What is Scientific English?

Academic English is a particular kind of English that can be recognized by its style.

1. Formality
2. Objectivity
3. Clarity
• It is no secret that automobiles cause several problems in today’s industrialized society.

• I showed that his arguments did not not hold water.

• The experiment didn’t work.

• Automobiles cause several problems in today’s industrialized society.

• The arguments did not not hold water.

• The experiment did not work.
• No correlation with prognostic factors was explored, since the most interesting part was the morbidity analysis.

• In that perspective, it is interesting to note that endostatin previously has been reported to inhibit cell migration.

• This induced an interest to further investigate endocrine function in pain patients.
• 26 patients completed the study, compared to 30 planned.
• A possible cause-and-effect relationship is not unlikely.
• This together with the positive effects on pO2 could indicate a lesser impairment in oxygen supply.
The Correct Tense?
1. The **SUBJECT** relates to who or what the sentence is about and **always comes before the verb** ( = the action word describing what is being done to the object ).

2. **SUBJECTS** and **VERBS** must always agree.

- A series of experiments **was/were** performed.
- A number of experiments **was/were** performed.
- Details about the trial assessments and dosing **is/are** given in the appendix.
- The status of the trial animals **was/were** checked every hour.
Subjects & Verbs

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Sentence Complexity

1. A sentence should be no longer than 15-20 words.

2. Sentences that are TOO LONG contain weak connections that can be confusing (no clarity).

3. Sentences that are TOO SHORT can be joined by connectives: (AND/BUT/OR).

Below shows example of a sentence where the referee has rejected and asked the author to write something sensible:

“Even if the occurrence of this particular form of pulmonary tumor occurs on a rare basis, since the behavior of these tumors is extremely difficult to predict and the histological features resembling a discrete cell tumor may lead to misdiagnose a C2 tumor as a C1 tumor, it would be of interest to characterize those lesions and to take them into account in the differential diagnosis of hereditary or congenital tumors.”
Are the MODIFIERS in the right place?

1. A MODIFIER is a word, phrase or clause (only, also, with,...) which defines the other words in a sentence.

2. A misplaced MODIFIER is the most common cause of confusion in a sentence.

- The patient was referred to a psychiatrist with severe emotional problems.
- The patient with severe emotional problems was referred to a psychiatrist.

- The fat extraction was done following a method by Hara and Radin (1978) with a slight modification.
- The fat extraction with a slight modification was done following a method by Hara and Radin (1978).

While waving, the wagon sped away with the baby.
Are the MODIFIERS in the right place?

**MISPLACED MODIFIERS**

I saw the bus peeking through the window.

Peeking through the window, I saw the bus.

Place the modifier as close as is possible to the word or phrase that it seeks to modify.

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**MISPLACED MODIFIER: THE BEAR**

"THE COPS CHASED THE BEAR IN THE SQUAD CAR."

www.kibin.com

CAN'T CATCH ME!

STOP THAT BEAR IN THE SQUAD CAR!
1. A PARTICIPLE is a cross between a verb and an adjective that at the same time modifies a noun.

2. Most participles and in -ED, -ING or -EN.

3. When a participle DANGLES, the implied subject is not the subject of the main clause.

   - Following a heavy meal, the animal collapsed.
   - After a heavy meal, the animal collapsed.

   - No mosquitoes were found using the standard bait traps.
   - No mosquitoes were found with the standard bait traps.
Dangling Participles (Modifiers)

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Dangling Participles (Modifiers)

**Dangling MODIFIERS**

Dangling Modifier: The Puppy

The phone rang when I was in the bathtub.

The phone rang when in the bathtub.

A dangling modifier is a word or phrase that modifies a word not clearly stated in the sentence.

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I never should have eaten that turkey!

I fed some turkey to my puppy, and put it in the meat grinder.

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www.bitstrips.com
Writing is a skill. It takes time to learn.
Writing is a skill, but it takes time to learn.
Writing is a skill; it takes time to learn.
Writing is a skill; however, it takes time to learn.
Writing is a skill: it takes time to learn.
1. Many words in the English language are commonly CONFUSED or MISUSED.

2. Some of the most commonly misused words include: amount; each/every; it; like; only; quite; while.

• Efficient/effective drug treatment is of utmost importance for the survival/existence of the patients/patient’s/patients’ and it is/its/it’s therefore relevant to study potential/probable antibiotic targets in/of this pathogen.

• The effect/affect of nozzle orifice/cavity diameter, atomisation gas flow, fleed flow and solids content of the feed/food solution, as well as the variation/varying of droplet size in disparate/different/differing/diverse regions of the spray were investigated.
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1. These VERBS are often OVERUSED by scientists: show, demonstrate, exhibit, occur, report, present and observe.

- **Show**: illustrate, highlight, reveal, suggest, implies, inferred, exposed, prove, ...
- **Demonstrate**: reveal, display, express, explain, establish
- **Exhibit**: present, reveal, display
- **Occur**: happen, transpire
- **Report**: inform, testify, account
- **Present**: represent, portray, impart
- **Observe**: comment, declare, state, monitor, examine, detect, discern, note
Numbers

1. NUMBERS as WORDS:
   • Numbers below 10 that do not represent precise measurements.

2. NUMBERS as FIGURES:
   • Numbers that represent precise measurements.
   • Statistical or mathematical functions.
   • Numbers representing time, dates, size.
   • Numbers in a list of four or more numbers.

3. DO NOT use a comma to represent a decimal point.

4. Be careful with COMPARISONS! If something is being compared, then often the word THAN is sufficient.

5. AVOID respectively! Always write the factors together and put the numbers with the factors.

6. NEVER start a sentence with a number!
Numbers

- In a Norwegian study of preterm infants, the breastfeeding rates at 3, 6 and 9 months of age were 54%, 29% and 25%, respectively.

- The average length of the fractured leg at union was 0.1 cm shorter when compared with the uninjured leg.

- 33 patients were randomised to the study but only 26 patients were included in the efficacy analyses, 8 in group A, 8 in group B and 10 in group C.
“It has long been known…” / “It is well known…”
I didn’t look up the original reference.

“Three of the samples were chosen for detailed study…”
The other results didn’t make any sense.

“In my experience…”
Once

“In case after case…”
Twice

“It is believed that…”
I Think

“While it has not been possible to provide definite answers to the questions…”
An unsuccessful experiment, but I still hope to get it published.