

V. UNDERSTANDING THE TEXT - PROBLÉMY TEXTU

English for Academic Purposes (EAP)

1. Introductory remarks

The purpose of the course is also to make students aware of the fact that there are **differences between academic and general English**. Thus they should be able to distinguish between a formal (academic) style and an informal one, as well as to understand that what may be acceptable in spoken language may not be appropriate in writing a paper/report/thesis/project/, formal letter/personal statement, etc. Also, jumping from informal speech (i.e., using colloquialisms, slang, and contracted forms) to formal writing is inappropriate.

In academic writing the writer's **approach** to the topic is *objective* (rather than subjective), *intellectual* (rather than emotional), and *rational* (rather than polemical). His/her **tone** is *serious* (not conversational), *impersonal* (not personal, but detached), and *formal* (not colloquial).

Examples of various levels of formality:

1. The inclement climatic conditions obliged the President to return earlier than scheduled.
The president was obliged to return earlier than planned due to poor weather conditions.
The president had to go back sooner than he'd planned because the weather was poor.
2. Please await instructions before dispatching items.
Please wait for instructions before sending them off.
Don't send anything off until you're told to do so.
3. Prior to the discovery of America, potatoes were not consumed in Europe.
Before America was discovered, potatoes were not eaten in Europe.
Before they discovered America, Europeans didn't eat potatoes.

What is to be avoided?

- a) contracted forms /e.g., it's (use: it is), hasn't (use: has not), etc./
- b) many phrasal verbs /e.g., look into (use: investigate), find out (use: discover), etc./
- c) colloquialisms/slang /e.g., you know, you see, lots of, a bit of – leave them out/
- d) personal pronouns /e.g., I, you (use: it, there one + passive verb forms)

What is to be used or preferred?

- a) appropriate **punctuation** – in particular commas, colons, semi-colons, inverted commas
- b) **ing-forms and –ed forms** shortening a relative clause
(Students who are taking the English examination are expected to have got acquainted with the requirements. = Students **taking** the English examination
The results which were obtained do not agree with the expectations.
The results **obtained** do not agree...)
- c) **Infinitives and gerunds** as substitutes for long phrases
The experiment was repeated about five times so that the results might be convincing.
..... about five times **to obtain convincing results**.
Am I right if I think that we have met before?
Am I right **thinking** we
- d) **passives** (in constructions where the actor is vague or not known)
Subject-specific language **has been subjected** to various types of analysis.
- e) **formal vocabulary** - nouns and compound nouns and terms

- encumbrance (zábrana); endeavour (pokus, snaha);
investment bank; nuclear power station; state-of-the-art lecture;
- f) **cause-and-result/effect** constructions
Traffic had to be diverted due to a serious accident.
- g) **specific prefixes and suffixes**
e.g., having many channels = multichannel; semi-, extra-, ultra-, radio-, bio-, thermo-, etc.
-ogy; -ity; -ic; etc.
- h) **hedging** – i.e., avoiding definite and direct statements or answers to questions, e.g.
The results seem to be satisfactory instead of saying The results are satisfactory
- i) **formal verbs** and prepositional verbs common in scientific English
e.g., to theorise; to hypothesise; to adjure; to embody; ...
e.g. to comment on; to participate in; to agree with/on/about; to engage in;
- j) less usual **prepositions**
e.g., in addition to (besides), due to, unlike, as opposed to, in contrast to, as against, versus, because of, as a result, as a consequence, despite, in spite of, notwithstanding, with regard to, as for, as to, as regards, with respect to, prior to

2. Exercises :

- 1) **Look up the meaning of the prepositions given below in the following examples, and then form a sentence of your own, using these prepositions.**

In addition to the teaching duties, he spends much of his time in the laboratory.

The company's financial losses were **due to** poor management.

The conference has been a great success, **unlike** the previous one.

The cost of these planes is Euro, **as opposed to** the Euro charged by their competitors.

In contrast to his predecessor, the present minister of has not gained much support of the public.

Why is there a preference for the American system **as against** the British?

The US dollar fell again **versus** other key currencies on Friday.

He looks **like** our Dean.

Pro project was cancelled **because of** lack of support.

He died **as the result of** a heart attack.

He spent many years in China, and **as a consequence** can speak Chinese fluently.

The treaty has been signed **despite** widespread opposition and protests.

The company will certainly sell, **in spite of** the fact that it is overpriced.

Notwithstanding his love of luxury, his house was simple inside.

EU regulations **regarding** the labelling of food are quite strict.

With regard to the discussion about nuclear power plants, no better suggestions have been offered.

As for those papers, I cannot recommend them for publication.

There is some doubt **as to** whether the information is totally accurate.

As regards the potential energy crisis, the alternative sources of energy are no solution.

The two results are very similar **with respect to** ambient temperature.

- 2) **Can you recognise what is formal academic writing? Write F (formal) and I (informal) before each sentence and say what you think so. Then change the informal sentences into formal ones:**

- 1) The project will be completed next year.
- 2) I showed that his arguments didn't hold water.
- 3) I wonder why he put up with those terrible conditions for so long.
- 4) Five more tests will be necessary before the experiment can be concluded.
- 5) It is possible to consider those results from a different viewpoint.
- 6) It has been proved that the arguments so far are without foundation.
- 7) He'll have to do a couple more tests before he can stop the experiment.
- 8) It is not clear why such terrible conditions were tolerated so long.
- 9) There a number of reasons why the questionnaire should be revised.
- 10) We'll finish the job next year.
- 11) That's all I can think of now. Faithfully yours
- 12) Dear Madam or Sir , I just want to let you know that
- 13) Professor Brown, referring to the advertisement in
- 14) Dear colleagues, this is to inform you that
- 15) As mentioned above, the measurements were carried out at room temperature.

3) Read the following extracts and

a) try to identify the types of sources and explain how they differ

b) try to say for whom they were written

c) pay attention to grammar features (lengths of sentences, verb forms and tenses, vocabulary, etc.)

d) rate their degree of formality (least formal to most formal)

a) Rules and Regulations

To help the library to provide a satisfactory service to all its users it has been necessary to draw up rules and regulations. Use of the library is therefore conditional upon the rules being obeyed. The Librarian reserves the right to refer any breaches of the rules and regulations for consideration within the terms of the appropriate Polytechnic disciplinary procedures.

Membership

Membership of the Polytechnic Library and access to its services are open to staff and students of the Polytechnic and such other persons authorised by the Librarian.

Data protection

It is a requirement of membership that users complete and sign a registration form giving particulars of name, address, department and such other particulars as may be deemed necessary for the secure and effective operation of the library's services and that such registration permits the use of these particulars in the library's computer systems, on the understanding that this information will be held securely, divulged only as permitted under the Data Protection Act, 1984, and used only for the purposes registered and approved under the provisions of the Act.

Borrowing

All material removed from the Library must be properly authorised and recorded.

Behaviour in the Library

Silence is required in reading areas. Persons causing unnecessary disturbance may be required to leave.

Smoking is not permitted in the library.

Audio-visual material may be borrowed for 4 weeks except videos and films which may only be borrowed by staff for 1 week. There are some videos, mainly for teaching practice, which may be borrowed for 4 weeks.

Some books can only be borrowed for 1 week and can be identified by a blue spot on the spine and a pink date label.

Books in the Short Loan Collection can be borrowed for a maximum of 4 hours and overnight after 16.00 and for weekend, after 12.30 on Fridays.

Loan limits

Each student and external member with a loan card is allowed to borrow up to 10 books and staff may borrow up to 20 books.

In addition up to 3 books may be borrowed from the Short Loan Collection.

There is a limit of 3 videos and 10 audio-visual items per person. Special arrangements are made for students on teaching practice and others with special needs.

Reference material and periodicals are not generally available for loan.

Renewals

Material can be renewed if it has not been reserved and must normally be brought to the library for renewal to be transacted. Requested items are subject to recall after 7 days.

The consumption of food or drink in the library is not permitted.

Photography, filming, videotaping and audiotaping in the library are not allowed without the permission of the Librarian.

Security

Members are required to carry cards to gain entry and to use the Library and must produce them when required to do so by an authorised person. Cards may only be used by the member to whom they are issued.

Cases, bags, etc. are allowed in the library at the discretion of the Librarian on condition that they may be inspected by the library staff if required.

Damage and loss

Users are responsible for books taken out on their own tickets and may be required to pay for any damage, loss and replacement of material borrowed.

Loan period

The period of loan for books during the academic session is normally 4 weeks for students and 12 weeks for academic staff.

Fines

Normal loans: A fine of 10p per day is imposed after the normal loan period has expired.

1 week loans: A fine of 15p per day is imposed after the 1 week loan period has expired.

Short loans: A fine of 30p per hour or part of an hour is imposed on short loan overdues.

Borrowing rights will be removed from members who owe fines until such time as those fines are paid.

Photocopying

Users are required to comply with copyright regulations.

Library closing

The library must be vacated at closing time. The issue of materials for loan will cease fifteen minutes before closing time.

Final year students

The award of any qualification may be deferred until all fines have been paid and books returned.

b) Dude

LAST NIGHT I had a dream. Actually I had a number of dreams. One had something to do with smearing Tofutti on a camel. Another involved me pushing around golfing great Fred Couples as he sat in my shopping cart while he recited sections of the Bhagavad Gita inside a Target store in Modesto, California. I know, I need help.

It was one of those nights when you have been out partying too hard and it's like once your head hits the pillow some sort of high-speed megachannel DirectTV comes on in your subconscious and you can't find the remote to turn it off. I had been out celebrating the killings of Uday and Qusay Hussein with friends and loved ones. You can never discount the importance of getting together with those close to you when your government is able to corner and gun down People We Don't Like. But one too many shots of tequila, with the whole bar chanting, "Uday! Uday! Uday!" as I chugged them down, was a bit too much, even for me. I hadn't partied this hard since the state of Texas executed that retard guy.

Anyway, back to my main dream. It was so real it felt like something right out of Scrooge. Suddenly, I was in the future. It was the year 2054, and it was the occasion of my one hundredth birthday. Either I had joined a health food co-op some years earlier or, for some reason, the world ran out of Ben & Jerry's because I was looking pretty good for a hundred.

In this dream I received a surprise visit from my great-granddaughter, Anne Coulter Moore. I have no idea how she got that name and I was too frightened to ask. She told me she was doing an oral history project for her sixth-grade class at school and she wanted to ask me a few questions. But there were no lights, she had no computer, and the water she was drinking was not in a bottle. Here is how the conversation went, as best as I can recall . . .

ANNE COULTER MOORE: Hi, Great-Grandpa! I brought you a candle. For some reason we got an extra one with our monthly ration. I figured there might not be enough light for the interview.

MICHAEL MOORE: Thank you, Annie. Now if there is any way you could leave me that pencil you're using when you're done, I could burn it to keep me warm.

A: Sorry, Great-Grandpa, but if I give it to you, then I will have nothing to write with for the rest of the year. Back in your day, didn't you have other things to use when you wrote something?

M: Yes, we had pens and computers and we had little machines you could speak into and out would come the writing.

A: What happened to those?

M: Well, dear, it takes plastic to make them.

A: Oh, yes, plastic. Did everyone love plastic back then?

M: It was a magical substance, but it was made from oil.

A: I see. And ever since the oil dried up, we've had to use these pencils.

M: That's right. Boy, we all miss the oil, don't we?

A: When you were young, were people really so stupid to think that there was enough oil to last forever? Or did they just not care about us.

M: Of course we cared. But in my day, our leaders swore on a stack of Bibles there was plenty of oil, and, of course, we wanted to believe them because we were having so much fun.

c) The European Dream

The American Dream is becoming ever more elusive. While the American Dream is languishing, says bestselling author Jeremy Rifkin, a new *European Dream* is beginning to capture the attention and imagination of the world. More important, Europe has become a giant laboratory for rethinking humanity's future. In many respects, the European Dream is the mirror opposite of the American Dream....

One of the most popular social thinkers of our time, Jeremy Rifkin is the bestselling author of *The End of Work*, *The Biotech century*, *The Age of Access*, and *The Hydrogen Economy*. A fellow at the Wharton School's Executive Education Program at the University of Pennsylvania, he is president of The Foundation on Economic Trends in Washington, D.C.

d) Definition of plasma

DEFINITION OF PLASMA 1.2

Any ionized gas cannot be called a plasma, of course; there is always some small degree of ionization in any gas. A useful definition is as follows:

A plasma is a quasineutral gas of charged and neutral particles which exhibits collective behavior.

We must now define “quasineutral” and “collective behavior.” The meaning of quasineutrality will be made clear in Section 1.4. What is meant by “collective behavior” is as follows.

Consider the forces acting on a molecule of, say, ordinary air. Since the molecule is neutral, there is no net electromagnetic force on it, and the force of gravity is negligible. The molecule moves undisturbed until it makes a collision with another molecule, and these collisions control the particle's motion. A macroscopic force applied to a neutral gas, such as from a loudspeaker generating sound waves, is transmitted to the individual atoms by collisions. The situation is totally different in a plasma, which has *charged* particles. As these charges move around, they can generate local concentrations of positive or negative charge, which give rise to electric fields. Motion of charges also generates currents, and hence magnetic fields. These fields affect the motion of other charged particles far away.

Let us consider the effect on each other of two slightly charged regions of plasma separated by a distance r (Fig. 1-1). The Coulomb force between A and B diminishes as $1/r^2$. However, for a given solid angle (that is, $\Delta r/r = \text{constant}$), the volume of plasma in B that can affect A increases as r^3 . Therefore, elements of plasma exert a force on one another even at large distances. It is this long-ranged Coulomb force that gives the plasma a large repertoire of possible motions and enriches the field of study known as plasma physics. In fact, the most interesting results concern so-called “collisionless” plasmas, in which the long-range electromagnetic forces are so much larger than the forces due to ordinary local collisions that the latter can be neglected altogether. By “collective behavior” we mean motions that depend not only on local conditions but on the state of the plasma in remote regions as well.

The word “plasma” seems to be a misnomer. It comes from the Greek $\pi\lambda\acute{\alpha}\sigma\mu\alpha$, $-\alpha\tau\omicron\varsigma$, $\tau\acute{o}$, which means something molded or fabricated. Because of collective behavior, a plasma does not tend to conform to external influences; rather, it often behaves as if it had a mind of its own.

Who Knew?

PHYSICS

The Fourth State of Matter

Plasma: not just for TVs

Solid, liquid, gas, and . . . what? Quick, what's the fourth state of matter?

This should be as easy as naming John, Paul, George, and Ringo.

Ninety-nine percent of the universe is made of it. The Earth is surrounded by it. The aurora borealis is a lovely example of it. So is lightning.

The sun is made of it.

"Fire!" you guess, and you're on the right track, at least.

The answer is plasma.

Perhaps an anticlimax?

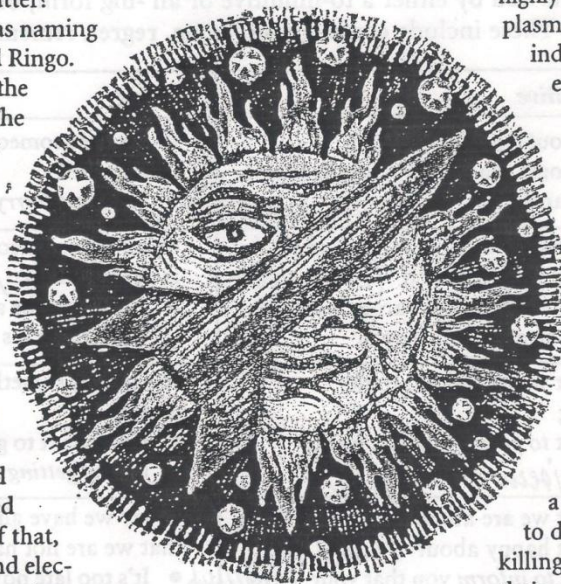
Plasma is a gas in which atoms have been ionized

—that is to say, stripped of electrons. Because of that, plasma has magnetic and electric fields that move around rambunctiously and unpredictably, altering their environment. As the environment changes, so does the plasma—a continuous dance of action and reaction. It's usually hot, but it can also be cold. "Plasma has a life of its own," says Walter Gekelman, who researches the stuff in an enormous basement laboratory at UCLA.

Ionized gas was first described in the late 1800s by an Englishman named Sir William Crookes, but not until 1928 did an American chemist, Irving Langmuir,

name it plasma. Names aside, Gekelman and other scientists are still trying to understand the fundamental reasons why it behaves the way it does.

Maybe that's why plasma has never had the respect that a full-fledged state of matter ought to have. But that's likely to change, and not just because of plasma-screen TV. (Not that a plasma



screen isn't a pretty nice addition to the family room: Its weakly ionized cold plasma eliminates the ponderous cathode-ray-tube technology that makes your TV too big for the shelf you'd like to keep it on.)

Plasma could be key to new energy sources. The core of the sun is a plasma denser than lead and so hot—15 million degrees C—that atomic nuclei fuse together there, releasing a huge amount of energy. Everyone knows that for many decades scientists have

tried to replicate the sun's nuclear fusion feat. They've built reactors that use plasmas heated to tremendous temperatures, but so far they haven't been able to get more energy out than they've put in. They need a bigger reactor.

Still, "plasma's uses are multiplying like crazy," says Gekelman.

The rockets of the future may be powered by thin beams of highly accelerated plasma. Cold plasma is essential to many industrial operations: For example, it's used to etch the grooves that carry information on the surfaces of computer chips.

Mounjr Laroussi, a physicist at Old Dominion University, has developed a sort of pencil that shoots out a small stream of cold plasma. It can sterilize equipment that would normally be damaged by heat. Such a device might even be used to disinfect a flesh wound, killing bacteria by blowing out their cell walls without harming other cells. Plasma makes the fibers in disposable diapers more absorbent and makes ink lettering stick to plastic potato-chip bags.

Laroussi says that when he was in high school he never heard about plasma. But there's so much of it in the universe, and it has so many potential uses, that there will come a day, he predicts, when everyone knows that it's the fourth state of matter.

—Joel Achenbach

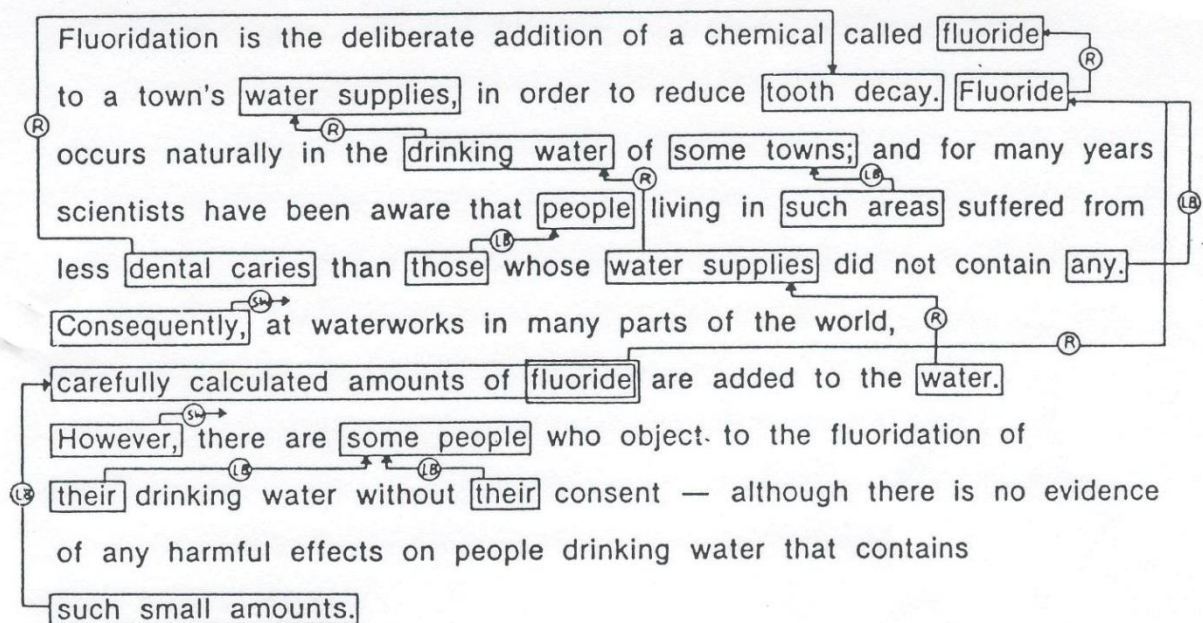
The paragraph

1. Introductory remarks

The paragraph is the fundamental element of the text. It is a collection of related sentences dealing with a single topic introduced usually at the beginning of the paragraph.. To be easily understandable to the reader, the paragraph should be coherent, i.e., it should contain certain logical and verbal bridges which carry the idea of the topic from sentence to sentence (often constructed in the parallel form – see later under parallelism). The verbal bridges can be achieved by repeating key words , using synonyms, using pronouns to refer to nouns in previous sentences, and linking ideas from different sentences by transitional (= connecting/linking) words. In a well written (spoken) text, sentences are organized according to some accepted, understood, and anticipated conventions according to the type of text (e.g., an essay, report, letter, paper, etc.).

2. Exercise

1) Study the following paragraph. a) Look up why it is easy to understand. b) Look up the synonyms, the pronouns, and the transitional (=connecting, linking) words. c) Which sentence expresses the idea of the paragraph?



A good writer makes the words and phrases within a text *cohere* (stick together), so that the text can be read more smoothly and with greater comprehension. The three most important ways of improving cohesion in your writing are to use:

- 1 Signpost words (SW) (pp. 4)
- 2 Linking-back devices (LB)
- 3 Repetition (R)

The topic sentence

1. Introductory remarks

Every good paragraph has a topic sentence, a complete sentence which clearly states what idea the paragraph is going to state. Supporting sentences help develop the idea. It may be at the beginning of the paragraph, in its middle, or end. The easiest way is to put the topic sentence at the beginning of the paragraph. and then to develop the idea (by using examples, citing data, defining terms in the paragraph, comparing and contrasting, evaluating causes and reasons, examining effects, analysing and describing the topic, offering chronology of an event, etc.)

2. Examples and exercises

1) Hurricanes

(the topic sentence is underlined)

Hurricanes, which are also called cyclones, exert tremendous power. These violent storms are often a hundred miles in diameter, and their winds can reach velocities of 120km per hour or more. Furthermore, the strong winds and heavy rainfall that accompany them can completely destroy a small town in a couple of hours. The energy that is realized by hurricane in one day exceeds the total energy consumed by humankind throughout the world in one year.

Can you identify how the idea is developed in the text?

2) **Recognise the topic sentence (TS), write TS next to it, and number the order of supporting sentences. Then give the paragraph a title.**

2)a)

Title :

- a) Next, add antifreeze to your windshield washer fluid; otherwise, the fluid will freeze and possibly break the container.
- b) First, put on snow tyres if you plan to drive on snowy, icy roads very often.
- c) Driving in winter, especially on snowy, icy roads, can be less troublesome if you take a few simple precautions.
- d) Finally, it is also a good idea to carry tyre chains, a can of spray to unfreeze door locks, and a windshield scraper in your car when driving in winter weather.
- e) Second, check the amount of antifreeze in your radiator and add more if necessary.

2) b)

Title:

- a) Furthermore, researchers are continuing to work on the development of an efficient, electrically powered automobile.
- b) Researchers in the automobile industry are experimenting with various types of engines and fuels as alternatives to the conventional gasoline engines.
- c) One new type of engine, which burns diesel oil instead of petrol, has been available for several years.
- d) Finally, several automobile manufacturers are experimenting with methanol, which is a mixture of gasoline and methyl alcohol, as an automobile fuel.
- e) A second type is the gas turbine engine, which can use fuels made from

petrol, diesel oil, kerosene, other petroleum distillates, or methanol.

2)c)

Title:

- a) After an attack by a great white, 462 stitches were required to sew up an Australian scuba diver.
- b) With their razor-sharp teeth and strong jaws, great white sharks are very dangerous.
- c) Nevertheless, one did just that near a public beach in Australia in 1985.
- d) Even when they attack humans, however, great whites do not usually eat them.
- e) It bit in half and totally devoured a young female swimmer.
- f) Great whites do not usually attack humans, but when they do, they always cause serious injury.

2)d)

Title:

- a) If there had been a big stor on the day of a baby's birth, the baby might have been named Thunder Cloud.
- b) American Indian names are very descriptive, for Indians were usually named for a physical attribute, for an occurrence in nature, or for an animal.
- c) Great Eagle, Red Dog, Big Bear, and spotted Wolf are examples of of Indian names after animals.
- d) Indians with distinctive physical characteristics might be given names such as Big Footor Crooked Leg.

3) Write a well structured paragraph of about 200 words on any topic of your own choice.

How to connect clauses into sentences

1. Introductory remarks - Sentence Variety (Purdue materials) + exercises



Sentence Variety

Brought to you by the Purdue University Online Writing Lab at <http://owl.english.purdue.edu>

For short, choppy sentences

1. Coordination:

and, but, or, nor, yet, for, so

Join complete sentences, clauses, and phrases with coordinators:

example: Doonesbury cartoons satirize contemporary politics. The victims of political corruption pay no attention. They prefer to demand that newspapers not carry the strip.

revision: Doonesbury cartoons laugh at contemporary politicians, **but** the victims of political corruption pay no attention **and** prefer to demand that newspapers not carry the strip.

2. Subordination:

after, although, as, as if, because, before, even if, even though, if, if only, rather than, since, that, though, unless, until, when, where, whereas, wherever, whether, which, while

Link two related sentences to each other so that one carries the main idea and the other is no longer a complete sentence (subordination). Use connectors such as the ones listed above to show the relationship.

example: The campus parking problem is getting worse. The university is not building any new garages.

revision: The campus parking problem is getting worse **because** the university is not building any new garages.

example: The US has been overly dependent on foreign oil for many years. Alternate sources of energy are only now being sought.

revision: **Although** the US has been overly dependent on foreign oil for many years, alternate sources are only now being sought.

Notice in these examples that the location of the clause beginning with the dependent marker (the connector word) is flexible. This flexibility can be useful

in creating varied rhythmic patterns over the course of a paragraph. See the section below called "**For the same pattern or rhythm in a series of sentences.**"

For the same subject or topic repeated in consecutive sentences

1. Relative pronouns

which, who, whoever, whom, that, whose

Embed one sentence inside the other using a clause starting with one of the relative pronouns listed above.

example: Indiana used to be mainly an agricultural state. It has recently attracted more industry.

revision: Indiana, **which** used to be mainly an agricultural state, has recently attracted more industry.

example: One of the cameras was not packed very well. It was damaged during the move.

revision: The camera **that** was not packed very well was damaged during the move.

example: The experiment failed because of Murphy's Law. This law states that if something can go wrong, it will.

revision: The experiment failed because of Murphy's Law, **which** states that if something can go wrong, it will.

example: Doctor Ramirez specializes in sports medicine. She helped my cousin recover from a basketball injury.

revision 1: Doctor Ramirez, **who** specializes in sports medicine, helped my cousin recover from a basketball injury.

revision 2: Doctor Ramirez, **whose** specialty is sports medicine, helped my cousin recover from a basketball injury.

2. Participles

Present participles end in *-ing*, for example: speaking, carrying, wearing, dreaming.

Past participles usually end in *-ed*, *-en*, *-d*, *-n*, or *-t* but can be irregular, for example: worried, eaten, saved, seen, dealt, taught.

For more on participles, see our handout on verbals at http://owl.english.purdue.edu/handouts/grammar/g_verbals.html.

Eliminate a **be** verb (am, is, was, were, are) and substitute a participle.

example: Wei Xie was surprised to get a phone call from his sister.
He was happy to hear her voice again.

revision 1: Wei Xie, surprised to get a phone call from his sister, was happy to hear her voice again.

revision 2: Surprised to get a phone call from her, Wei Xie was happy to hear his sister's voice again.

3. Prepositions

about, above, across, after, against, along, among, around, as, behind, below, beneath, beside, between, by, despite, down, during, except, for, from, in, inside, near, next to, of, off, on, out, over, past, to, under, until, up, with

Turn a clause into a prepositional phrase (a phrase beginning with a preposition, such as the ones listed above).

example 1: The university has been facing pressure to cut its budget. It has eliminated funding for important programs. (two independent clauses)

example 2: The university, which has been facing pressure to cut its budget, has eliminated funding for important programs. (subject, relative clause, predicate)

example 3: Because it has been facing pressure to cut its budget, the university has eliminated funding for important programs. (dependent clause, independent clause)

revised: **Under** pressure to cut its budget, the university has eliminated funding for important programs. (prepositional phrase, independent clause: the most concise version of the four)

For the same pattern or rhythm in a series of sentences

1. Dependent markers

See the list of dependent markers above called "**Subordination.**"

Put clauses and phrases with dependent markers at the beginning of some sentences instead of starting each sentence with the subject. In this example the structure and content of the sentences remains the same, but some elements are moved around to vary the rhythm.

example: The room fell silent when the TV newscaster reported the story of the earthquake. We all stopped what we were doing. The pictures of the quake shocked us. We could see that large sections of the city had been completely destroyed.

revised: When the TV newscaster reported the story of the earthquake, the room fell silent. We all stopped what we were doing. The pictures of the quake shocked us because we could see that large

sections of the city had been completely destroyed.

2. Transitional words and phrases

accordingly, after all, afterward, also, although, and, but, consequently, despite, earlier, even though, for example, for instance, however, In conclusion, in contrast, in fact, in the meantime, in the same way, indeed, just as... so, meanwhile, moreover, nevertheless, not only... but also, now, on the contrary, on the other hand, on the whole, otherwise, regardless, shortly, similarly, specifically, still, that is, then, therefore, though, thus, yet

Vary the rhythm by adding transitional words at the beginning of some sentences.

example: Fast food corporations are producing and advertising bigger items and high-fat combination meals. The American population faces a growing epidemic of obesity.

revised: Fast food corporations are producing and advertising bigger items and high-fat combination meals. Meanwhile, the American population faces a growing epidemic of obesity.

Vary the rhythm by alternating short and long sentences.

example: They visited Canada and Alaska last summer to find some native American art. In Anchorage stores they found some excellent examples of soapstone carvings. But they couldn't find a dealer selling any of the woven wall hangings they wanted.

revised: They visited Canada and Alaska last summer to find some native American art, such as soapstone carvings and wall hangings. Anchorage stores had many soapstone items available. Still, they were disappointed to learn that wall hangings, which they had especially wanted, were difficult to find.

The following information must remain intact on every handout printed for distribution.

This page is located at http://owl.english.purdue.edu/handouts/print/general/gl_sentvar.html

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How to connect sentences

1. Introductory remarks -Transitional devices (Connecting Words) (Purdue materials)

OWL at Purdue University: Transitional Devices: Print Version

Stránka 6. 1 z 3



Transitional Devices (Connecting Words)

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Transitional devices are like bridges between parts of your paper. They are cues that help the reader to interpret ideas in the way that you, as a writer, want them to understand. Transitional devices help you carry over a thought from one sentence to another, from one idea to another, or from one paragraph to another with words or phrases. And finally, transitional devices link your sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.

There are several types of transitional devices, and each category leads your reader to make certain connections or assumptions about the areas you are connecting. Some lead your reader forward and imply the "building" of an idea or thought, while others make your reader compare ideas or draw conclusions from the preceding thoughts.

Here is a list of some common transitional devices that can be used to cue your reader in a given way.

To Add:

and, again, and then, besides, equally important, finally, further, furthermore, nor, too, next, lastly, what's more, moreover, in addition, first (second, etc.),

To Compare:

whereas, but, yet, on the other hand, however, nevertheless, on the other hand, on the contrary, by comparison, where, compared to, up against, balanced against, vis a vis, but, although, conversely, meanwhile, after all, in contrast, although this may be true

To Prove:

because, for, since, for the same reason, obviously, evidently, furthermore, moreover, besides, indeed, in fact, in addition, in any case, that is

To Show Exception:

yet, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes

To Show Time:

immediately, thereafter, soon, after a few hours, finally, then, later, previously, formerly, first (second, etc.), next, and then

To Repeat:

in brief, as I have said, as I have noted, as has been noted,

To Emphasize:

definitely, extremely, obviously, in fact, indeed, in any case, absolutely, positively, naturally, surprisingly, always, forever, perennially, eternally, never, emphatically, unquestionably, without a doubt, certainly, undeniably, without reservation

To Show Sequence:

first, second, third, and so forth. A, B, C, and so forth. next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently, thus, therefore, hence, next, and then, soon

To Give an Example:

for example, for instance, in this case, in another case, on this occasion, in this situation, take the case of, to demonstrate, to illustrate, as an illustration, to illustrate

To Summarize or Conclude:

in brief, on the whole, summing up, to conclude, in conclusion, as I have shown, as I have said, hence, therefore, accordingly, thus, as a result, consequently, on the whole,

For information about using many of these words and phrases, see the Purdue OWL handout Sentence Variety at http://owl.english.purdue.edu/handouts/general/gl_sentvar.html

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2. Exercises:

- 1) By changing the linking word you can change the meaning of the sentence. Translate the result into Czech/Slovak:

I´m going to continue with my English (,)

because	I like the language.
because of	this book.
due to	its importance.
owing to	the expected exchange programme.
on account of	what my teacher has told me.
in case	I need it one day.
in order to	take my State exam next year.
so as not to	forget all I´ve learnt.
so that	I can work in Brussels one day.
whether	you think it´s a good idea or not.
wherever	I go.
whatever	may happen.
whichever	country I go next.
however	difficult the language is.
whenever	I can.
regardless	of my slow progress so far.
even if	the course fee is so high.
if	it´s possible.
providing	I can find a good teacher.
provided that	someone agrees to teach me
unless	you persuade me that Chinese is easier to learn.
although	I know I am not a gifted linguist.
even though	I´m a very busy person.
in spite of	the cost of the lessons.
despite	what you´ve said about my slow progress.
but	I think I´ll give up German.
whereas	everyone else in class is giving up.
unlike	Mary, who is stopping.
as opposed to	my Chinese.
so	you´ll see me again next semester.
which	is a bit silly, I think.
considering	I live on a desert island.

- 2) **Choose the best connecting (linking/transitional) expression to fill in the gap. In some cases more than one expression may be suitable – so use both. Each expression may be used only once. The punctuation may sometimes be a clue.**

First, next, last, at first, at last, afterwards, eventually, while, by the time, once, whenever, as soon as possible, furthermore, like, similarly, even though, however, regardless of the fact that, still, otherwise, on the contrary, on the other hand, in contrast, consequently; contributed to, resulted (from)

- Glass is a very useful material;, it breaks easily.
- Glass is fragile;, it should be handled carefully.
- that glass is fragile, it has many useful properties.
- To make glass,, heat the sand and soda ash to about 1,500 degrees C.

- e) There are two main reasons for the widespread use of glass bottles: they are cheap and,, they have no effect on the flavour, smell, or chemistry of the contents.
- f) Many consumers think that recycling glass containers is a waste of time and energy;, it produces significant savings.
- g) some recycling programmes require consumers to separate brown, green, and clear glass, many others do not.
- h) Yes, some recycling programmes do require separation of brown, green, and clear glass;, many others do not.
- i) The success of glass recycling programmes has from consumer education programmes
- j) Many such programmes start with children in elementary school. these children are in secondary school, they are very much aware of the value of recycling.
- k) It is important that parent should set a good example as well by recycling their own used containers;, the children may not believe recycling really matters.
- l), maybe we won't have to create special programmes to remind consumers to recycle what they can.
- m) glass, paper of course is high on the list of recyclables.
- n), so are many kinds of plastic.
- o), maybe we have become wiser about how to manage some of the waste our society produces.

3) a) Class discussion. Combine the sentences so as to get a paragraph with nine sentences.

b) The research paper .

Class Discussions

Combine the sentences below into a paragraph with nine sentences.

1. Many American professors encourage questions.
Many American professors expect students to take part in class discussions.
2. Some of these classes may have fewer than 20 students.
Others may be large lecture classes.
3. Lecture classes with many students often include smaller study sections.
The purpose is to give students the chance to ask questions.
The purpose is to give students the chance to talk about the lecture.
4. Discussion groups may also be formed within a class.
These groups encourage independent thinking.
These groups encourage analytical thinking.
These groups encourage critical thinking.
5. Talking in a small group is usually easier than talking to a large class.
It is also a way to become acquainted with other members of the class.
6. There are usually three jobs.
One student is the moderator or speaker.
That student guides the discussion.
That student reports back to the entire class.
7. Another student is the recorder.
That person takes notes.
The third student is the timekeeper.
That person makes sure that everything is done in the assigned time.
8. Every group member needs to help the group.
Every group member can add a new point.
Every group member can summarize what was said.
Every group member can work toward a group consensus.
9. Small group discussions are good practice for speaking in a large class.
Small group discussions are good practice for making an oral presentation.

The Research Paper

Combine the sentences into a paragraph with nine sentences.

1. Writing a research paper can be an exciting assignment.
It is also demanding.
2. Students search, read, plan, and write.
They also revise, edit, and document.
They learn the steps of producing a research paper.
3. Students need practice in choosing topics.
The topics should be practical.
Choosing the right topic is an important step.
This step is a preliminary one.
4. Finding sources in the library is the next step.
Reading the sources is the next step.
Taking notes on note cards is the next step.
5. Developing an outline helps keep students organized.
This outline is preliminary.
This outline helps them move from note cards to a rough draft.
6. Students next revise the rough draft for content.
Students revise for organization.
Then, they are ready to edit.
This editing is for style and mechanics.
7. Most information comes from books and magazines.
The information becomes part of a research paper.
The next step is acknowledging the sources.
8. Documentation consists of listing all of the sources.
It also involves identifying their locations.
Their locations may be in books or magazines or newspapers.
9. Finally, all the research steps are finished.
The research paper is ready to be typed and handed in.

Hedging

1. Introductory remarks and examples.

In academic writing the author often has to be very cautious in how he/she presents his/her new result/finding/conclusion/hypothesis. To avoid a definite statement, i.e., to indicate less than a one hundred per cent certainty— whatever the reason may be – he/she will express his claim/view/opinion with a varying degree of certainty, i.e., use vague language. This intended “fuzziness“ is referred to as **hedging** and **in papers** may be most often encountered in the Discussion section. To hedge, the following expressions and phrases may be used:

- a. **modal verbs:** e.g., may, might, could, would, etc.
- b. (most often) **verbs:** e.g., to appear, seem, suggest, expect, assume, tend to, etc.
- c. **Modal adjectives and adverbs:** e.g., likely, probable/probably possible/possibly, apparent/apparently, certain/certainly, undoubtedly
- d. **adverbs:** e.g., perhaps, roughly, often,
- e. **modal nouns:** e.g., assumption, possibility, estimate
- f. **quantity expressions:** e.g., about, around, approximately, a lot of, several, roughly,
- g. **phrases:** e.g., to our knowledge, it may suggest that, it seems reasonable that, X expects Y that, according to X, X will happen if

Examples :

Definite statement : Industrialization **is** viewed as a superior way of life.

Hedged statement: Industrialization **tends to** be viewed as a superior way of life.

A feature of academic English is the need to be careful (i.e., to indicate ‘less than a one hundred per cent certainty’). The purpose of such writing is to show that one is generalising or desires to be cautious, or even one **might possibly** be wrong (though it is not **likely!**).

2. Exercises:

1) Make the sentences definite:

- 1) It is also **likely** to appear in the development of institutions....
- 2) The ideal of economic development **tends to** be associated with different policy goals...
- 3) **Perhaps** greater clarity can be brought to the meaning of economic development...

2) Order the sentences from the most definite one to the least definite one:

- a) The earth is probably round.
- b) The earth is possibly round.
- c) The earth is round.
- d) Perhaps the earth is round.
- e) The earth is undoubtedly round.
- f) The earth is said to be round.

3) Rewrite the text into using hedging

ZAKOUMA, PAGE 34 Dying for Ivory About half of Africa’s elephants—600,000 animals—died between 1979 and 1990. Most were slaughtered for their tusks. Though commercial trade in new African ivory was banned by the Convention on International Trade in Endangered Species (CITES) in 1989, demand continues. Some ivory is actually legal. In the U.S., for example, it’s permissible to import ivory older than a hundred years as well as personal trophies brought back by individual hunters. But without proper documentation, it’s hard to discern legal ivory (left) from black market goods. “The best thing that people can do for elephants,” says Luis Arranz, administrator of Chad’s Zakouma National Park, “is never to buy ivory.” Learn more about helping Zakouma’s elephants—and hindering the ivory trade—from these websites:

■ **Wildlife Conservation Society**
Record amounts of illegal ivory were seized in 2005. Much came from the less patrolled areas of central Africa outside Zakouma National Park. Zakouma’s elephants urgently need protection when they leave the park in the wet season. To help WCS fund this work in Zakouma—to pay for guards, better equipment, aerial surveillance,

and collaborations with local communities also plagued by poachers, go to wcs.org/savingelephants.

■ **African Elephant Conservation Fund** is administered by the U.S. Fish and Wildlife Service. It provides grants for elephant protection projects at sites including Zakouma. For information visit fws.gov/international/afecf/afecf.htm.

PHOTOS: MICHAEL NICHOLS, NGS PHOTOGRAPHER (TOP); NEAL AUCTION COMPANY

4) Look up a Discussion section in one of your home-reading papers and note any instances of hedging, or vague language. Try to categorise them according to the categories above (a-g).

Parallelism

1. Introductory remarks and examples

Parallelism is a textual device for linking together different elements in a text by parallel (i.e., identical) grammatical means/forms to express a relationship of coordinated and enumerated items. In other words, the words, phrases, statements, enumerated items, and even paragraphs use grammatically equivalent structures. This makes reading and understanding the text easier because the reader anticipates what is to follow. Thus, grammatical forms should not be mixed (e.g., verbs with nouns, nouns with –ing forms, imperatives with other verb forms, etc.)

Examples:

For sheer survival, the body must have a certain amount of food, water, and sleep. The other basic physiological motives include the need to maintain proper body temperature, to eliminate wastes, and to avoid pain.
(nouns, infinitive)

The application of linguistics to language teaching is an indirect one. This is why many teachers see no relevance in it for their work, and, conversely, why many linguists unacquainted with language teaching in practice disclaim any practical usefulness for their work.
(2 parallel sentence structures)

A special case of parallelism is **enumeration**:

Examples :

Present information in such a way that the users can

1. assess observations
2. repeat experiments
3. evaluate intellectual processes

(infinitives)

The component parts of a scientific paper are as follows:

Introduction
Materials and Methods
Results
Discussion
Conclusions
(nouns)

Suggested rules for writing the Abstract:

- present first the nature and scope of work
 - review the source
 - state the method
 - state the results and conclusions
- (imperatives)

2. More examples of parallel structures - the Purdue materials

2. More examples of parallel structures

1. Words and Phrases

With the -ing form (gerund) of words:

Parallel: Mary likes *hiking*, *swimming*, and *bicycling*.

With infinitive phrases:

Parallel: Mary likes *to hike*, *to swim*, and *to ride* a bicycle.

OR

Mary likes to *hike*, *swim*, and *ride* a bicycle.

(**Note:** You can use "to" before all the verbs in a sentence or only before the first one.)

For more information on gerunds and infinitives, see our handout at http://owl.english.purdue.edu/handouts/grammar/g_verbals.html.

Do not mix forms.

Example 1

Not Parallel: Mary likes *hiking*, *swimming*, and *to ride* a bicycle.

Parallel: Mary likes *hiking*, *swimming*, and *riding* a bicycle.

Example 2

http://owl.english.purdue.edu/handouts/print/grammar/g_parallel.html

23.3.2006

Not Parallel: The production manager was asked to write his report quickly, accurately, and *in a detailed manner*.

Parallel: The production manager was asked to write his report quickly, accurately, and thoroughly.

Example 3

Not Parallel: The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and *his motivation was* low.

Parallel: The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and lacked motivation.

2. Clauses

A parallel structure that begins with clauses must keep on with clauses. Changing to another pattern or changing the voice of the verb (from active to passive or vice versa) will break the parallelism.

Example 1

Not Parallel: The coach told the players *that they should get* a lot of sleep, *that they should not eat* too much, and *to do* some warm-up exercises before the game.

Parallel: The coach told the players *that they should get* a lot of sleep, *that they should not eat* too much, and *that they should do* some warm-up exercises before the game.

-- or --

Parallel: The coach told the players that they should *get* a lot of sleep, not *eat* too much, and *do* some warm-up exercises before the game.

Example 2

Not Parallel: The salesman expected *that he would present* his product at the meeting, *that there would be* time for him to show his slide presentation, and *that questions would be asked* by prospective buyers.

(passive)

Parallel: The salesman expected *that he would present* his product at the meeting, *that there would be* time for him to show his slide presentation, and *that prospective buyers would ask* him questions.

3. Lists after a colon

Be sure to keep all the elements in a list in the same form.

Example 1

Not Parallel: The dictionary can be used for these purposes: to find *word*

meanings, pronunciations, correct spellings, and looking up irregular verbs.

Parallel: The dictionary can be used for these purposes: to find **word meanings, pronunciations, correct spellings, and irregular verbs.**

Proofreading Strategies to try:

- Skim your paper, pausing at the words "and" and "or." Check on each side of these words to see whether the items joined are parallel. If not, make them parallel.
- If you have several items in a list, put them in a column to see if they are parallel.
- Listen to the sound of the items in a list or the items being compared. Do you hear the same kinds of sounds? For example, is there a series of "-ing" words beginning each item? Or do you hear a rhythm being repeated? If something is breaking that rhythm or repetition of sound, check to see if it needs to be made parallel.

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3. Exercises:

1) Check the explanatory texts to this part of materials (V. UNDERSTANDING THE TEXT) for parallel constructions. What have you found?

2) Compare the pairs of sentences. Which of them follows parallelism?

a) My English conversation class is made up of Chinese, Spaniards, and some are from Bosnia.

b) My English conversation class is made up of Chinese, Spaniards, and Bosnians.

a) The students who do well attend class, they do their homework, and practice speaking English.

b) The students who do well attend class, do their homework, and practice speaking English.

a) The teacher wanted to know which country we came from and our future goals.

b) The teacher wanted to know which country we came from and what our future goals were.

a) The language skills of the students in the evening classes are the same as day classes.

b) The language skills of the students in the evening classes are the same as the language skills (/as those of in) of the students in the day classes.

3) Underline the part of the sentence that is not parallel and correct it. Then rewrite the sentence in the parallel form.

a) The disadvantages of using a credit card are overspending and you pay high interest rates.

b) Credit cards are accepted by department stores, airlines, and they can be used in gas stations.

c) You do not need to risk carrying cash or to risk you miss a sale.

d) With credit cards, you can either pay your bill with at once, or you can stretch out your payments.

e) You can charge both at restaurants and when you stay at hotels.

f) Many people carry not only credit cards, but they also carry cash.

g) Many people want neither to pay off their balance monthly nor do they like paying interest.

h) Not making any payment or to send in only minimum payments every month is poor money management.

4) Check your home assignments on Class discussion and Research report (see How to Connect sentences, Ex.3a,b, above) for parallel structures. If you have not used them, rewrite the two paragraphs.

Terms and terminology

1. Introductory remarks

A typical feature of technical and scientific communication is a set of specialised items, i.e., technical and scientific terms of a particular discipline, referred to as terminology or sometimes as “terms of the art“. Besides terminology, scientific writing uses subtechnical vocabulary, e.g. words and phrases having a meaning also outside the discipline, but also used in specific situations in scientific and academic writing, e.g., *phenomenon, precursor, to subsume, to carry out/perform experiments, to draw conclusions, to take into consideration*, etc. Both the terms and subtechnical words are often based on words of Latin or Greek origin (e.g., *focus, fusion, analysis*, etc.), and often sound “international“.

1) A term should be **unequivocal**, as **short** as possible (if possible), binding for users of a given field, and its **meaning independent of the context**.

2) Terms may consist of **one or more words**. The **most important word of the term is the last one**, and it is qualified by all the preceding words, e.g.

a battery car (a car driven by a battery) x a car battery (a battery for a car)

3) In English, terms are typically coined by **joining more nouns together**, thus supplying information in the shortest way., e.g.

satellite communication (communication using satellites/made possible by satellites)

communication satellite (a satellite used for communication)

European Synchrotron Radiation Facility

High-resolution 3D Coherent Laser Radar Imaging

This very useful way of shortening the text is not peculiar to terms only. It is useful in any written communication, e.g.,

a period of cold which was intense and lasted for three years – a three-year period of intense cold

Dr.XY who is an anthropologist at Stanford University – a Stanford University

Anthropologist Dr.XY

4) In longer terms, i.e. consisting of more words; there is **no universal model for expressing the relations between the components** of the term, let alone a model how to translate such terms into Czech, e.g.,

radio frequency transmission energy – vysokofrekvenční energie vysílání

root mean square value – střední kvadratická hodnota

peak load power station – špičková elektrárna

hot chamber die casting process – lití do kovových forem

5) As apparent, the qualifying components are most frequently nouns and adjectives, but also other types are frequent, e.g.,

noun + noun - power engineering - energetika

adjective + noun - binding energy – vazbová energie

preposition + noun-	motor-driven pump - čerpadlo na elektrický pohon line of force – siločára integration by parts – integrace per partes
conjunction + noun	trial and error method – metoda pokusu a omylů
others -	under-the-tree-top deposition of contaminants state-of-the-art lecture – přednáška o stavu bádání v oboru

6) **Hyphenation** is recommended to make understanding easier or to prevent misunderstanding. However, there are no rules for the use of hyphens, so authors may differ. The best piece of advice is to copy the forms from well written sources. Examples:

high-pressure turbine - vysokotlaká turbína
short-life radionuclides – radionuklidy s krátkým poločasem rozpadu

However, hyphenation is highly recommended if the qualifying item is based on **participle forms**, e.g.

man-made radionuclides – umělé radionuklidy

7) Nouns preceding the final noun are **not used in the plural**, unless they really refer to a plural idea/noun, e.g.

system software (referring to the operating system used to operate a computer system)

x

systems analysis (referring to computer systems a project needs)

materials science (referring to various materials this science studies)

x

material consumption (referring to how much material has been used)

8) **Proper nouns** used as parts of a term differ in using the possessive form. Thus, e.g., the words *method, equation, law, discovery, formula, theorem, rule, constant, principle, series* are used with a **noun in the possessive** case (i.e., with an apostrophe), e.g.,

Euler's formula, Gauss' theorem, Riccati's equation, Planck's constant, Amper's rule
Doppler's principle, Newton's laws, Taylor's series,

but, others not, e.g.,

Doppler effect, Edison effect, the Hoffmann reaction

9) Some terms are impossible to use in a short form, i.e., by placing words side by side, e.g.,
moment of momentum, speed of light

Could you suggest why?

2. Exercises:

1) **Make a list of about 25 typical two- or more-word terms used in your field. Give their Czech translations.**

2) **Do you think you could translate the following terms?**

reactor core configuration	neutron spectrum characteristic
reactor pressure vessel residual lifetime	potassium Q-machine plasma
solid states plasma	alternating gradient synchrotrone
non-uniform magnetic field	equilibrium ion density
measurement points	Chernobyl accident fallout
prevailing winds intensity	laboratory gamma spectrometry

3) **Make the following phrases shorter:**

monitoring of deposits of radionuclides occurring in the atmosphere
changes in biological indicators
fallout caused by the accident in Chernobyl
the revised edition of the English Dictionary published by Oxford (University Press) in 1989
material used to produce the pressure vessel of the reactor
measurements performed by in situ gamma spectrometry
high occurrence of mushrooms this year
Can you think of such phrases in your field which could be expressed in a shorter way?

4) In your home reading, try to find terms consisting of two nouns, an adjective plus noun, and, if possible, of longer terms of other types as well (about 20 – 25 in total). Make a list of them and give their Czech equivalents.