting and very demotivating for the editor. The result may be that your English editor fails to see a mistake that occurs directly before or after the 'distracting mistake'.

You can argue again that it is your English editor's job to find all the mistakes. But the reality is different. Generally two editors will work on your paper. The first editor may be distracted by constant small mistakes. Then the second editor will receive your paper with a lot of red changes marked (using Track Changes from Word, or equivalent). When there is already a lot of red, it makes the second editor's job much more difficult to actually 'see' other mistakes that the first editor may have missed.

So I strongly suggest that before you send your manuscript for English editing, you: i) ensure your use of initial capital letters is correct; ii) break up long sentences; iii) check your punctuation; iv) ensure numbers are easy to read; v) are consistent in the way you write a particular word, acronym, formula etc.

None of these five points are strictly language-related, they are just mechanical changes that you can make as easily as the English editor. The result will be that the English editor can focus on his / her real task: making your paper more readable and ensuring that your key points are highlighted. This will ensure that your paper is published and gets read.

Try our service: <https://e4ac.com/>

2 Use punctuation and put the words in the best order to clarify what *which* refers to.

<p>NO! Smith (2021) revised Simos' procedure (Simos, 2020) <i>which</i> adopts a simple set of cards to determine the criteria weights in ELECTRE type methods.</p>	<p>YES! In order to determine the criteria weights in ELECTRE type methods, Smith (2021) revised Simos' procedure approach whose procedure exploits a simple set of cards (Simos, 2020)</p>
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MISTAKE When reading the NO example the reader will wonder: Whose procedure adopts a simple set of cards: Figueira or Simos? Who determined the weights: Figueira or Simos? This due to which *being* ambiguous and also a lack of punctuation.

SOLUTION Rearrange the parts of the sentence so that your meaning becomes clear. In this case you first say what Figueira wanted to do, and then how he did it.

3 Numbers: Be consistent with use of words (two, three) and figures (2, 3)

<p>NO! The seeds were maintained until use at 4°C degrees in a controlled refrigerator (LAB-MIDI, Desmon Scientific) . Rice seeds were de-hulled and surface sterilized with 70% ethanol for 1 minute and subsequently washed 3 times with sterile water. Afterward, seeds were further sterilized for 15 minutes with 3% sodium hypochlorite and washed 5 times with sterile water. All the experiments were performed in a growing cabinet (Percival Scientific) at 30°C and 57% RH in the dark. For germination in air, sterilized intact seeds were placed on 5 layers of filter papers wetted with 5ml of deionized water in petri dishes. Of these, 2 MTAs were identified for AIR 4D (Fig. 4).</p>	<p>YES! The seeds were maintained until use at 4°C degrees in a controlled refrigerator (LAB-MIDI, Desmon Scientific) . Rice seeds were de-hulled and surface sterilized with 70% ethanol for one minute and subsequently washed three times with sterile water. Afterwards, seeds were further sterilized for 15 minutes with 3% sodium hypochlorite and washed five times with sterile water. All the experiments were performed in a growing cabinet (Percival Scientific) at 30°C and 57% RH in the dark. For germination in air, sterilized intact seeds were placed on five layers of filter paper wetted with 5ml of deionized water in petri dishes. Of these, two MTAs were identified for AIR 4D (Fig. 4).</p>
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MISTAKE Numbers below ten should be written as words (five, seven) rather than digits (5, 7). i) The digits 1-9 may get lost to the reader's eye. In cases like 2 MTAs were identified for AIR 4D, readers may initially think that 2 MTA is something similar to AIR 4D, rather than indicating the number of MTAs involved. An exception is when they are associated with an abbreviation (e.g. 2 min., 3 ml Fig. 4).

SOLUTION For details on writing numbers see Chapter 21 in *English for Research: Usage, Style and Grammar* <https://www.springer.com/gp/book/9781461415923>

IMPACT The reader will see the numbers more clearly. For the example the number 1 and the personal pronoun I look very similar, Secondly, one digit numbers that are not associated with an abbreviation may escape the reader's eye. The idea is to clearly make numbers stand out from the text.

4 Your country: When referring to your own geographical area and administrative units, don't assume your readers have the same level of knowledge as you do.

NO!	YES!
<p>The invasive brown stink bug was recorded in the north of Sardinia, after a previous finding in the city of Cagliari.</p>	<p>The invasive brown stink bug was recorded in Sassari (<i>northern Sardinia, Italy</i>), after a previous finding 231 km away in Cagliari (southern Sardinia).</p>
<p>Introduction: This study investigates the impact of recycling by citizens in 19 provinces and two autonomous regions in China covering the period 2001–2021. The types of recycling studied are:</p>	<p>Introduction: This study investigates the impact of recycling by citizens in 19 provinces and two autonomous regions in China covering the period 2001–2021. <i>This is a very large area given that the largest administrative unit in China is a province, and that China is divided up into 22 provinces and 5 autonomous regions. Essentially, the only areas of China that were not investigated were ...</i> The types of recycling studied are:</p>

MISTAKE The first NO example is the first sentence of an Abstract. But where is Sardinia? And where is Cagliari in relation to the north of Sardinia? The author of this paper is Italian and comes from the island of Sardinia. She knows the geography of her island very well. The problem is that non-Italian readers will not have the same familiarity and thus cannot understand the importance of finding this stink bug in two places that are over 200 km apart. In the second NO example, the reader may have no idea that in China a *province* is the largest administrative unit (e.g. the province of Qinghai is around 200,000 square kilometers bigger than the whole of France!) or that Beijing and Shanghai are referred to as *municipalities*. In Italy a *municipality* is a subunit of a *province*, which in turn is a subunit of a *region* (the largest administrative area). Thus the same words may have totally different meanings from country to country.

SOLUTION Always imagine that your reader is from the other side of the globe. Give them precise details.

IMPACT By providing readers with clear details, they will be able to fully appreciate the importance and implications of your research.

5 *the*: Do not use *the* when talking in general. Use *the* when talking about your specific cases.

NO! Although previous research has shown that *the red* subjects tend to be less generous than *the green* subjects, our simulation revealed that *red* subjects actually gave more than *green* subjects. In the ultimatum game, *red* responders were also less demanding than *blue* responders.

YES! Although previous research has shown that *red* subjects tend to be less generous than *green* subjects (Smith et al, 2020), our simulation revealed that *the red* subjects actually gave more than *the green* subjects. In the ultimatum game, *the red* responders were also less demanding than *the blue* responders.

MISTAKE Many languages do not have articles, so the result is that authors who speak such languages tend to use the articles in English quite randomly. In the NO example, the author has totally misused the definite article.

SOLUTION The rule is: i) if you are talking about something in general i.e. all or some red subjects then you must not use the definite article (e.g. the underlined part in the YES example; ii) if you are talking about examples that are specific to your work, then you must use the article (e.g. the part that is not underlined).

IMPACT Readers need to understand whether you are talking about something that is already known (in this case, no article required) or about what you found (article required)..

6 allow / permit / enable: Consider (shorter) alternatives.

<p>NO!</p> <p>1) The highly deformed profiles of both corneas <i>did not allow to obtain</i> reliable intraocular pressure values from being from both eyes.</p>	<p>YES!</p> <p>The highly-deformed profiles of both corneas <i>prevented</i> reliable intraocular pressure values <i>from being obtained</i> from both eyes.</p>
<p>2) This analysis <i>allows partitioning</i> a distance matrix among sources of variation and fitting a linear model to it.</p>	<p>With this analysis, the distance matrix among sources of variation <i>can be partitioned</i> and a linear model can be fitted to it.</p>
<p>3) The analysis <i>allowed the characterization</i> of pine resin as the main organic constituents in the sample <i>to be achieved</i>.</p>	<p>The analysis <i>showed that</i> pine resin was the main organic constituent in the sample.</p>
<p>4) This <i>allowed the identification of</i> six new species which belong to ..</p>	<p>This <i>highlighted</i> that six new species belong to ...</p>
<p>5) This study was carried out by means of direct inlet mass spectrometry and <i>allowed the authors to reveal</i> the first evidence that birch bark tar was used for assembling bronze tools during the Iron Age in Europe.</p>	<p>This study was carried out by means of direct inlet mass spectrometry and <i>provided the first evidence</i> that birch bark tar was used for assembling bronze tools during the Iron Age in Europe.</p>
<p>6) Samples were submitted to a stabilization process with a polyester resin <i>which can allow</i> a very limited increase of about 25% in weight and a compressive strength as high as 1200 Kg/cm² <i>to be obtained</i>.</p>	<p>Samples were submitted to a stabilization process with a polyester resin. <i>With this process</i> a very limited increase of about 25% in weight and a compressive strength as high as 1200 Kg/cm² <i>can be obtained</i>.</p>

MISTAKE Examples 1 and 2 (allow + inf, allow + -ing) are grammatically incorrect. The correct form is: *to allow someone / something to do something* or alternatively *allow something to be done (by someone)*. The same construction is used for to enable and to permit. The three verbs - *allow, enable, permit* - have little difference in meaning. Examples 3-5 highlight how you can create much shorter sentences by using an alternative construction.

IMPACT Using a different structure is useful to avoid having to repeatedly use the verb *allow (enable, permit)*, thus creating variety in your writing. The fewer words you use, the less your reviewers and readers have to read yet they still get the same content.

7 Consider using an adjective rather than a noun.

NO!	YES!
Waxes <i>demonstrate</i> a high level of <i>durability</i> over time.	Waxes tend to be very <i>durable</i> over time.
Overall, the chosen genes <i>presented great stabilities</i> .	Overall, the chosen genes <i>were</i> very <i>stable</i> .
They <i>exhibit a lower sensitivity</i> in comparison to case estimation through QMRA.	They are <i>less sensitive</i> than estimations using QMRA.

MISTAKE Corpus evidence used in the ‘Longman Grammar of Spoken and Written English’ reveals that in academic writing nouns tend to be used three times more than verbs and adjectives. This ratio is considerably lower than many other languages. Many non-native writers (and native writers too) tend to think that nouns are more suitable in academic writing than adjectives. In reality, too many nouns tend to make a paper dense and difficult to understand. In spoken English, which tends to opt for the simplest terms possible, verbs and adjectives tend to be used almost as frequently as nouns.

SOLUTION One of your aims as a writer is to make your text as reader-friendly as possible. You can do this by limiting the number of nouns you use and replacing them with verbs or with adjectives (as in the three examples above). Note that by using adjectives you can also eliminate generic verbs (*demonstrate, present, exhibit*).

IMPACT By replacing noun phrases with adjectival phrases, you provide variety in terms of the grammatical forms you use. Variety makes your writing lighter and more memorable for the reader thus encouraging them to continue reading.

8 Avoid vague adjectives and adjectives that add no extra information.

<p>NO!</p> <p>Malaria is one of the most <i>important</i> and widespread tropical diseases.</p>	<p>YES!</p> <p>Malaria is one of the most widespread tropical diseases.</p>
<p>This problem can be addressed by implementing <i>innovative</i> agronomic techniques that increase soil fertility whilst keeping weeds under control.</p>	<p>This problem can be addressed by implementing agronomic techniques that increase soil fertility whilst keeping weeds under control. Plants can be colonized <i>by up to 35%</i> by pathogenic bacteria.</p>
<p>An <i>interesting</i> difference in the expression level was observed for <i>ABC1-2</i>.</p>	<p>The expression level observed for <i>ABC1-2</i> was <i>20% higher than found in previous studies</i>.</p>
<p>In Australia, Africa, Asia and South Africa these human figures are <i>surprisingly</i> found only on rock art paintings. In France, on the other hand,</p>	<p>In Australia, Africa, Asia and South Africa these human figures are found only on rock art paintings. <i>This is surprising</i> because ... In France, on the other hand,</p>
<p>All patients with relapses underwent a further endovascular treatment if the clinical condition was <i>relevant</i>.</p>	<p>All patients with relapses underwent a further endovascular treatment if they <i>were experiencing above average pain levels</i>.</p>
<p>These plants are currently divided into <i>distinct</i> species, <i>Ralstonia solanacearum</i>, <i>R. pseudosolanacearum</i> and <i>R. syzygii</i>.</p>	<p>These plants are currently divided into <i>three</i> species, <i>Ralstonia solanacearum</i>, <i>R. pseudosolanacearum</i> and <i>R. syzygii</i>.</p>

MISTAKE Precision is key to academic writing. Whenever you use an adjective, ensure that the reader will understand exactly what you mean by that adjective.

SOLUTION First decide if the adjective is really necessary. In the first example *important* is redundant because its meaning is covered by *widespread* and in any in what sense is it important? In the second example, *innovative* adds no additional information - you would never write the opposite of *innovative* (e.g. *old-fashioned*, *out-dated*, *regressive*)! If you can't delete the adjective, then replace it with specific information as in the other examples.

IMPACT No readers like reading vague or redundant words. Such words slow down their comprehension of what you have written and may even encourage them to stop reading.

9 Be careful when choosing between two apparently similar words/ phrases (e.g. *according to* vs *in accordance with*).

NO!	YES!
<i>According to</i> the guidelines on KD therapy neurologic evaluations and electroencephalography (EEG) was performed after 1, 6 and 12 months.	<i>In accordance with</i> the guidelines, neurologic evaluations and electroencephalography (EEG) were performed after 1, 6 and 12 months.

MISTAKE The NO example is initially ambiguous as it seems that we are going to read about a statement in the guidelines. Later in the sentence we understand that in reality the authors carried out the evaluations in compliance with or at least following the guidelines. In general English, *according to* tends to mean 'in the opinion of' 'in relation to what x has said'. *In accordance with* means 'in compliance with', 'following'. Confusion arises because when talking about their methodology, some researchers write phrases such as: *measurements were made according to Lee et al (2020)* meaning 'following Lee's method'.

SOLUTION If you are unsure of the differences between words and phrases, in addition to using a Google search, you can do more effective searches on these two sites which show vocabulary in context.

<https://context.reverso.net>

<https://www.linguee.com>

Linguee.com also includes Chinese, which is great if you cannot access Google.

10 Countable and uncountable nouns: Don't forget the plural *s* on countable nouns.



NO! Understanding the role of color on human decision-making can be useful in many related areas such as charitable *donation*, political *election*, business *negotiation*, and customer *feedbacks*.

YES! Understanding the role of color on human decision-making can be useful in many related areas such as charitable *donations*, political *elections*, business *negotiations*, and customer *feedback*.

MISTAKE In the example, *donation*, *election* and *negotiation* are countable nouns, i.e. you can say *a donation*, *two donations*, *many donations*. This means that they require an *s* in their plural form. On the other hand, *feedback* (in the same way as *information*) is not countable so it does not require an *s*.

SOLUTION Use a dictionary to see whether a noun is countable or uncountable. The following is from: oxfordlearnersdictionaries.com.

feedback *noun*

BrE /'fi:dbæk/ ; NAmE /'fi:dbæk/ 

[uncountable]

- 1 ★ advice, criticism or information about how good or useful something or somebody's work is
 - *I'd appreciate some feedback on my work.*
 - *The teacher will give you feedback on the test.*
 - *We need both positive and negative feedback from our customers.*

For a list of uncountable nouns typically used in science [see: 00](#)

11 Uncountable nouns (examples with 'information').

NO!	YES!
1) <i>These informations</i> are particular useful in certain contexts. In fact, <i>they</i> can make big difference when ...	<i>This information</i> is particular useful in certain contexts. In fact, <i>it / such information</i> can make big difference when ...
2) This also means that we can exploit two kinds of qualitative information: <i>the one</i> expressed in the variables used to build the model, and <i>the one</i> expressed by the expert.	This also means that we can exploit two kinds of qualitative information: the <i>information</i> expressed in the variables used to build the model, and the <i>information</i> expressed by the expert.

MISTAKE There are some nouns in English which you cannot count, see Chapter 1 in

English for Academic Research: Grammar, Usage and Style
<https://www.springer.com/gp/book/9781461415923>

The first NO sentence contains a series of mistakes: i) *information* should not have an *s*; ii) the words that surround *information* should be in the singular (*this, is*) rather than the plural (*these, are*); iii) when using a pronoun to refer back to *information*, the pronoun should be singular not plural (*it* not *they*). The first mistake (*informations*) is not serious - the reader will still understand, and in reality a spell checker will find this mistake since the word *informations* does not exist. But the other mistakes (ii, iii) and the mistake in the second NO example are much more serious as they can create confusion for the reader. For a native speaker the concept of information is singular, it is a single mass of individual bits of data/information. Therefore when readers see a plural verb or a plural noun, their first reaction is to try and find a plural noun to associate with these plural forms. The result is thus initial confusion. When the reader sees *the one* in the second example, he/she initially has no idea what the one refers to and may even look back to the previous sentence to find a corresponding countable noun. Note: with uncountable nouns you cannot say *one information, two informations*, and nor can an uncountable noun be used with *the one*. This is because the word *one* indicates a number, and a number indicates something you can count - but you can't count an uncountable noun.

SOLUTION Learn which words commonly used in academia are uncountable. When you are re-reading your manuscript, check that you have not misused these words. This involves checking that i) there is no *s* on the uncountable noun; ii) the words before and after the uncountable noun are in the singular; iii) any pronouns that refer back to the uncountable noun are in the singular.

IMPACT The NO examples have a negative effect on the reader, because such misuses are likely to make readers stop their flow of reading in order to understand what the author is trying to say. This interruption of the reader's thought, if repeated throughout the paper, will create a non-optimal reading experience. Many grammatical mistakes have no impact on the reader, because the reader can immediately understand what is being said (and may not even notice the mistake), but mistakes with uncountable nouns tend to be more noticeable.

12 Passive: Use the passive rather than the active form if this will help to highlight the key point in your sentence.

<p>1) An indirect increase in intracardiac pressure caused by a large force applied to the abdomen or extremities and acceleration/deceleration forces which generate abrupt free movement of the heart in the mediastinal space <i>can give rise to BCI</i>.</p>	<p><i>BCI can be caused by an</i> indirect increase in intracardiac pressure due to a large force applied to the abdomen or extremities and ...</p>
<p>2) According to Equation 5 and Equation 6, the size of bumps, the number of bumps in array, their distance and frictional properties, together with the size of the elastic zone and its frictional properties <i>affect</i> the withstanding force.</p>	<p>Equations 5 highlight that the withstanding force <i>is affected</i> by the size of bumps, the number of bumps in array, their distance and frictional properties, together with the size of the elastic zone and its frictional properties.</p>

MISTAKE The key word in the first example is *BCI* and in the second it is *withstanding force*. Key words / points should not be located at the end of the phrase. The reader needs to understand immediately what the key word / point is.

SOLUTION In this context, using the passive enables you to shift the key word to the beginning of the sentence.

Note: Often the passive actually shifts the key point (or at least the key verb) to the end of the sentence - this is not good (see 00).

IMPACT Reader doesn't have to wait till the end of the sentence to understand the real topic of the sentence.

13 Comparatives: Ensure that you don't misuse the comparative (*better*) and the superlative (*best*)

<p>NO! The total sales revenue of the product is used to determine the year in which the product sold <i>the better</i>. ... in which the product sold <i>more</i>.</p>	<p>YES! The total sales revenue of the product is used to determine the year in which the product sold <i>the best</i> / <i>the most</i>.</p>
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MISTAKE When a reader sees *better* or *more*, they immediately think "better than what?" or "more than what?".

SOLUTION Only use the comparative form when you are really comparing something.

14 will: Do not use will to refer to general situations.

NO! Smith (2010) proposed that blue is effective for products associated with the sea (fish, seaweed etc). Consequently, consumers <i>will respond</i> to publicity more positively when these messages are presented in blue.	YES! Smith (2010) proposed that blue is effective for products associated with the sea (fish, seaweed etc). Consequently, consumers <i>respond</i> to publicity more positively when these messages are presented in blue.
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MISTAKE *will* is principally used in scientific research to refer to the future. The work mentioned in the example refers back to 2010 and presumably has become accepted knowledge. Anything that has become accepted knowledge is generally referred to using the present tense, i.e. not the future. The author is not talking about a future event, but to something that is known already to be true.

SOLUTION Use the present simple.

15 being: Don't use being when giving an explanation.

NO! High amounts of α,ω -dicarboxylic acids in a paint sample are indicative of the presence of an aged drying oil, <i>being</i> dicarboxylic acids, of which azelaic is the most abundant, produce ...	YES! High amounts of α,ω -dicarboxylic acids in a paint sample indicate the presence of an aged drying oil. <i>In fact / This is because</i> dicarboxylic acids, of which azelaic is the most abundant, produce ...
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MISTAKE *being* is not an adverb with the same meaning as *because, in fact*.

SOLUTION Begin a new sentence using a word or phrase (*In fact / This is because*) that tells the reader that you are now going to give an explanation.

16 Don't use the present continuous to describe something that is always/generally true.

<p>NO!</p> <p>The molecule, whose concentration <i>is changing</i> depending on a reduction in oxygen availability, is ...</p>	<p>YES!</p> <p>The concentration of the molecule <i>changes</i> in relation to a reduction in oxygen availability. This molecule is ...</p>
<p>However, the transcriptome changes <i>are only partially overlapping</i> with the anaerobic ones.</p>	<p>However, the transcriptome changes only partially <i>overlap</i> with the anaerobic changes.</p>
<p>The G box is usually associated with light-regulated genes and <i>is not influencing</i> gene expression under hypoxia.</p>	<p>The G box is usually associated with light-regulated genes and <i>does not influence</i> gene expression under hypoxia.</p>

MISTAKE In research papers, the present continuous tends to be only used to describe a current trend (e.g. *inflation is increasing, climate change is causing more and more problems*). In the NO examples the meaning is not something that is happening now but something which is generally true or which can be deduced from a diagram or table. In fact, in the YES examples, the present simple is used.

IMPACT Readers are unlikely to misunderstand the meaning of the sentence. However, the present continuous sounds very wrong and to a native speaking person it might give the impression that the writer has a very poor command of the English. This thus undermines the author's credibility.

17 which, that: Cases where which or that are necessary when adjectives follow their nouns.

<p>NO! Spain, France and Italy present patterns of trademark specialization <i>more evident</i> than Germany and UK.</p> <p>These are based on polyester resins <i>suitably activated</i>.</p> <p>The collaboration already <i>existing</i> between the two institutes will be exploited to ...</p>	<p>YES! Spain, France and Italy present patterns of trademark specialization <i>that are more evident</i> than Germany and UK. /// Spain, France and Italy present <i>more evident</i> patterns of trademark specialization than Germany and UK.</p> <p>These are based on polyester resins <i>that have been activated</i>.</p> <p>The collaboration <i>that already exists</i> between the two institutes will be exploited to ... /// <i>The already existing</i> // <i>The current</i> collaboration between the two institutes will be exploited to ...</p>
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MISTAKE In English, adjectives generally precede the nouns (e.g. *a big house* not a *house big*). If you want to put an adjective after the noun, then *which / that* are used (e.g. *a house that is big*). In the NO examples all the adjectives appear after their related nouns.

SOLUTION i) Put the adjective before the noun. Or, ii) Introduce *that/which* (see 00 for the difference) + a verb.

18 Abstracts: Consider telling your reader what you did before saying why you did it.

NO! *The aim of this study is to give an important contribution to widen the knowledge of Moroccan art from a material and technological point of view.* The object of investigation was the Cedar wood doors of the Bahia Palace in Marrakesh (Morocco), richly decorated with geometric motifs. A gas chromatographic mass spectrometric analytical procedure (GC/MS) was used for the characterization of the organic binders in micro samples collected from a selected door. Moreover, different spectroscopic techniques, X-ray fluorescence (XRF), Raman and Fourier transform infrared spectroscopy (FTIR) and high performance liquid chromatography (HPLC-DAD), have been applied on samples in fragments or on cross sections of the samples, for the study of the artist's palette. The multi analytical approach fulfilled the identification of the polychrome decorations technique, mainly based on the use of animal glue as proteinaceous binder, and the characterization of superficial varnishes. Finally many of the different pigments used for the realisation of these works of art have been identified..

YES! We investigated the cedar wood doors of the Bahia Palace in Marrakesh (Morocco), which are richly decorated with geometric motifs. A gas chromatographic mass spectrometric analytical procedure (GC/MS) was used to characterize the organic binders in micro samples collected from one of the doors. In order to examine the artist's palette, X-ray fluorescence (XRF), Raman and Fourier transform infrared spectroscopy (FTIR) and high performance liquid chromatography (HPLC-DAD), were applied to samples in fragments or on cross sections of the samples. This multi analytical approach effectively identified the polychrome decoration technique, mainly based on the use of animal glue as a proteinaceous binder, and the characterization of superficial varnishes. Lastly, many of the different pigments used for the creation of these works of art were identified. *We believe that this study contributes significantly to the knowledge of Moroccan art from a material and technological point of view.*

MISTAKE The structure used in the NO! example is not actually a mistake and could be justified. However this kind of first sentence (in italics) means that the reader does not immediately understand what you did in your research. The way the NO! sentence is phrased is also full of redundancy and thus may not attract the attention of the reader.

SOLUTION Consider shifting the aim of the research (in italics in both the NO and YES examples) to the end of the abstract.

IMPACT The first and last sentences of an abstract tend to be read with more attention than the middle part. In the YES example, the first sentence tells the reader what the authors did, and the last tells the reader what the benefits of doing this were. The last sentence in the NO example merely gives another result of the author's experiments, it thus may have less impact on the reader.

19 Introductions, book chapters: Avoid using *recent*, *recently*.

NO!

A *recent study* on artificially aged paint layers has brought the attention to the possible decrease of P/S ratio with ageing ... [3]

A recent study [4] investigated this phenomenon by artificially ageing beeswax and hypothesized that ...

YES!

A *study* / A *2020 study* / A *study published in 2020* on artificially aged paint layers highlighted the possible decrease of P/S ratio with ageing ... [3]

This phenomenon has been investigated by artificially ageing beeswax [4]. It was hypothesized that ...

MISTAKE The words *recent* and *recently* refer to the moment you wrote the paper / book. But you have no idea in what year your readers will read your paper / book.

SOLUTION Either remove *recent/ly* and leave the reference (this will tell the reader the year of publication) or add the date of the publication.

20 Introducing sections: Use the present tense to describe how a section is organized.

NO! 3. The Impact of Color on Consumer Purchases

In this section, we first *focused* on the results of three primary colours - red, green, and blue - which are perceived by the human eye. The results for white and yellow *will be discussed* separately.

YES! 3. The Impact of Color on Consumer Purchases

In this section, we first *focus* on the results of the three primary colours - red, green, and blue - that are perceived by the human eye. The results for black and yellow *are discussed* separately.

MISTAKE When you outline the contents of the next section(s) use the simple present, not the past or future.

21 Review of the literature: Avoid long lists of authors.

NO! Agency theory highlights that a complete alignment between owners and managers reduces information asymmetry (Chrisman et al., 2004; Gómez-Mejía, Núñez-Nickel, and Gutierrez, 2001; Jensen and Meckling, 1976; Fama and Jensen, 1983a 1983b) and thus lower agency costs (Ang et al., 2000). Also, according to Hoopes and Miller (2006), Jayaraman et al. (2000), family managers have a far sighted vision that can improve performance in the long run, while non-family managers may have short-run interests driven by their own personal objectives instead of those of the owners (Fama and Jensen, 1983b; Jensen and Meckling, 1976; Miller and Le Breton Miller, 2006) (for a more detailed theoretical explanation, see Schulze et al. 2001).

YES! Agency theory highlights that a complete alignment between owners and managers reduces information asymmetry ^{1,3,5,7}. Also, family managers have a far sighted vision that can improve performance in the long run ^{8,9}, while non-family managers may have short-run interests driven by their own personal objectives instead of those of the owners ¹⁰ (for a more detailed theoretical explanation, see¹¹).

MISTAKE If you list a lot of authors your readers are going to start skipping the text to avoid the authors and just read the main content. Instead, references in the form of numbers don't distract the reader and enable him/her to read the text as a continuum rather than constantly jumping over the names of authors.

SOLUTION If your journal allows, use numbered references. If your journal insists on using authors' names, consider reducing the number of authors you cite.

IMPACT As highlighted by the YES version, not only is the text easier to read, but it also takes up less space thus making the paper shorter.

22 Methods: Don't use the present perfect to say what you did in the laboratory / while conducting your research.

NO! We differentiated between risky lotteries and ambiguous lotteries. We further categorized the risky lotteries into gain- and loss-oriented tasks depending on whether the outcomes were positive or negative. Therefore, we *have classified* even-chance gains and longshot gains as gain-oriented tasks, and even-chance losses and longshot losses as loss-oriented tasks.

YES! We differentiated between risky lotteries and ambiguous lotteries. We further categorized the risky lotteries into gain- and loss-oriented tasks depending on whether the outcomes were positive or negative. Therefore, we *classified* even-chance gains and longshot gains as ...

MISTAKE When you are talking about what you did while conducting your research or carrying out experiments in your lab you are referring to something which is in the past - you are not in the lab now. Given that your methods are something that is related to what you did in the lab, they should be referred to using the simple past. In the NO example it is also confusing, because *differentiated* and *categorized* are correctly used in the past simple, but then suddenly the author uses the present perfect *have classified*. Consequently the reader may wonder whether there is some deliberate use of a different tense, but not understand the reason why.

SOLUTION i) Use the simple past (active or passive or both) to refer to your methods. ii) Be consistent in your use of tenses - always use the same tense for the same function.

IMPACT Misusage of tenses in the Methods is not a serious crime. Readers are likely to understand in any case. However, reviewers (particularly non-native reviewers) seem to like finding grammatical mistakes in the papers of their non-native colleagues, and may use such mistakes for informing the editor that 'the paper contains many grammatical mistakes and should thus be edited by a native speaker'. Don't give your reviewers the opportunity to write this!

23 Interviews / surveys: Consider editing what interviewees said.

NO!

"Vietnam and China have exchanged visits of health and family planning at the bureau level every year. In recent years, due to financial constraints, the contacts have been kept intermittent."

"I also advised expert consultation to better exert our advantage and solve specific problems. If the partners agree with the solutions and methods proposed by the experts, we can follow up and go ahead with subsequent projects."

YES!

One interviewee told us: "The health and family planning authorities in Vietnam and China have historically exchanged visits on an annual basis. However in recent years, due to financial constraints, the contacts have been less frequent."

As expressed by one of the respondents: "I also advise expert consultation to solve specific problems. If the partners agree with the solutions and methods proposed by the experts, we can go ahead with subsequent projects."

MISTAKE Researchers often conduct surveys in which they make audio recordings of interviewees. These recordings are then transcribed, and if necessary, translated into English. If you do word-for-word quotations of your interviewees the result is often rather incoherent and this will impede readers' understanding. You do not have to transcribe / translate word for word what your interviewee said, but simply report what they have said using a simpler form but of course without distorting the meaning.

SOLUTION Consider: i) when speaking we tend to be less organized with our thoughts so consider changing the order of the information to make the interviewee's point clearer; ii) deleting unnecessary words; iii) adding words (e.g. *historically* and *however* in the first example) to make the sense clearer but without distorting the interviewee's original meaning; iv) correcting any grammar mistakes (in cases where the interviewees were speaking in English but were not native speakers). In any case, you can state in the paper that the interviewee's speeches have been edited to make them more comprehensible and then upload the unedited transcriptions onto your website and give your readers the link.

Note: Ensure that any quotations from interviewees are clearly indicated as such. You can do this by adding a phrase such as: *As expressed by one of the respondents*

IMPACT If the quotations from interviewees are not fully comprehensible this reflects badly on the reviewers' (and readers') opinion of your paper: the poor English of the quotation may be attributed to you rather than to your interviewees. The aim of your paper is always to impart information in the clearest possible way and this includes any interviews conducted.

24 Tables: Do not repeat information that is clearly shown in a table, instead interpret it.

Taking the results reported in Table 7 and in the data in Table 2 regarding the issued licenses in the two provinces, the overall cost of M&C is 5,009,870 yuan for the Provinces of Anhi and Fujian. For the Province of Gansu, the cost of M&C service considering issued licenses amounts to 2,117,392 yuan, while for the Province of Fujian is 1,328,301 yuan. On the other hand, on the basis of groundwater withdrawals for the Province of Anhi the cost is 1,199,929 yuan and for the Province of Huebi of 8,803,340 yuan.

Tables 2 and 7 *highlight* that Anhi and Fujian have the lowest ... *Interestingly*, Gansu ... *As expected*, Hubei has ... *This means that* ...

25 Conclusions: Don't conclude your paper with a series of abstract vague sentences.

NO! *The results of the study confirm some literature to support the empirical literature's predications relating to diversification and indicate that several factors influence the implementation of specific dimensions of diversification. The most significant contribution to the literature in the field of multifunctionality and rural development concerns the combined influence of different factors both internal and external, encompassing farmers' characteristics, farms' structure and territorial features, including the regional and spatial patterns. Further research is required in order to assess whether the willingness to differentiate by farmers and analysis at the farm level would provide more detailed results.*

YES! Our study confirms that agricultural diversification is a key to economic growth. Diversification is influenced by government policy, trade arrangements, new irrigation systems, and crop management.

We contribute to the literature by showing how it can be impeded by risks in markets and prices and in crop-management practices, by degradation of natural resources, and by conflicting socio-economic requirements. The age, sex and education of the farmer, how his/her farm is organized and where it is located also have a massive influence on diversification, and how food production will be affected in the next 20 years.

More details on these influences could be investigated in future research with a larger sample of farms located in different regions of the world.

MISTAKE The NO version is full of very vague assertions with no examples. It is simply a string of jargon.

SOLUTION Replace any vague phrases with concrete examples. Your conclusions should answer the following questions: What is the big picture? What can be learned from what we did? How could it be implemented in the future or replicated in another context (e.g. a different field, a different country, a different sample).

IMPACT The Conclusions may be the last thing the reader reads and will have a huge influence on the reader's (and more especially the reviewer's) final judgment of the paper.

26 Conclusions: Don't finish your Conclusions with a minor / secondary implication. Finish with the key implication.

NO! More widespread use of PKIs for treatment of radioiodine-refractory thyroid tumors has been limited by the lack of evidence that these drugs improve survival—even though their adverse effects are frequent, often serious, and occasionally. Clinical trials now underway are expected to clarify this issue. Until then, however, more selective, less toxic solutions are needed. Re-differentiating agents, such as selumetinib, and nanodevices that allow selective targeting of tumor cells are promising possibilities. *Moreover, further elucidation of the molecular alteration occurring in selected subgroups of tumors may open the way to a real personalized treatment/management of each patient.*

YES! *Better understanding of the molecular alterations occurring in certain tumor subgroups will enable us to offer more individualized solutions for patients with DTC.* More widespread use of PKIs for treatment of radioiodine-refractory thyroid tumors has been limited by the lack of evidence that these drugs improve survival—even though their adverse effects are frequent, often serious, and occasionally. Clinical trials now underway are expected to clarify this issue. Until then, however, more selective, less toxic solutions are needed. Re-differentiating agents, such as selumetinib, and nanodevices that allow selective targeting of tumor cells are promising possibilities.

MISTAKE The examples show the final paragraph of the Conclusions section. The final paragraph is often dedicated to the wider implications of your research - it answers the questions: "What does this all mean? What impact might my research have in the future?" It is thus a very important paragraph. The sentence in italics in the NO! example is not the author's key point but has been given the key position by the author, i.e. readers focus more on the final sentence than the penultimate sentence. Instead the key point is the sentence before (*Re-differentiating ...promising possibilities*), which the reader will read with less attention or may not even read at all.

SOLUTION The last sentence of the Conclusions is potentially the last sentence of your paper that readers will read. Because the last sentence of a paper (or even just of a paragraph) tends to catch the reader's eye more than the penultimate sentence, you should try and put the most important information there rather than in the sentence before.

IMPACT The key implication of your Conclusions will have less impact if it is not in the most impactful position.

27 Readability: Avoid expressions such as *vice versa* and *the opposite*.

NO! After one month, the level of comprehension in middle school pupils was significantly higher than in high school pupils, while at two months the result was *the opposite*.

A more detailed analysis on the experience of horror in movies with high levels of bloodshed but with a short duration and *vice versa* may shed more light on this aspect.

YES! After one month, the level of comprehension in middle school pupils was significantly higher than in high school pupils, while at two months *high school pupils performed better than middle school pupils*.

A more detailed analysis on the experience of horror in movies with high levels of bloodshed but with a short duration, and *low levels of bloodshed with a long duration* may shed more light on this aspect.

MISTAKE Readers don't necessarily read with much attention, they may be skimming your text (i.e. not reading every sentence). If you use expressions such as *the opposite* and *vice versa* there is a risk that readers may not immediately understand what you mean. In the two NO examples, the meaning is probably already clear, but if the sentences are longer and complex then the meaning will not be clear (for example, can you understand what *the opposite* means in the following sentence: *The level of TPP7 mRNA under dark submergence showed a significantly higher expression in Arborio coleoptiles compared to Lamone at 4 days of submergence, while at 8 days the result was the opposite*)?

SOLUTION Write a complete phrase to explain what you mean, even though this may mean repeating some words.

IMPACT Readers will be able to understand even if they are not reading attentively, which is usually the case.

28 Readability: Avoid using *we* to refer to the scientific community in general.

NO! Although *we are not able to* accurately estimate the factors affecting infestations, variability in space may be linked to the combination of both environment and local climatic conditions, such as water availability.

YES! Although *it is currently not possible to* accurately estimate the factors affecting infestations, variability in space may be linked to the combination of both environment and local climatic conditions, such as water availability.

MISTAKE The NO sentence is part of the Introduction. In all the previous sentences, the authors have been referring to the state of the art by using the passive form and making it clear by use of bibliographical references that they are not talking about their own research. They suddenly use *we*. The reader cannot be sure if the authors are referring to themselves or to the scientific community in general.

SOLUTION Replace *we* with an impersonal form.

29 Readability: Replace the gerund with a subject+verb.

NO!

1) The concentrations used in these experiments were in a range that does not induce physiological stress and phytotoxicity *resulting* in increases in biosynthesis.

2) Many authors have performed *studies comparing* X and Y.

YES!

The concentrations used in these experiments were in a range that does not induce physiological stress, *and they resulted* in increases in biosynthesis.

Many authors have performed studies *that compare* X and Y. /// Many authors have performed studies *by comparing* X and Y.

MISTAKE AND SOLUTION

Example 1: it is not clear what *resulting* refers back to - *concentrations* or *phytotoxicity*. This is because gerunds do not have subjects and are thus liable to misinterpretation. The YES example makes it clear that *resulting* refers to *concentrations*. The use of the comma after *stress* also helps to clarify the meaning.

Example 2: the reader cannot be sure whether the comparison was the subject of the study (that *compare*) or whether the comparison enabled the authors to carry out their study (*by comparing*). Use a relative clause with *that* to define (in this case) what kind of study was carried out. Use *by + ing* to show how something was done.

IMPACT Ambiguous sentences force the reader to make the decision on how they should be interpreted. This is dangerous because i) you don't want to force your readers to make the mental effort to make interpretations (if you do this to often your readers may stop reading); ii) readers may make the wrong interpretation and thus be unable to replicate your work (if the ambiguous sentence is in the Methods) or understand the importance of your work (in the Discussion).

30 Readability: Don't suddenly switch from an impersonal to a personal style

<p>NO! A cross-sectional study was conducted in 1852 subjects attending the Reproductive Medicine Center of Renmin Hospital (China) between January 1, 2013 and August 3, 2015. Their socio-demographic information and semen concentration were recorded for analysis. Air pollutants data (PM_{2.5}, PM₁₀, SO₂ and NO₂) were collected during the entire period (lag 0-90 days) and key periods (lag 0-9, 10-14, 70-90 days) of semen development. A generalized additive model was employed to assess the relationship between each air pollutant and sperm concentration in different exposure periods. <i>Then we estimated</i> the stability of the ambient air pollutants by fitting two-pollutant models.</p>	<p>YES! A cross-sectional study was conducted in 1852 subjects attending the Reproductive Medicine Center of Renmin Hospital (China) between January 1, 2013 and August 3, 2015. Their socio-demographic information and semen concentration were recorded for analysis. Air pollutants data (PM_{2.5}, PM₁₀, SO₂ and NO₂) were collected during the entire period (lag 0-90 days) and key periods (lag 0-9, 10-14, 70-90 days) of semen development. A generalized additive model was employed to assess the relationship between each air pollutant and sperm concentration in different exposure periods. The stability of the ambient air pollutants <i>was then estimated</i> by fitting two-pollutant models.</p>
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MISTAKE Do not suddenly introduce a personal style (*we estimated*) when the rest of the text is written in an impersonal style (*was conducted, were recorded, was employed*). A balanced mix of the two styles is OK, but in the NO! example, all verbs are written in the passive form except the last one.

SOLUTION Consult the instructions to the author of your journal and check which style they require. If the journal doesn't specify which style to use, look at some articles in the journal and see what style they use in the abstract.

IMPACT The reader is not disturbed by a sudden change of style and instead has a sense that you have been consistent in your usage.

31 Readability: If possible, avoid words from your native language

NO! Address: Pinco Pallino, <i>Università degli Studi di Pisa, Pisa, Italy</i>	YES! Address: Pinco Pallino, <i>University of Pisa, Pisa, Italy</i>
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SOLUTION Ensure that you translate the following: i) names of universities, institutes, research centers etc including below the title where the authors' affiliations are listed. The only exception is in the Acknowledgements, given that your readers do not need to know the English translation of the names of entities that funded your research or helped you; ii) geographical locations that have standard English translations; iii) quotations from other authors who have not written in English (if necessary you can provide both the original and the English). An exception is if you know your readers will be familiar with both languages.

IMPACT Words left in the original language can have two effects on the reader: i) in some cases they look like mistakes indicating that the author did not thoroughly check their manuscript, and if they didn't check their manuscript may be they are unreliable in other areas, i.e. they didn't check their data; ii) distraction or annoyance by not being able to understand what is written (even if what is written is not important).

32 Readability: Don't use *we* to mean 'we the authors and you the readers', or *men* to mean 'humans' (both male and female)

NO! Among the large number of other plant waxes exploited by <i>men</i> for various uses, <i>we can mention</i> Esparto wax and Japan wax.	YES! Many other plant waxes have also been exploited for various uses, including Esparto wax, and Japan wax.
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MISTAKE *men* in English means the male species and does not include the female species. So *men* should not be used generically. In a paper, *we* should really only be used when you the author are talking about what you did in the lab or what you think your findings mean. So *we* should not be used generically to include the reader.

SOLUTION Rephrase the sentence, probably by using a passive form.

IMPACT Don't underestimate the effect that the word *man* and *men* can have on your readers. Native speakers are careful not to use *man, men, he, his, him* to refer generically to the whole human race or to particular professions. Such usage is wrong and will irritate many of your readers. Using *we* to include the user is not grammatically wrong, but sounds pompous to a native speaker and thus will again potentially be irritating. By not using these forms, you will not alienate your readers.

33 Redundancy: Don't treat your readers / listeners like you are explaining something on a blackboard to first year undergraduate students.

NO!	YES!
<p><i>First of all, we need to explain the presence of several plateaus associated to specific clustering coefficient values. This behavior can be justified bearing in mind that to a given node degree corresponds a set of possible clustering values. In order to clarify this concept, consider nodes with degree equal to 3. If we focus our attention on leaves, we can see that they present, at the same time, a low average degree and a high average k_{nn}. To summarize, we can reasonably assume that leaves do not transit traffic for other ASes and, hence, they are likely to be customers in provider-customer relationships.</i></p>	<p><i>The various plateaus associated with specific clustering coefficient values are due to the fact that a given node degree corresponds to a set of possible clustering values. Let us consider nodes with a degree equal to 3. Leaves have a low average degree and a high average k_{nn}. To summarize, leaves probably do not transit traffic for other ASs and hence are likely to be customers in provider-customer relationships.</i></p>

MISTAKE Don't do constant explaining, don't keep telling the reader what you are going to do next, otherwise it sounds like a lecture.

SOLUTION When you have written some text in English, irrespectively of whether it is a paper, proposal, email or presentation, then cut out all the redundancy. Particularly in a presentation at a congress when you have strict time limitations, you really need to be as concise as you can. So write out your speech and then delete as much as you can.

SOLUTION In a presentation, the less you say the fewer mistakes you will make. By deleting all the redundancy will also enable you to: i) respect the time limits (you may only have ten minutes to speak), ii) speak more slowly and clearly, iii) help you to remember what you are going to say, iv) pause more frequently - listeners don't want to hear a continuous flow of words, it makes it difficult for them to follow you.

Avoid using long paragraphs (Tip 68 in the *100 Tips* book)

Long paragraphs are hard for readers to read. Often the effort for the reader is simply too much and they will stop reading. Try reading this:

How quickly someone will give up reading your paper depends on their level of persistence. These levels also depend on their culture. In an experiment, large groups of Japanese and American first graders were given a very difficult mathematical puzzle to solve. The Japanese children spent around 40% longer than the Americans before they gave up. This likely implies that if an American reader finds your paper hard to digest they will give up much quicker than a Japanese. This is important information because even if colleagues / professors (even reviewers) of yours make no comment on the density of your paper, this may well be because of their culture. But this does not mean that readers from English-speaking countries will react in the same way. (Source: *Outliers*, Malcolm Gladwell, Penguin, 2009). Data from 2008 reveal that amount of time people will spend on a web page also varies from country to country. Again, the Anglo world seems to lose interest before the others: German and Canadian 20 secs, US and UK 21, Indians and Australians 24, French. (Source: *The Shallows* page 136). People read webpages by powerbrowsing, vertical reading, which was at the time considered a new kind of reading. Such powerbrowsing is probably how most academic papers are read today. Given their short attention spans, multi-tasking nature, preference for online resources, and constant connection to the internet, it is not surprising that today's college students have adopted a different style of reading. This style is referred to as power browsing and constitutes skimming and scanning through text, looking for key words, and jumping from source to source (Rowlands et al., 2008). Power browsing has been demonstrated in undergraduate and graduate students and working professionals (Buchanan & Loizides, 2007; Liu, 2005). Of course, there can be consequences to power browsing. For example, Boatright-Horowitz, Langley, and Gunnip (2009) found that when college freshmen enrolled in an introductory psychology course were given the task of filling out a questionnaire using a specific website, they skipped over relevant and useful material and solely focused on information pertaining to the questionnaire. However, power browsing research is typically limited to information-seeking activities. What happens in high-stakes situations, such as classroom exams? Has this new generation of college students habituated to power browsing to the point that they have stopped reading full sentences on exams? Thus, the purpose of the current research was to seek answers to the following two questions: 1) Will students power browse on an exam? and; 2) Do all students power browse equally? (https://www.nssa.us/tech_journal/volume_2-2/vol2-2_article4.htm)

Now try reading this. Note how the following help you to focus better:

1. paragraphs
2. extra space between one paragraph and another
3. non justified lines
4. white space between one line and another

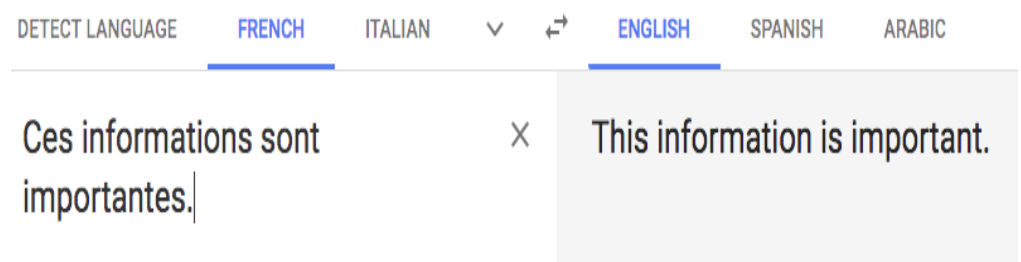
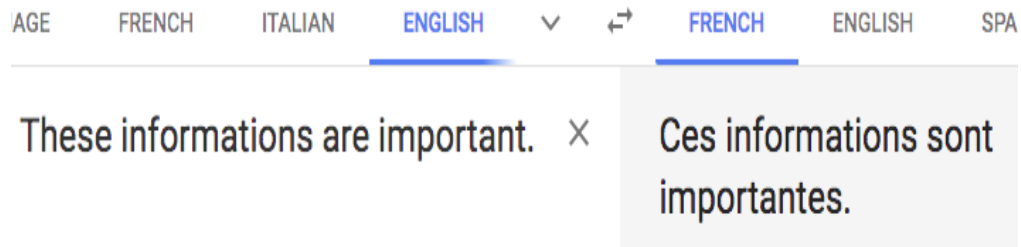
How quickly someone will give up reading your paper depends on their level of persistence. These levels also depend on their culture. In an experiment, large groups of Japanese and American first graders were given a very difficult mathematical puzzle to solve. The Japanese children spent around 40% longer than the Americans before they gave up. This likely implies that if an American reader finds your paper hard to digest they will give up much quicker than a Japanese. This is important information because even if colleagues / professors (even reviewers) of yours make no comment on the density of your paper, this may well be because of their culture. But this does not mean that readers from English-speaking countries will react in the same way. (Source: Outliers, Malcolm Gladwell, Penguin, 2009

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Using Google Translate (Tips 74 and 75 in the *100 Tips* book)

Below are bigger versions of the screenshots.



FAQ - ANNRO

<https://www.annro.dk> › [faq](#) ▼

These informations are only known by employees at ANNRO and the delivery companies. No information will be encrypted. No information will be released to ...

F. The property file syntax - ESRF

www.esrf.eu › [tango](#) › [tango_doc](#) › [kernel_doc](#) › [ds_prog](#) › [node16](#) ▼

These informations are stored in the Tango database and having them also in a file could generate some data duplication issues. Nevertheless, in some cases, ...

About 184,000 results (0.55 seconds)

Is this correct English, 'These informations are useful'? - Quora

<https://www.quora.com> › [Is-this-correct-English-These-informations-are-useful](#)

Aug 17, 2017 - Is it correct English to start a sentence using "I am not able to"? ... What are the best websites for learning English grammar? ... "Information" is a collective noun that takes a singular verb ("is") and modifiers ("This").

People also ask

Is it correct to say informations? ▾

Can I say these information? ▾

Is the information or are the information? ▾

[Feedback](#)

these informations are - Traduction française – Linguee

<https://www.linguee.fr> › [anglais-francais](#) › [these+informations+are](#) ▾

De très nombreux exemples de phrases traduites contenant "these informations are" – Dictionnaire français-anglais et moteur de recherche de traductions ...

Information Networking. Networking Technologies for Broadband ...

<https://books.google.it> › [books](#)

Hyun-Kook Kahng - 2004 - Computers

... of AS-PATH of each IP address prefix and withdrawn IP address prefixes. **These informations are** processed by routers and introduced routing informations.

The whole proceedings on the trials of two informations ...: again...

<https://books.google.it> › [books](#)

Lord George Gordon, Great Britain. Court of King's Bench - 1787 - Trials (Libel)

this proceeding to go on, or the Attorney and Solicitor General are wrong in the way they have gone on both **these Informations are** brought against me : this one ...

Guidance And Career Counselling - Page 185 - Google Books Result

<https://books.google.it> › [books](#)

Y.K. Singh

These informations are then classified accordingly. (b) Display of Information — At this second stage, collected informations are displayed. This classified ...

Find articles ×

with all of the words

with the exact phrase


with at least one of the words

without the words

where my words occur

Return articles authored by

smith



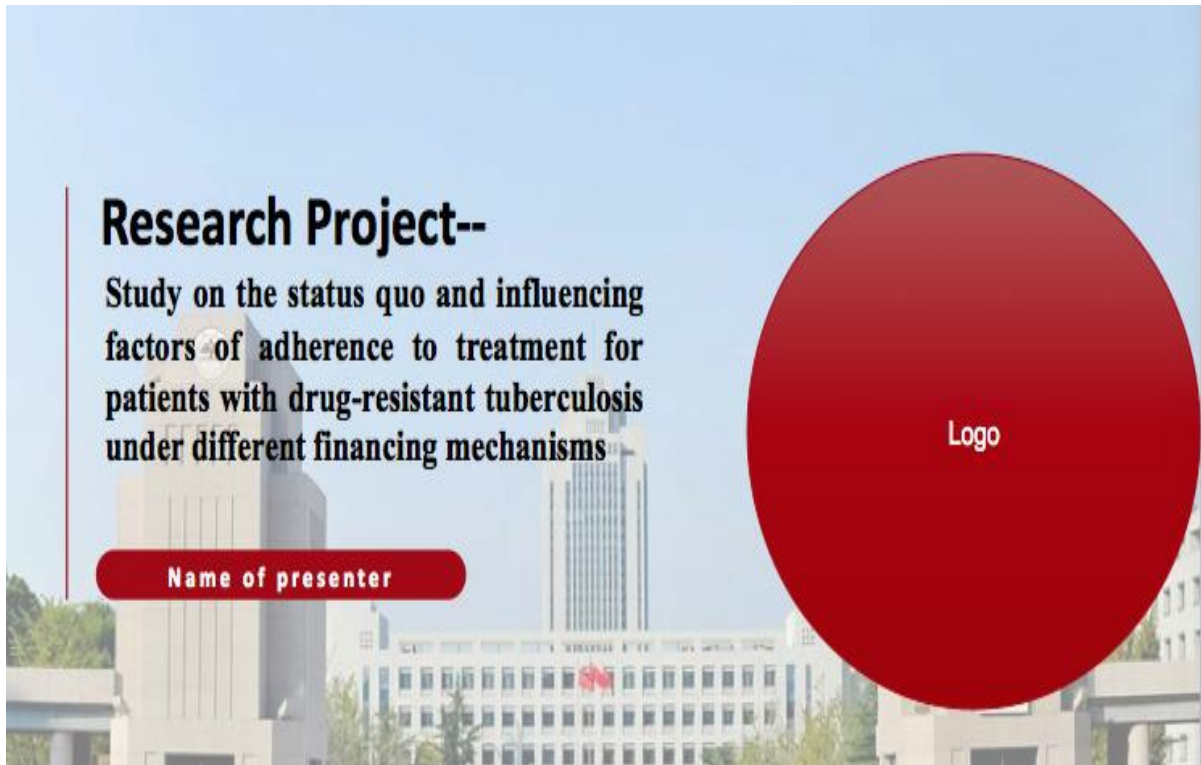
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Presentations (Tips 94, 97, 98 , 99 in the *100 Tips* book)

Below are bigger versions of the screenshots.



Background

The 2018 WHO report pointed out that there are 10 million new cases of tuberculosis in the world, of which 558,000 are drug-resistant tuberculosis, and the number of drug-resistant tuberculosis cases in China ranks second in the world (13%). The successful treatment rate for global drug-resistant tuberculosis is only 54%.

From 2006 to 2014, global fund projects covered 89 prefectures and cities in 30 provinces in China. Patients enrolled in the project can receive free treatment, medication supervision, health education and other services. After the end of the project in 2014, China's funding sources changed from international funds to government investment. The patient's treatment success rate and compliance have declined to varying degrees.



Background

There are 10 million new cases of TB in the world, of which 558,000 are DR-TB (2018 WHO report)

The number of DR-TB cases in China ranks second in the world (13%).

The cure rate is only 53%.

10 million new cases of TB in the world, of which **558,000** are DR-TB (2018 WHO report)

Number of DR-TB cases in **China** ranks **second** in the world (13%).

Cure rate is only **?%**.



Leaning Tower of Pisa

- There are three leaning towers in Pisa
- Designed by Bonanno Pisano
- Construction begins in 1173 (ends 1370)
- Galileo used it for experiments
- 14,500 tonnes
- Inclination of 38 cm
- Only 55.86 m high
- 294 steps
- It leaned 5.5 degrees in 1990
- One million tourists per year
- Five suicides per year
- Over 40,000 scientific articles written about the Tower
- Features in a Superman film



	Pisa	Paris
Designed	Bonanno Pisano	Designed for Paris Expo
Weight	14,5000	10,000
Height	55.86 m	320 m (highest building for 41 years)
Steps	294	1665
Changes	5.5 degrees in 1990	Height varies by 15 cm due to temperature changes
Tourists	1,000,000	6,980,000
Cost	€25	€15

Pisa vs Paris

- | | |
|---|--|
| <ol style="list-style-type: none">1. Designed by Bonanno Pisano2. Construction begins in 1173 (ends 1370)3. 14,5000 tonnes4. 55.86 m high5. 294 steps6. It leaned 5.5 degrees in 19907. One million tourists per year | <ol style="list-style-type: none">1. Designed for Paris Expo2. Intended to be demolished 19093. Weighs 10,000 tonnes. The paint weighs as much as 10 elephants4. 320 m high (highest building for 41 years)5. Lift cables cut when Hitler visited so he had to walk up the 1665 steps6. Height varies by 15 cm due to temperature changes7. 6.98 million (most visited paid monument in the world) |
|---|--|

True or False?

In relation to the Leaning Tower, the Eiffel Tower

1. is six times taller
2. weighs one third less
3. changes height by 15 cm in summer
4. attracts seven times as many tourists
5. costs less to climb

