## 1.1 commas: reducing number of

*Reduce the number of commas in the following sentences by changing the phrase round.*

The specimens, each of which was cruciform, weighed 90–100 g.

= The specimens were cruciform and weighed 90–100 g.

1. This device, as is well known, will separate X from Y.

2. Let us strengthen, by means of the circuit of Fig. 3b, the example given in the previous subsection.

3. This book, which is aimed at non native researchers, contains a series of exercises practising writing skills.

4. This paper, which is an amplified version of a paper presented at the Third Conference on Writing, is divided into five main parts.

5. The results of the survey, once they have been processed, will be used to make a full assessment of the advantages of such an approach.

6. Let us take into consideration, using the data given in Table 1, the most important parameters.

1. As is well known, this device will separate X from Y.

2. Using the circuit of Fig. 3b, let us strengthen the example given in the previous subsection.

3. This book is aimed at non native researchers. It contains a series of exercises practising writing skills.

4. This paper is an amplified version of a paper presented at the Third Conference on Writing, and is divided into five main parts.

5. Once the results of the survey have been processed, they will be used to make a full assessment of the advantages of such an approach.

6. Using the data given in Table 1 the most important parameters can be considered.

## 1.2   commas: adding

*Insert commas where needed. Do not change the order of the words.*

X not Y was the most useful.

= X, not Y, was the most useful.

1. Artists have always experimented with a variety of organic natural materials for use as paint binders and varnishes and as ingredients for mordants.

2. First he spoke about X and then about Y.

3. For breakfast I have yoghurt corn flakes and bacon and egg.

4. In direct inlet mass spectrometry solid or liquid samples are introduced into a small glass cup.

5. It costs $2200000.

6. More and more Americans wait until the deadline to pay their bills.

7. The menu offered the usual choices of turkey lamb and chicken.

8. The paper is in three parts. Firstly we look into X. Secondly we discuss Y. Thirdly we investigate Z.

*The commas are marked with a hash (#).*

1. Artists have always experimented with a variety of organic natural materials for use as paint binders and varnishes # and as ingredients for mordants.

2. First he spoke about X # and then about Y.

3. For breakfast I have yoghurt # corn flakes # and bacon and egg.

4. In direct inlet mass spectrometry # solid or liquid samples are introduced into a small glass cup.

5. It costs $2 # 200 # 000.

6. More and more # Americans wait until the deadline to pay their bills. (*more and more* has been interpreted as meaning *increasingly*).

7. The menu offered the usual choices of turkey # lamb and chicken.

8. The paper is in three parts. Firstly # we look into X. Secondly # we discuss Y. Thirdly # we investigate Z.

## 1.3   semicolons: replacing

*Where possible and appropriate, remove the semicolons and replace them with full stops or commas.*

One relatively easy method to collect information is asking for it directly from the individual under a form of questionnaire. I used questionnaires from bilingual subjects located in Florence, **(1) Tuscany;** Milan, **(2) Lombardy;** and Rome, Lazio. The participants were asked, for example, when they acquired their second **(3) language;** if they use both languages **(4) regularly;** and how they self-rate their level of proficiency in reading, listening, writing and speaking. Issues may arise from a different importance given to factors affecting language **(5) acquisition;** for example, can the length of residence in a foreign country be considered an index of proficiency? Some 27 attempts have been made to develop a reliable and valid questionnaire, which could predict the relationships with objective measures (e.g., Marian, Blumenfeld & Kaushanskaya, **(6) 2007;** Tokowicz, Michael & Kroll, 2004). Although these questionnaires were all different, they showed a consistent degree of overlapping items, for example, age of L2 (i.e. second language) first **(7) exposure;** years of L2 instruction **(8) received;** and language spoken at home. Li et al. (2006) identified these recurring items, which were consolidated into a single **(9) source;** however, despite the authors' intention to add new functions to the interface they did not develop it further.

1and 2: semicolons are required here as otherwise the reader would not be able to distinguish the towns (Florence, Milan, Rome) from their regions (Tuscany etc.) – it would seem that all the words were related to the same type of entity.

3 and 4: semicolons could be replaced by a comma as there is no possible confusion here.

5: a full stop could be used here.

6: the semicolons are useful to divide up the list of authors into separate groups.

7 and 8: semicolons are not strictly necessary here, but they help the reader differentiate between the commas (which in this case are used to separate this long sentence into shorter clauses) and the semicolons which divide up the items in the list.

9: a full stop should be used here.

## 1.4  brackets: removing

*Where possible, remove the brackets and rewrite the sentences accordingly. In some cases, the information in brackets is redundant.*

1. If the method is used correctly (i.e. each step is followed in sequence) then the results are generally in line with the best results obtained by other authors in the literature (e.g. Smith [2011], Yang [2012] and Singh [2013]).

2. For certain countries (e.g. Peru, Chile and Honduras) these distinctions do no apply.

3. The software performs all the checks (price, quantity, quality).

4. In practice this allows the users to shift the queries to one direction or the other, depending on a (positive or negative) skewing factor.

5. We decided to use this procedure (as defined in ISO 12 / 998) as it is generally more efficient.

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2. For certain countries (e.g. Peru, Chile and Honduras) these distinctions do no apply.

3. The software checks the price, quantity, and quality.

4. In practice this allows the users to shift the queries to one direction or the other, depending on a skewing factor that can either be positive or negative.

5. We decided to use this procedure (ISO 12 / 998) as it is generally more efficient.

## 1.5   hyphens: adding

*Insert hyphens where needed.*

She has a full time job. = She has a full-time job.

1. An Italo American project.
2. A second order problem.
3. A 50 year old man.
4. A 10 year period.
5. The use of a compiler controlled network.
6. Via point to point routing.
7. On the fly compilation.
8. We need to look at the decision making process.
9. This is not a heart related illness.
10. There is an ever growing need for such devices.
11. These are all real life situations.
12. This entails using a market based mechanism.
13. Our profit maximizing models solve this problem very neatly.
14. It is a robot like device.
15. There is no mention of any time dependent factors.

1. An Italo-American project.
2. A second-order problem.
3. A 50-year-old man.
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## 1.6 hyphens: deciding where needed

*Decide in which sentence, a or b, hyphens are required between the words in bold. In two cases hyphens are required in both a and b, but in different positions and consequently with different meanings.*

1 (a) These spread from **cell to cell.**

1 (b) **Cell to cell** communication is frequent.

2 (a) This behavior is **human like.**

2 (b) This is a **human like** behavior.

3 (a) This is a **well known** problem.

3 (b) This problem is **well known.**

4 (a) We will review the **state of the art** in the literature.

4 (b) This is a **state of the art** piece of equipment.

5 (a) This is used to **clean up** the sample.

5 (b) Do this after the **clean up** procedure.

6 (a) There is a **one to one** correspondence.

6 (b) These should be done **one by one.**

7 (a) A traditional **single cluster** assignment.

7 (b) There is just a **single cluster.**

8 (a) These students are in their **third year.**

8 (b) These are **third year** students.

9 (a) This is a **little used car** – it is very compact.

9 (b) This is a **little used car** – it has only done 2000 km.

10 (a) We approached several **foreign car dealers** (e.g. Ferrari, Honda, Kia) who told us …

10 (b) We approached several **foreign car dealers** (i.e. not from the USA) who told us …

| | | | |
|---|---|---|---|
| 1 | (b) | 6 | (a) |
| 2 | (b) | 7 | (a) |
| 3 | (a) | 8 | (b) |
| 4 | (b) | 9 | (a) Used-car (b) Little-used |
| 5 | (b) | 10 | (a) Foreign-car (b) Car-dealers |

## 1.7 initial capitalization: in titles

*Use initial capitalization on the following titles.*

Consequences of erudite vernacular utilized irrespective of necessity: the problems of using long words needlessly.

= Consequences of Erudite Vernacular Utilized Irrespective of Necessity: the Problems of Using Long Words Needlessly.

1. A guide to writing research papers for non-native speakers of English.

2. The role of English in the twenty-first century.

3. The history of teaching English as a foreign language.

4. An innovative system for the automatic translation of research papers.

1. A Guide to Writing Research Papers for Non-Native Speakers of English.

2. The Role of English in the Twenty-First Century.

3. The History of Teaching English as a Foreign Language.

4. An Innovative System for the Automatic Translation of Research Papers.

## 1.8   initial capitalization: in main text

*Underline any words that should begin with an initial capital letter.*

1. The values are shown in table 1. This table also shows the daily doses from monday to friday.

2. The authors gratefully acknowledge support from the university of manchester. Thanks are also due to dr susan james for revising the english of the manuscript.

3. In order to maximize background conductivity, a dionex anion micro membrane suppressor (dionex, sunnyvale, usa) was employed.

4. This paper introduces logibase, a system that integrates a spreadsheet, a relational data base, and logic programming paradigms by exploiting boolean values.

1. The values are shown in ***Table*** 1. This table also shows the daily doses from ***Monday*** to ***Friday***.

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4. This paper introduces ***Logibase***, a system that integrates a spreadsheet, a relational data base, and logic programming paradigms by exploiting ***Boolean*** values.

## 1.9 various punctuation issues: 1

*Insert punctuation (including capitalization) into the following text which is part of an Introduction of an informal paper. Note that some sentences are very short.*

The order in which we say or write something generally reflects the importance we want to give to each individual item in english we tend to put the subject first because by doing this the interlocutor immediately knows what the main topic is going to be we then need to insert the verb and then the object which is generally of secondary importance this may seem obvious it isnt in many languages the subject or a part of the verb may appear at the end of the sentence this fact would seem to indicate that we dont all have the same thought patterns and that for other nationalities it may not be important to immediately know the argument of the sentence.

The result is that we as listeners or readers have certain expectations as to the order in which the words are going to appear if this order is not respected we may be thrown off the trail in much the same way foreign students when speaking tend to stress inappropriate words in a sentence highlighting words that for an english speaker would normally have no relevance the reason for this is that both english word order and english stress are strictly related to meaning in other languages this is not always the case the problem is of course that students tend to transfer their native word and stress into english.

NB there are other possible ways of punctuating these two paragraphs.

The order in which we say or write something generally reflects the importance we want to give to each individual item. In English we tend to put the subject first because by doing this the interlocutor immediately knows what the main topic is going to be. We then need to insert the verb; and then the object, which is generally of secondary importance. This may seem obvious. It isn't. In many languages the subject or a part of the verb may appear at the end of the sentence. This fact would seem to indicate that we don't all have the same thought patterns, and that for other nationalities it may not be important to immediately know the argument of the sentence.

The result is that we, as listeners or readers, have certain expectations as to the order in which the words are going to appear. If this order is not respected, we may be thrown off the trail. In much the same way foreign students, when speaking, tend to stress inappropriate words in a sentence, highlighting words that for an English speaker would normally have no relevance. The reason for this is that both English word order and English stress are strictly related to meaning. In other languages this is not always the case. The problem is of course that students tend to transfer their native word and stress into English.

## 1.10   various punctuation issues: 2

*Insert punctuation (including parentheses, hyphens and capitalization) into this Methods section from a medical paper. The 'clients' referred to are homeless people.*

The homeless population involved in the study include those in temporary or insecure housing in a hostel staying with friends or relatives out of necessity or sleeping rough. clients were screened at thirty five sites which make up the main hostels, nightshelters and day centres for homeless people and refugees in the south london boroughs of lambeth, lewisham and southwark many of these agencies target homeless people who do not normally access other services particularly health care the screening was advertised in advance at each site as a free service available to all with incentives free meals provided regular screening sessions were arranged at each site over a number of months the frequency of sessions depended on the size of the centre and the daily turnover of clients the overall uptake of the screening at each site was estimated by calculating the average number of volunteers for the screening at each centre as a percentage of the average daily capacity of each drop in centre or hostel.

The homeless population involved in the study include those in temporary or insecure housing, in a hostel, staying with friends or relatives out of necessity, or sleeping rough. Clients were screened at thirty-five sites, which make up the main hostels, nightshelters and day centres for homeless people and refugees in the south London boroughs of Lambeth, Lewisham and Southwark. Many of these agencies target street homeless people who do not normally access other services (particularly health care). The screening was advertised in advance at each site as a free service, available to all, with incentives (free meals) provided. Regular screening sessions were arranged at each site over a number of months. The frequency of sessions depended on the size of the centre and the daily turnover of clients. The overall uptake of the screening at each site was estimated by calculating the average number of volunteers for the screening at each centre as a percentage of the average daily capacity of each drop-in centre or hostel.