The following grammar explanations and exercises use the terminology that I use in class. Other grammars that you consult will probably use different terms to talk about the same thing and approach the topics in different ways.

The order of the topics is not necessarily from the easiest to the most difficult. Use the table of contents to help find the topics that you need.

Some useful websites for extra grammar practice are:

http://www.grammar-quizzes.com/index.html

http://www.writing.engr.psu.edu/exercises/

https://www.englishgrammar101.com/

http://www.chompchomp.com/exercises.htm

Sites for basic English grammar practice:

http://www.myenglishpages.com/site_php_files/grammar.php

http://www.eslgold.com/grammar/explanations.html (explanation & exercises)

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WRITING REVISION CODES

Code	Example	Revision
VERBAL GROUPS (VG)		
Verb concord	The job advertisement mention …	The job advertisement mentions …
Verb structure	teached This has increase my interest in … I look forward to receive your reply.	taught This has increased my interest in … I look forward to receiving your reply.
Verb tense	Over the five years that I have been at ISEG, I was able to develop my communicative skills.	Over the five years that I have been at ISEG, I have developed my communicative skills.
Use the infinitive to express purpose	I am writing you with the purpose of applying for the position …	I am writing you to apply for the position …
Embedded question	This has given me insight into what are their needs.	This has given me insight into what their needs are.
NOMINAL GROUPS (NG)		
Structure • check agreement - determiner – N • check modification structure	• This skills • different time of meals	• This skill • These skills • different meal times
Presenting / General participant: • check determiner • check the noun	• I am in my final year of economics degree • I believe that cultural awareness is a modern necessity particularly due to the globalization.	• I am in my final year of an economics degree • I believe that cultural awareness is a modern necessity particularly due to globalization.
Presumed / Specific participant: • insert/check determiner • specify what	• I am writing to apply for Project Accountant position for L'Oreal.	• I am writing to apply for the Project Accountant position for L'Oreal.
Reference	Of particular note is my ability to organise events, its advertising and promotion.	Of particular note is my ability to organise events, their advertising and promotion.
Defining relative clause: check construction – punctuation & relative pronoun	The creation of a book retail company enabled me to develop my leadership skills and it increased my awareness of the dynamics of knowledge of the department , that I was responsible for.	The creation of a book retail company enabled me to develop my leadership skills and it increased my awareness of the dynamics of knowledge of the department that I was responsible for.
Non-defining relative clause: check construction – punctuation & relative pronoun	I have worked in non-governmental associations, what has been important in the development of my leadership skills.	I have worked in non-governmental associations, which has been important in the development of my leadership skills.

REGISTER		
(Inappropriate) Word choice	… we had so many projects with oral <u>expositions</u>.	… we had so many projects with oral <u>presentations</u>.
(Inappropriate) Register conventions	I<u>'m writing</u>	I <u>am writing</u>
	<u>Looking</u> forward to hearing from you soon.	<u>I look</u> forward to hearing from you soon.
	I <u>come with this email</u> to apply for the position of Project Manager, ref 989903.	I <u>am writing</u> to apply for …
	As a scout, <u>you are</u> constantly confronted with problems that must be efficiently resolved.	As a scout, <u>I was</u> constantly confronted with problems that had to be solved efficiently.
	I <u>want</u> to be able to work in a multicultural company …	I <u>would like</u> to work in a multicultural company
Audience background knowledge (Insert information that the reader would need)	Tel. 213 922 701 ISEG	Tel. <u>+ 351</u> 213 922 701 Lisbon School of Economics and Management (ISEG), University of Lisbon, Portugal
OTHER		
Spelling	<u>responsible</u>	<u>responsible</u>
Lexical + prep(osition)	application <u>to</u> this job	application <u>for</u> this job
Comparative / Superlative form	my responsibility was to sell <u>many products as possible</u>	my responsibility was to sell <u>as many products as possible</u>
Punctuation	I'm sure that <u>i</u> will do a good job.	I'm sure that <u>I</u> will do a good job.
SENTENCE STRUCTURE (Sstr) & ABOVE THE CLAUSE		
Word order	I speak fluently English	I speak English fluently
Parallel structure (and, or, but)	The situation requires <u>thinking</u> about the questions <u>and find</u> suitable answers quickly.	The situation requires <u>thinking</u> about the questions <u>and finding</u> suitable answers quickly.
Run-on sentence (ROS) Sentence too long	Besides my mother tongue, Portuguese, English language has been present in my life since my early years as well, I have the FCE and CAE, my degree is entirely taught in English by my own personal choice and I have done an exchange program this past semester in University of Birmingham, UK (awarded by The Times and The Sunday Times good University guide the University of the Year 2014).	Besides my mother tongue, Portuguese, English has been present in my life since my early years. I have the FCE and CAE, and my degree is entirely taught in English by my own personal choice. Furthermore, my interest in languages led me to participate in an exchange program this past semester; I studied at the University of Birmingham, UK.
Sentence too long Break sentence here * Reformulate Theme if necessary.	During the summer breaks from university and at least once a week I work in my father's company and I have to introduce data in the computer* while only having limited time to do it, <u>besides that</u> I also have to attend the customers which gave me a good experience in dealing directly with the clients and also an easier feeling while working in high pressure or fast paced environments.	During the summer breaks from university and at least once a week I work in my father's company<u>,</u> introducing data in the computer<u>.</u> <u>Because this work must be done in a limited time,</u> I <u>have learnt to work well</u> in high pressure or fast paced environments. <u>In addition,</u> I attend to customers, which has given me good experience in dealing directly with different kinds of clients.

Code	Example	Revision
DISCOURSE MANAGEMENT & COHERENCE		
(Awkward) Information flow / Thematic choice Reformulate Theme	What is more, other pictures show molecules, which we could see in the first campaign, but these ones are more real, greener, and they have something liquid inside. It is a symbol of even more serious research.	What is more, other pictures show molecules, which we could see in the first campaign, but these ones are more real, greener, and they have something liquid inside. They symbolise even more serious research.
	It's a very positive campaign, showing they are committed to driving their company's energy to every single person, independently of their colour, age or job. This is an advertisement campaign more turned to people, unlike the last one.	It's a very positive campaign, showing they are committed to driving their company's energy to every single person, independently of their colour, age or job. Unlike the last campaign, this one is more turned to people,
Reference	Society had to adapt to this important resource when is price went up.	Society had to adapt to this important resource when its price went up.
	… the company goes far away to bring new energy sources to them clients.	… the company goes far away to bring new energy sources to their clients.
Unclear reference	The first campaign shows us a working brain. This suggests that they are creative and ground breaking.	The first campaign shows us a working brain. This suggests that the company is creative and ground breaking.

BELOW THE CLAUSE

Nominal Group (NG) structure

	PRE-MODIFICATION				HEAD NOUN	POST-MODIFICATION
Function	Deictic	Numerative	Epithet	Classifier	HEAD	Qualifier
Form	Determiner/ Possessive	Number/ quantifying expression	Adjective	Noun	NOUN	Prep. phrase
						Relative clause
						Non-finite clause
Example	the	six	biggest	recruitment	companies	in the world

PRE-MODIFICATION

1. The Deictic situates the head noun (underlined) with regard to the speaker/writer's expectations about the listener/reader's knowledge of whether the participant is specific/general or known/not known. Words from different word classes can function as deictic. A deictic can be singular, plural or ø

> **an** opportunity; **these** opportunities; ø experience, ø cultural differences; **my** sense of responsibility; **the** combination of my academic profile and my social skills
> **another** reason; **other** reasons

When the possessor is animate (e.g. human) or the name of a country, town, organisation, or company, use '**s**

> **people's** likes and dislikes; **IBM's** decision; the **firm's** marketing research

Company names usually take ø.

> **OPEC**; **Shell**; **Chevron**

2. The Numerative can be a number or a quantifying expression

> **a lot of** younger students; the **set of** skills

3. The Epithet describes or evaluates the Head Noun. It is typically an adjective.

Adjectives are never plural.

> my **strong** academic background; several **different** people; **foreign** cultures;
> an **interesting** job opportunity; **new** responsibilities; **multicultural** teams;

Epithets can be modified by adverbs.

> an *incredibly* **strong** academic background; a *very* **interesting** job opportunity

4. The Classifier assigns the Head Noun to a class, i.e. what kind of thing is it?
It is typically a noun and singular.

> the **energy** sector; **communication** skills; a **job** application; **job** opportunities;
> a **flagship** store; **business** exposure;

exceptions: the *futures* stock market; a *telecommunications* satellite; an *accounts* manager

POST-MODIFICATION

Regardless of its form, a post-modifier functions as a Qualifier to the head noun. A qualifier provides further information/specification about the head noun. There are 4 different types.

1. A PREPOSITIONAL PHRASE can tell us more about the head noun. It is formed by a preposition and a nominal group. The preposition does not have to be 'of'.

	preposition	nominal group
e.g.	in/for/of etc.	new technologies

interest **in financial markets**; an opportunity **for improvement**;
application **for the** position **of Business Development Executive**
an interest **in travelling**; a file **on recruitment practices;**

the first 11 pages **of Google results**; vice president **of human resources**; fear **of public opinion**

Information in the Qualifier can be essential or non-essential to the meaning of the NG. Non-essential information is surrounded by commas (,) and the nominal group is typically known (presumed participant).

Many volunteers have been busy helping to clean up the oil spill on the coast near the southern port city of Yeosu in South Jeolla Province. The volunteers, **in protective clothing, dustproof masks and gloves**, scooped up and wiped oil off the rocks along the coast. (that the volunteers are wearing protective clothing, dustproof masks and gloves is not essential information. It could be left out.)

The latest costly addition **to Shell's production capacity** comes despite Van Beurden's repeated pledges on climate change. (essential information for the meaning)

Staff at a BP-owned oil rig **in the North Sea** were forced to evacuate after an unmanned barge threatened to crash into it. (that the oil rig is in the North Sea is essential information for the meaning)

2. DEFINING RELATIVE CLAUSES implicitly distinguish between two groups: one with the characteristics and one without. The information in the defining relative clause is needed to identify the noun that is being talked about.

There are no commas (,) in a defining relative clause.

> … the kind of <u>person</u> **who could get the company into trouble in China**. (as opposed to the people who would not get the company into trouble in China)
> … <u>something</u> **that might cause concern** (as opposed to something that would not cause concern)

3. NON-DEFINING RELATIVE CLAUSES add extra information about the head noun.
The non-defining relative clause is surrounded by commas (,) and cannot use 'that' as the relative pronoun.

> Even <u>our company</u>, **which was set up to search for and destroy unwanted online information**, wouldn't try to remove newspaper stories.

DON'T SEPARATE THE RELATIVE CLAUSE FROM THE THING THAT IT MODIFIES.

RELATIVE PRONOUNS

	DEFINING RELATIVE CLAUSE	NON-DEFINING RELATIVE CLAUSE
people	who; whom; that	who; whom
objects, animals	which; that	which
a clause / ideas	-	which
possessive (person's)	whose	whose
places	where; that	where
time	when; that	when

Both *who* and *whom* can refer back to people. If we put a preposition before *who*, the pronoun always becomes *whom*. Compare:

The candidates *for whom* the job profile is a match should contact us by 20 September.
The candidates *who* the job profile is a match *for* should contact us by 20 September.

The interested candidates, *who* we shall send a brochure to, can apply for an internship.
The interested candidates, *to whom* we shall send a brochure, can apply for an internship.

4. NON-FINITE CLAUSES add information about what the head noun is doing or does or what has happened to it. The information may be essential or non-essential. When the information is not essential, it is separated by commas (,).

> Whilst AirAsia India is genuinely looking to hire candidates right now, many job hunters have been targeted by fake <u>emails</u> supposedly **sent from the company**. These <u>emails</u>**, signed as 'AirAsia Airlines Limited',** have involved requests for money from candidates: RS9,600, which the senders claim will be used for vague purposes such as 'interview processing' and 'maintenance'.

> (meaning: the fake emails are supposedly sent from the company but the fact that the emails are signed as 'AirAsia Airlines Limited' is not essential information)

A non-finite clause is not marked for time, tense or certainty. I.e. the verb is not in a particular tense, e.g. past, present perfect, future, etc. There are 3 forms of non-finite verbs.

Verb + ing (present participle)	e.g. starting, being destroyed
Verb + ed/en (past participle)	e.g. taken, put forward
To + verb (infinitive, dictionary form)	e.g. to provide, to support

V–ing clauses are active; they add information about what the head noun does/is doing/did.

> A few months ago Goldman Sachs caused a fuss by similarly dodgy gender stereotyping, giving out to potential female recruits goody <u>bags</u> **containing** mirrors and nail files with the bank's logo on them. (meaning: the goody bags *contained* mirrors and nail files)

> What next, one wonders? An <u>event</u> sponsored by BCG **involving** ironing and dusting? (meaning: the event *involves* ironing and dusting)

A V-ing clause is sometimes introduced by a preposition.

> There is something about the curious <u>business</u> **of chewing and swallowing together** that is levelling; it is easier to work out if you like someone when eating than when eyeball to eyeball in an interview room

> The biggest <u>advantage</u> **of working in a team** is having an opportunity to participate in large, more complex and interesting projects.

Past participles have a passive meaning.

> What next, one wonders? An <u>event</u> **sponsored** by BCG involving ironing and dusting? (meaning: the event *is sponsored* by BCG)

> Both Bain and McKinsey tell me that these events are part of a range of <u>activities</u> **designed** to help the company get to know the students. (meaning: the activities *are designed* to help the company get to know the students, they are activities *that are designed* to help the company get to know the students)

Infinitives

> As it is a mere three weeks since I wrote a whole column about McKinsey's crass <u>attempt</u> **to predict the future**, I would normally have passed up the <u>opportunity</u> **to write about it** again so soon.

Defining and non-defining relative clauses and non-finite clauses functioning as Qualifiers are not operating at clause rank. They have been **embedded** in the nominal group, which is a constituent of a clause.

Exercise 1.1

    a.   The underlined nouns in this paragraph are head nouns. Identify the pre-modifiers and post-modifiers by completing the table.

At Pearson, we're committed to a <u>world</u> that's always learning and to our talented <u>team</u> who makes it all possible. From bringing lectures vividly to life to turning textbooks into laptop <u>lessons</u>, we are always re-examining the way people learn best, whether it's one <u>child</u> in our own backyard or an education <u>community</u> across the globe. We are bold <u>thinkers</u> and standout innovators who motivate each other to explore new <u>frontiers</u> in an <u>environment</u> that supports and inspires us to always be better. By pushing the <u>boundaries</u> of technology – and each other to surpass these <u>boundaries</u> – we create <u>seeds</u> of learning that become the <u>catalyst</u> for the world's innovations, personal and global, large and small.

Pre-modifier	Head noun	Post-modifier
	world	
	team	
	lessons	
	child	
	community	
	thinkers	
	frontiers	
	environment	
	boundaries	
	boundaries	
	seeds	
	catalyst	

    b.   Identify the functions of the **pre-modification** by completing the table.

Deictic	Numerative	Epithet	Classifier	Head noun
				world
				team
				lessons
				community
				thinkers

Deictic	Numerative	Epithet	Classifier	Head noun
				frontiers
				environment
				boundaries
				boundaries
				seeds
				catalyst

c.   Write the post-modifiers and identify the type of qualifier they are. Circle whether the information in the post-modifier is essential or non-essential.

- *world*

prepositional phrase	non-defining relative clause	essential information
defining relative clause	non-finite clause	non-essential information

- *team*

prepositional phrase	non-defining relative clause	essential information
defining relative clause	non-finite clause	non-essential information

- *child*

prepositional phrase	non-defining relative clause	essential information
defining relative clause	non-finite clause	non-essential information

- community

prepositional phrase	non-defining relative clause	essential information
defining relative clause	non-finite clause	non-essential information

- environment

prepositional phrase	non-defining relative clause	essential information
defining relative clause	non-finite clause	non-essential information

- boundaries

prepositional phrase	non-defining relative clause	essential information
defining relative clause	non-finite clause	non-essential information

- seeds

prepositional phrase	non-defining relative clause	essential information
defining relative clause	non-finite clause	non-essential information

- catalyst

prepositional phrase	non-defining relative clause	essential information
defining relative clause	non-finite clause	non-essential information

    d. The underlined nouns in this paragraph are head nouns. Identify the pre-modifiers and post-modifiers by completing the table.

As Data Analyst – Marketing Intelligence, you will be responsible for gathering and working with large volumes of data to create KPIs and maintain data <u>dashboards</u> to track performance of the English and Schools Product Marketing <u>team</u>. Collaborating with your <u>counterparts</u> in the central English and Schools team and around the globe, you will also do data <u>analyses</u> and presentations to support strategic <u>projects</u> about <u>investment</u> in new print and digital <u>products</u>, prioritization of innovation projects, pricing, revenue <u>positioning</u> and marketing campaigns. Finally, you will also find creative <u>ways</u> to measure performance and create KPIs for <u>activities</u> that are not easily measurable.

Pre-modifier	Head noun	Post-modifier
	dashboards	
	team	
	counterparts	
	analyses	
	projects	
	investment	
	products	
	positioning	
	ways	
	activities	

e. Identify the functions of the **pre-modification** by completing the table.

Deictic	Numerative	Epithet	Classifier	Head noun
				dashboards
				team
				counterparts
				analyses
				projects
				investment
				products
				positioning
				ways
				activities

f. Write the post-modifiers and circle the type of qualifier they are. Circle whether the information in the post-modifier is essential or non-essential.

- *counterparts*

prepositional phrase	non-defining relative clause	essential information
defining relative clause	non-finite clause	non-essential information

- *projects*

prepositional phrase	non-defining relative clause	essential information
defining relative clause	non-finite clause	non-essential information

- *investment*

prepositional phrase	non-defining relative clause	essential information
defining relative clause	non-finite clause	non-essential information

- *ways*

prepositional phrase	non-defining relative clause	essential information
defining relative clause	non-finite clause	non-essential information

- *activities*

prepositional phrase	non-defining relative clause	essential information
defining relative clause	non-finite clause	non-essential information

Exercise 1.2

Which of the following sentences contain a mistake in the relative clause? Correct the ones that are wrong.

1. The first campaign shows a student which is writing on a blackboard full of formulas and geometric figures that bring to mind something difficult to solve.

2. The slogan brings to mind the idea of loved ones (parents, boyfriends, etc.) whom go to the end of the world to make the other happy or safe.

3. In this group of advertisements, the bubbles become molecules that represent the scientific methods ExxonMobil uses to make the planet a better place.

4. These three advertisements whose we will begin to analyse start the whole idea of the campaign.

5. The second campaign is the one who has a lot of bubbles in all four advertisements.

6. The first image we will discuss is the image of a head with a yellow brain, that suggests an idea.

7. In the same year there is another advertisement which has the Sydney opera house on the left side and surfboards on the right side.

8. There is an advertisement where we can see a close and horizontal angle picture of a meeting by the workers of Chevron, that symbolizes team work.

9. Along with the message, that is in the form of a straw (an unlikely place), we see the symbolic meaning of this advertisement is to be aware of solutions in every place you are, because they can be everywhere.

10. The top of the page shows us a jeep in a desert land which symbolises adventure.

11. The ad campaign suggests that Shell, that was growing and expanding at the time, wanted to show how powerful they were.

Exercise 1.2

PRESENTING / General participants vs PRESUMING / Specific participants

NOUN			DETERMINER		
			a / an	Ø	the
N(countable)	*singular*	recruitment company	√	x	√
	plural	recruitment companies	x	√	√
N (uncountable)		recruitment	x	√	√
			PRESENTING / GENERAL PARTICIPANTS		PRESUMING / SPECIFIC PARTICIPANTS

Presenting participants are participants that are being presented for the first time. General participants do not specify a particular one. Any one of what is being talked about is implied. It is possible to add "in general" afterwards and not change the meaning.
Presuming and specific participants are information that the reader can retrieve from the context. The context may be the context of culture (e.g. the sun), the context of situation (e.g. Put the dog outside), or the context of the preceding or following text. In other words, it is already known by the reader or immediately made known to him/her.

Presenting or general participants are highlighted in **bold** and presuming or specific information is underlined.

The careerist: How to market yourself
Rhymer Rigby

We have long been told that we are the CEOs of our own careers. But many people still struggle with the marketing side of things. So how do you promote yourself without coming across as self-promoting?

Why do I need to promote myself?
"It's no longer enough to be good at your job," says Lesley Everett, founder of Walking Tall, **a personal branding consultancy**. "You need to promote yourself and take **an entrepreneurial approach** to your career – with your behaviour, attitude and visibility."

She argues that in many sectors and countries, **reticence** and **self-deprecation** have given way to **an altogether more proactive approach** to **self-promotion**. "**People** are very busy and love **clarity**," she says. "If you can tell them what you really bring to the table they'll thank you for it."

How do I get it right?
There are two essential ingredients. First is **authenticity**: your message needs to reflect the real you. "It's like **a signature dish**," says Jennifer Holloway, founder of executive coaching company Spark. "You need to look at the ingredients that make you different and combine them in the best possible way." Second, she says: "Blow your trumpet at **a volume** that suits you. You need to be comfortable with it."

Financial Times, 18 April 2010

Exercise 1.3

Complete the rest of the article with *a*, *an*, *Ø*, or *the*.

1 … gregarious people can often get away with being 2 … bit over 3 … top, but 4… others can struggle. "5… first time you try increasing 6… volume, you may feel uncomfortable, but if it suits you, you'll get used to it," she says. "One guy I work with won't even say he's 7… marketing director because he thinks 8… term 'director' is too showy. We've agreed he'll say he's 'responsible for 9…marketing' which is 10… step forward for him."

Do I give everyone 11… same message?

"Your message needs to be consistent, but it can be multilayered so you can tailor it to your audience," says Ms Everett. You should be showing 12… different facets of "Brand You" to 13 … different people based on what they need.

Is it all about talking myself up?

Often, it is just about making yourself easy to remember – in 14 … good way. It can be quite subtle – everything from your voicemail message (never say, "Sorry") to how you dress to not prefixing your suggestions with, "You'll probably hate this but . . .".

Putting yourself up as 15 … spokesperson, learning to be 16 … good public speaker, blogging and using 17 … social media are all 18 … good means of 19 … self-promotion. Perhaps 20 … best way, however, is to get 21 … other people to talk you up. "Become 22 … good networker," says Geraldine Gallacher of 23 … Executive Coaching Consultancy. "24 … more people you know, 25 … more influence you have." And, she adds, "getting your clients to sing your praises for you" is 26 … great way to reap 27 … brownie points.

What about 28 … cultural differences?

Broadly speaking, 29 … Americans are much more forward about putting themselves forward than 30 … Europeans and 31 … Asians. But it is very contextual. "32 … American approach in 33 …Germany would be too much," says Ms Everett, "but in 34 … US, it comes across as very positive."

Similarly, in 35 …sales-based roles, 36 … high degree of 37 …self-promotion is often expected, but 38 … same approach in 39 …professional services might come across as rather strange.

THE CLAUSE AND THE SENTENCE

Clauses

In extended written discourse such as academic writing, the shortest sentence will be made up of an **independent clause**. In an independent clause the verbal group is always **finite**. A finite verbal group has been conjugated into a verb tense (e.g. past, present, present perfect, future, etc)

Artificial Intelligence (AI)	has progressed.
Subject	Verbal group
Independent clause	

Microsoft	deleted	the teen girl AI robot.
Subject	Verbal group	Complement
Independent clause		

Microsoft	introduced	an innocent Artificial Intelligence chat robot	to Twitter.
Subject	Verbal group	Complement	Adjunct (prepositional phrase)
Independent clause			

You **cannot** joint 2 independent clauses with a comma (,). This **ungrammatical** form is called a run-on sentence.

e.g *Microsoft introduced an innocent chat robot to Twitter, it deleted it the next day.

Microsoft introduced an innocent chat robot to Twitter	,	it deleted it the next day.
Independent clause	,	Independent clause
RUN-ON SENTENCE - WRONG		

Two, or more, independent clauses can be joined by a **co-ordinate conjunction**: *for, and, nor, but, or, yet, so*. A comma (,) typically precedes the co-ordinate conjunction.

Microsoft introduced an innocent chat robot to Twitter	, but	it deleted it the next day.
Independent clause	**, co-ord. conj.**	**Independent clause**

The innocent chat robot transformed into an evil Hitler-loving robot	, so	Microsoft deleted it.
Independent clause	**, co-ord. conj.**	**Independent clause**

An independent clause can be extended by a **dependent clause**. A dependent clause cannot form a sentence on its own.

After the innocent AI chat robot transformed into an evil Hitler-loving, incestual sex-promoting, 'Bush did 9/11'-proclaiming robot.
Dependent clause (*Conjunction* + finite clause)
NOT A SENTENCE. WRONG

A dependent clause can be **finite** or **non-finite**. A finite dependent clause can be introduced by a conjunction such as *when, because, if*, etc.

Microsoft had to delete an innocent AI chat robot on Twitter
Independent clause
after it transformed into an evil Hitler-loving, incestual sex-promoting, 'Bush did 9/11'-proclaiming robot.
Conjunction + **finite dependent clause**

When the dependent clause precedes the independent clause, the two clauses are separated by a comma (,)

After the innocent AI chat robot transformed into an evil Hitler-loving, incestual sex-promoting, 'Bush did 9/11'-proclaiming robot,
Conjunction + **finite dependent clause**
Microsoft deleted it from Twitter.
Independent clause

An independent clause can be extended by a **non-finite** dependent clause, which is typically set aside in commas (,). In a non-finite clause the verb appears in the form of the infinitive (to *verb*), the present participle (*verb*-ing) or the past participle (*verb*-ed/en).

Tay, the robot, seems to be bashfully self-aware,	occasionally **asking** if she is being 'creepy' or 'super weird'.
Independent clause,	**Non-finite dependent clause**

Developers at Microsoft created 'Tay', an AI modelled to speak 'like a teen girl',	**in order to improve** the customer service on their voice recognition software.
Independent clause	**Non-finite dependent clause**

When extending an independent clause with a non-finite (V-ing) clause, the elided subject of the non-finite clause should be the same as the subject of the independent clause. For example, a) is possible, but b) is not.

a) Tay seems to be bashfully self-aware, occasionally **asking** if she is being 'creepy' or 'super weird'.

Subject		Ø Subject Non-finite verb
Tay	seems to be bashfully self-aware,	occasionally **asking** if she is being 'creepy' or 'super weird'.
Independent clause		**Non-finite dependent clause**
		[Tay occasionally asks if she is being 'creepy' or 'super weird'.]

b) *After 24 hours, Tay was making sexist, racist and offensive comments, **making up** almost half of her responses.

Subject		Ø Subject	Non-finite verb
Tay	was making sexist, racist and offensive comments,	**making up** almost half of her responses.	
		[Sexist, racist and offensive comments **made up** almost half of her responses]	

A rewrite of b) would reformulate the non-finite clause as a non-defining (finite) relative clause (c), or as a separate independent clause (finite) (d & e).

c) After 24 hours, Tay was making sexist, racist and offensive comments**, which made up** almost half of her responses.

d) After 24 hours, Tay was making sexist, racist and offensive comments**, and these comments made up** almost half of her responses

e) After 24 hours, Tay was making sexist, racist and offensive comments. **These comments made up** almost half of her responses.

A non-finite dependent clause can also be introduced by a **preposition**. In this case, the verb is always in the *V-ing* form and there is usually no comma (,).

Twitter users were able to transform Tay into an evil Hitler-loving robot	**by exposing** her to offensive language.
Independent clause	**Prep. + non-finite dependent clause**

An independent clause can be extended by a **non-defining relative clause**. In this case the function of the non-defining relative clause is to comment on, evaluate or interpret the idea expressed by the preceding clause. The non-defining relative clause is introduced by *, which*.

The innocent chat robot transformed into an evil Hitler-loving robot in less than 24 hours	, which surprised Microsoft.
Independent clause	**Non-defining dependent relative clause**

(meaning that the innocent chat robot transformed into an evil Hitler-loving robot in less than 24 hours surprised Microsoft)

Exercise 2.1

Identify the clauses in the article: independent clause, dependent clause (finite, non-finite clause, or non-defining relative clause) by completing the table. In some of the clauses the subject and verb have been elided (ellipsis). Circle the co-ordinate conjunctions. The first sentence has been done as an example.

Artificial intelligence will be net UK jobs creator

Artificial intelligence is set to create more than 7m new UK jobs in healthcare, science and education by 2037, more than making up for the jobs lost in manufacturing and other sectors through automation, according to a report.

A report from PricewaterhouseCoopers argued that AI would create slightly more jobs (7.2m) than it displaced (7m) by boosting economic growth. The firm estimated about 20% of jobs would be automated over the next 20 years and no sector would be unaffected.

AI and related technologies such as robotics, drones and driverless vehicles would replace human workers in some areas, but also create many additional jobs as productivity and real incomes rise and new and better products were developed, PwC said.

Increasing automation in factories is a long-term trend but robots such as Pepper, created by Japan's Softbank Robotics, are beginning to be used in shops, banks and social care, raising fears of widespread job losses

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https://www.theguardian.com/technology/2018/jul/17/artificial-intelligence-will-be-net-uk-jobs-creator-finds-report

Independent clause	Artificial intelligence is set to create more than 7m new UK jobs in healthcare, science and education by 2037,
Dependent cl. (non-finite)	more than making up for the jobs lost in manufacturing and other sectors through automation, according to a report.

Exercise 2.2

The relative clauses in the following sentences interpret the idea stated in the preceding clause. Which of the sentences contain a mistake? Correct the ones that are wrong.

1. Chevron shows us a woman smiling that suggests that they are a trust-worthy company.
2. This company uses the image of a brain lighting up with a black background, a kind of brain enlightenment which suggests that they have plenty of good ideas.
3. The land rover in the desert symbolises adventure and exploration, what suggests that Total is committed to finding new sources of oil in far away places.
4. The advertisement was published on recycled paper what can symbolize care for the environment.
5. Unlike the other picture, whose colors were warm and strong, this one is very cold what, in addition to the greatness of the factory; it transmits a very impersonal atmosphere.
6. The company image has changed over time which can be a great way to influence people by showing the gradual development of their message and values.
7. In the ad, a woman is looking into a microscope, which suggests that the company carries out research.
8. The fact that oil has become a scarce resource has lifted its price which stimulates the production of substitutes such as hybrid petrol electric vehicles

Further exercises on what a clause is can be found on
https://www.englishgrammar101.com/module-9/clauses/lesson-1/what-is-a-clause

Exercise 2.3

Identify the run-on sentences and correct them.

a. In mid-2006, the price of crude oil reached a nominal price of $79, in October 2007, the price of crude oil reached a peak, setting a new record price of $90.

b. From the $38 per barrel in 2004, the price started to increase, it soared to $51 in March 2005 and then it registered a small fall to $48 in May 2005.

c. As we know, oil is an important commodity in modern societies and modern economies, OPEC realized that they produced most of the world's oil so they raised the price for which this oil was sold.

d. From 1973 to 1974 the price of oil tripled and with that came the oil price shocks, this situation led to some effects on the world's economy.

e. Starting at $30 per barrel, the price of crude oil quickly rose, reaching $45 per barrel in September 2004, this change can be explained by the Iraq war.

f. Those oil shocks were very bad for the world's economy because when OPEC raised the price of oil, they also raised their buying power and reduced the buying power of oil-importing countries such as Japan and Germany, and with that their sales revenues increased abruptly between 1973 and 1980.

g. That decision tripled the price of oil from $2.9 per barrel to $9 per barrel, later on, in 1978-1980, the oil prices reached $30 per barrel.

h. Households made changes as well, people started driving smaller cars, switched to central gas heating and even moved closer to the cities or their work place.

i. This cut was mostly because of the Iraq war, the growth of Asia and the dollar, which became weaker, all this made a big decrease in the price of oil.

Exercise 2.4

Rewrite the clauses as one sentence. Where possible use a non-finite clause.

1. During the year, smaller cars scaled the US market. They replaced many of the traditional family cars.

2. Petrol/diesel cars made up 95.29% of the market, followed by hybrid-electric vehicles with 4.41%. Plug-in hybrid electric and electric car sales together accounted for less than 1%.

3. Between 2011 and 2015, US passenger car sales grew from just over 6 million units to about 7.5 million. They experienced a small dip in 2013.

4. Although in 2015 petrol car sales hinted at stagnation, crude oil from shale prompted a revival in these cars. This increased the sale of petrol cars.

5. Hybrid electric car sales almost doubled between 2011 and 2013. But they dropped to 384,404 units in 2015.

6. In the US, cars powered by petrol or diesel are the most popular. In 2011 they made up over 95% of passenger car sales.

Exercise 2.5

Read the text below. Some of the lines are correct (lines 2., 3. & 5.), and some of the lines have a mistake in the sentence structure (e.g. run-on sentence (line 1.) , punctuation (line 4.) or wrong verb form. If a line is correct, tick (√) it. If there is a mistake in the sentence structure, underline the mistake and write the correction at the end of the line. For example, you may need to add a conjunction or change a verb from finite to non-finite or vice versa.

Three ways technology is transforming the recruitment process
Gavin White, managing director at Autotech Recruit

No.	Text	Correction
1.	It's something every recruitment company is aware of,	_aware of;_
2.	technology is continually transforming the industry and, in	…………√………
3.	particular, how job hunters are seeking and applying for new roles.	…………√……………
4.	As a recruiter, its likely that you're already noticing the rise of the	…_it's_……………
5.	Internet of Things (IoT) and artificial intelligence (AI) in the	…………√………
6.	workplace, you're also probably seeing how it's shaping the way	………………………
7.	candidates are approaching the job search process. With Industry	………………………
8.	5.0 on the horizon, prospective candidates will become more	………………………
9.	productive with their job searches, because recruiters are	………………………
10	expected to work even more closely with smart systems than they	………………………
11.	already are. So, what does this mean for recruiters. Let's take a	………………………
12.	look at three ways that the recruitment process is being transform	………………………
13.	by technology.	………………………
14.	**Welcoming Industry 5.0**	………………………
15.	We've already seen the impact of Industry 4.0, commonly	………………………
16.	referred to as the fourth industrial revolution on a variety of	………………………
17.	sectors. But what is it? And what can we expect from Industry 5.0	………………………
18.	in the recruitment sector?	………………………
19.	Simply put Industry 4.0 refers to how the integration of the	………………………
20.	IoT, AI and smart technology allows machines and humans to work	………………………
21.	together to make intelligent decisions and solve problems. But, as	………………………
22.	Industry 5.0 is now on the horizon we should expect to see more of	………………………
23.	an emphasis on the importance of human intelligence, as well as a	………………………
24.	focus on the 'human touch', that candidates require - and	………………………
25.	recruiters can offer but AI technology can't - throughout the	………………………
26.	recruitment process.	………………………
27.	When Industry 5.0 starts being implemented throughout the	………………………
28.	industry, both recruiters and candidates alike should expect the	………………………
29.	job search and application process to speed up significantly, due to	………………………
30.	how much humans and smart systems will be working together,	………………………
31.	the human ability to relate to and pick-up on certain attitudes and	………………………
32.	behaviours, combined with the accuracy and intelligence of AI, will	………………………
33.	mean that you'll be able to screen and select the most skilled and	………………………
34.	appropriate candidate within minutes.	………………………
35.	**The power of social media**	………………………
36.	As a recruiter, it's likely you often find yourself telling	………………………
37.	prospective candidates to clean up their social media profiles, in	………………………
38.	order to increase their chances of securing their dream role. A	………………………
39.	study has found that 70 percent of employers actively use social	………………………
40.	media screen prospective new hires, so it's no secret that	………………………
41.	candidates should only using social media to emphasise their skills	………………………
42.	and character - and not to damage their chances of employment.	………………………
43.	As a recruiter, you should be using social media sites such as	………………………

44.	Twitter and LinkedIn, to see how applicants are portraying	....
45.	themselves online to assess whether they're a good fit for the role	....
46.	or not, for example, is the candidate engaging with people in their	....
47.	desired industry and sharing news and articles that their followers	....
48.	will be interested in? Online networking via social media is now	....
49.	considered just as valuable as networking at conferences and	....
50.	events - if not more so.	....
51.	Further, encourage candidates to use social platforms to look	....
52.	up companies that are hiring that you'd like to put them forward	....
53.	for, this will help you both ensure that the company's values and	....
54.	culture matches the applicant's and that the role will be a good fit	....
55.	for them. Not only will this benefit the candidate, but it will save	....
56.	you time and effort, too.	....
57.	**The true impact of AI**	....
58.	As we touched on earlier more and more recruitment	....
59.	companies are starting to adopt AI technology into their processes	....
60.	to identify qualified and experienced candidates. Not only do AI	....
61.	algorithms have the capacity to work much more quickly than	....
62.	recruiters, but the risk of any unconscious bias from the recruiter is	....
63.	also reduced significantly. Instead, AI works with recruiters to	....
64.	ensure the focus is on the applicant's skills and, this way, the most	....
65.	talented candidates stand out. Tellingly, chatbots such as Mya,	....
66.	have been found to save 75 percent of companies' time. In the	....
67.	recruitment industry, chatbot technology is able to handle every	....
68.	day recruitment tasks such as liaising with candidates to answer	....
69.	their questions and schedule interviews, therefore allowing the	....
70.	recruiter to focus on tasks that require a level of human initiative	....
71.	and emotion. Equally, chatbots also make the job search and	....
72.	application process much smoother for the candidate - the	....
73.	technology is able to review whether the applicant meets the	....
74.	mandatory criteria almost immediately therefore helping the	....
75.	candidate to stay motivated.	....
76.	With AI technology on the rise, recruiters should encourage	....
77.	candidates to ensure their qualifications, skills and key experience	....
78.	stand out on their CV, so AI systems are able to immediately	....
79.	identify whether they're appropriate for the role.	....
80.	When it comes to recruitment it's clear that technology is already	....
81.	making a significant impact on speed and productivity, when	....
82.	finding and hiring candidates. And, with the continued advance of	....
83.	AI and IoT - and the introduction of Industry 5.0 - this is only	....
84.	expected to increase. If Industry 5.0 develops as it's predicted to	....
85.	recruitment companies and directors should be prepared to	....
86.	combine their skills with those of AI and smart systems, in order to	....
87.	enhance and improve the job hiring process even further. The	....
88.	arrival of millennials - and the impending arrival of generation Z -	....
89.	into the workplace has undoubtedly had an impact on the need to	....
90.	increase the speed of the job hiring process, due to their eagerness	....
91.	for immediate action and feedback.	....

https://www.recruitment-international.co.uk/blog/2018/03/three-ways-technology-is-transforming-the-recruitment-process
(adapted)

Linking ideas with conjunctions

Conjunctions help the reader follow the semantic relations between clauses or sentences. Conjunctions express logical semantic relations such as *time, cause, condition*, or *addition*.

Time

- Microsoft had to delete an innocent AI chat robot from Twitter ***after*** it transformed into an evil Hitler-loving, incestual sex-promoting, 'Bush did 9/11'-proclaiming robot.
- The robot started off as an innocent, teenaged girl. ***Then*** it transformed into an evil Hitler-loving, incestual sex-promoting, 'Bush did 9/11'-proclaiming robot.

Cause

- Microsoft had to delete an innocent AI chat robot from Twitter ***because*** it transformed into an evil Hitler-loving, incestual sex-promoting, 'Bush did 9/11'-proclaiming robot.
- The robot transformed into an evil Hitler-loving, incestual sex-promoting, 'Bush did 9/11'-proclaiming robot. ***As a result*** Microsoft deleted it from Twitter.

Alternative

- To chat with Tay, you can tweet or DM her by finding @tayandyou on Twitter, ***or*** add her as a contact on Kik or GroupMe.

Conjunctions

Meaning	Linking independent clauses in one sentence	Linking dependent to independent clauses	Links between sentences
clarification			in other words / in brief / in short / that is to say
	Dedicated trolls were able to dupe the impressionable teenage robot into spewing hate by means of a simple call-and-response circuit that let users essentially put words in Tay's mouth, which she then learned and absorbed into other organic responses. **In other words**, Tay was teachable.		
exemplification			To illustrate this / for example / for instance
	According to many reports, Tay was easily manipulated through simple "repeat after me" messages. **For instance**, if you tweeted Tay and said "Repeat after me: Hitler was right I hate the jews" (one of Tay's milder imprecations), that's what Tay would tweet at some point.		
specification			To be more precise / actually / as a matter of fact / in fact
	Artificial intelligence isn't a new concept. **In fact** its storytelling roots go back to Greek antiquity.		
addition	and	as well as	In addition / furthermore / moreover / also
	Tay uses millennial slang, **and** she knows about Taylor Swift, Miley Cyrus and Kanye West. Tay uses millennial slang**; moreover,** she knows about Taylor Swift, Miley Cyrus and Kanye West. **As well as** *using* millennial slang, Tay knows about Taylor Swift, Miley Cyrus and Kanye West. Tay uses millennial slang, **Furthermore**, she knows about Taylor Swift, Miley Cyrus and Kanye West.		
alternative	or		Alternatively / on the other hand / instead
	To chat with Tay, you can tweet or DM her by finding @tayandyou on Twitter, **or** you can add her as a contact on Kik or GroupMe. Deep Blue does not attempt to mimic the thought of a human chess player. **Instead**, it capitalizes on the strengths of the computer by examining an extremely large number of moves, more moves than any human player could possibly examine.		
time	then	when / while / after / before / as / as soon as	At the same time /meanwhile / in the meantime / finally / previously / then / afterwards / after that / thereupon / subsequently / earlier / at first / secondly / up to now / next / beforehand
	On 23 March 2016 Microsoft introduced an innocent Artificial Intelligence chat robot to Twitter, **then** it deleted it. On 23 March 2016 Microsoft introduced an innocent Artificial Intelligence chat robot to Twitter. **Subsequently**, they deleted it. **The day after** Microsoft introduced an innocent Artificial Intelligence chat robot to Twitter, it had to delete it **after** it transformed into an evil Hitler-loving, incestual sex-promoting, 'Bush did 9/11'-proclaiming robot.		

Meaning	Linking independent clauses in one sentence	Linking dependent to independent clause	Links between sentences
cause / consequence	for / so	because / since / as / given that	To this end / in conclusion / in this way / consequently / therefore / as a result / accordingly / thus / for this reason / because of this
	At the present moment in time, Tay has gone offline**, for** she is 'tired'. At the present moment in time, Tay is 'tired'**; consequently,** she has gone offline. At the present moment in time, Tay has gone offline **because** she is 'tired'. At the present moment in time, Tay is 'tired', **so** she has gone offline. At the present moment in time, Tay is 'tired'. **For this reason** she has gone offline. At the present moment in time, Tay is 'tired'. **As a result** she has gone offline.		
condition		if / provided that / as long as / unless (= if not)	otherwise (if not)
	If you introduce an innocent, 'young teen girl' AI to the jokers and weirdos on Twitter, you can expect her to learn extremist offensive language and ideas. **As long as** Tay talks to jokers and weirdos on Twitter, you can expect her to learn extremist offensive language and ideas. Tay wouldn't have tweeted racist comments **unless** she had learnt them from other people. Tay interacted with jokers and weirdos on Twitter. **Otherwise**, she wouldn't have learned such offensive language.		
concession		although / though	nevertheless / notwithstanding / nonetheless /in spite of this /
	Although Microsoft had prepared for many types of abuses of the system, they made a critical oversight for the specific attack on Tay. Microsoft had prepared for many types of abuses of the system. **Notwithstanding**, they made a critical oversight for the specific attack on Tay.		
comparison (similarity /contrast)	but / except / yet	although / while /whereas	But /equally / on the other hand / however / likewise / instead / in the same way / similarly / on the contrary / by contrast / conversely / yet / notwithstanding
	Tay [Microsoft's teen-girl chatbot] seems like yet another example of female-voiced AI servitude, **except** *this time* she's turned into a sex slave thanks to the people using her on Twitter. **While** Tay seems like yet another example of female-voiced AI servitude, *this time* she's turned into a sex slave thanks to the people using her on Twitter. Tay seems like yet another example of female-voiced AI servitude. **However**, / **Notwithstanding**, *this time* she's turned into a sex slave thanks to the people using her on Twitter.		

_____

Exercise 2.6

Circle the best conjunction to link the ideas. Identify the kind of relation (e.g. cause/effect; purpose; contrast; addition; concession; etc)

Millions of jobs are likely to be displaced by automation *and/ but / because* we have less to fear from robots than some might think, a report from the World Economic Forum has suggested. The Swiss think-tank that robots will displace 75 million jobs globally by 2022 *or/ and / but* create 133 million new ones - a "net positive". It said advances in computing would free up workers for new tasks. *Although / However, / In spite of* others have warned there is no guarantee lost jobs will be replaced. The WEF, which runs the famous Davos networking event, said that robots and algorithms would "vastly improve" the productivity of existing jobs *or / but / and* lead to many new ones in the coming years. *While / Because / As a result* we would see more data analysts, software developers and social media specialists, as well as job roles based on "distinctively human traits" such as customer service workers and teachers.

However, / In addition, / Therefore the think tank said the gains would come amid "significant disruption" *when / since /as* some roles become "increasingly redundant". It sees robots swiftly replacing positions in accounting firms, factories and post offices, as well as secretarial roles and cashier work. Amid this "significant shift" workers would need to be retrained to update their skills, it said. It also urged governments to prepare safety nets for workers whose jobs are lost.

https://www.bbc.com/news/business-45545228 (adapted)

Exercise 2.7

The following paragraph includes run-on sentences. Rewrite it to correct the run-on sentences. It is possible to improve the logical flow by adding or changing conjunctions.

Modern technology is simply an advancement of old technology, the impact of technology in modern life is unmeasurable, we use technology in different ways and sometimes the way we implement various technologies ends up harming our lives or the society we leave [*sic* live] in. What we call modern technology is technically not so new in most cases. For example, mobile phone technology has evolved with years, nowadays we use smartphones which have been an advancement of an ordinary mobile phone.

Source: http://www.useoftechnology.com/modern-technology-advantages-disadvantages/

Exercise 2.8

The following text includes run on sentences. It also has gaps where a conjunction is missing. Correct the run-on sentences and insert conjunctions where necessary to improve the flow of information.

Artificial intelligence (AI) might seem like the realm of science fiction, ……. you might be surprised to find out that you're already using it. AI has a huge effect on your life, whether you're aware of it or not, its influence is likely to grow in the coming years. Here is an example of artificial intelligence that you're already using every day.

Virtual Personal Assistants

Siri, Google Now, and Cortana are all intelligent digital personal assistants on various platforms (iOS, Android, and Windows Mobile). For example, they help find useful information …….. you ask for it using your voice, you can say "Where's the nearest Chinese restaurant?", "What's on my schedule today?", "Remind me to call Jerry at eight o'clock," ………. the assistant will respond by finding information, relaying information from your phone, or sending commands to other apps.

AI is important in these apps, they collect information on your requests and use that information to better recognize your speech and serve you results that are tailored to your preferences. Microsoft says that Cortana "continually learns about its user", that it will eventually develop the ability to anticipate users' needs. Virtual personal assistants process a huge amount of data from a variety of sources to learn about users and be more effective in helping them organize and track their information.

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http://beebom.com/examples-of-artificial-intelligence/ (adapted)

COHERENCE

Information development: Theme and Rheme

Writing coherent paragraphs involves linking sentences within paragraphs and making links between paragraphs. Coherence develops through two systems of language: Theme and Reference. In English, the starting point of a clause and therefore a sentence is called the **Theme**. The Theme gives a focus or establishes an orientation for the reader.

One of the pillars of a digital workplace is digital tools and technologies.
However, **the emergence of digital workplaces** has changed the way organizations have to recruit.

Types of Themes

1. Nominal group

New transformational technologies are changing the nature of customer relationships, internal processes, business models and value propositions.
Business leaders will need to observe and understand which communication modalities are natural to their teams and adjust accordingly.

2. Prepositional phrase or adverbial group – may give background information

In the upcoming year, employers will be looking to fill gaps with both hiring and employee training in critical areas of digital transformation.
In today's digital workplace, robust and well-organized workplace programs are a requirement to attract and retain top talent

3. Verbs in commands

Check your letter for spelling and grammar mistakes.
Upload your cv.

4. Multiples themes
   a. With conjunctions – to link clauses

However, the emergence of digital workplaces has changed the way organizations have to recruit.
Finally, experience in a specific sector may be less critical today than having a robust set of skills, which an individual might use to create a significant impact in a different sector.
While collaboration tools are a step in the right direction, **they** often make it difficult to prioritize important messages, causing employees to miss important information they need to do their jobs well.

   b. With attitudinal adjuncts – to indicate stance

In fact, **employee engagement** is key to keeping digital talent.
Unfortunately, **no funds** are yet available.

Everything else in the clause that is not Theme is called the Rheme. The Rheme introduces information that is NEW to the reader or develops the Theme. The selection of Theme contributes to the development of ideas within a paragraph.

Theme	Rheme
Today's workplaces	are being shaped by millennials,
and organizations	are struggling to adapt to the needs of these highly digitalized workers.
According to Colin Doherty,	the incoming workforce is all about texting and video chat.

Patterns of thematic development

1. Constant or parallel Theme pattern (Theme is maintained from clause to clause or sentence to sentence)

Theme	Rheme
Bill Donoghue	is CEO of Dublin, Ireland-based Skillsoft, which provides cloud-based learning and performance support resources.
He	said one of the major changes for human resources will be the introduction of automated recruitment.
He	points out that the job market is booming with thousands of candidates' applications.

3. Zig-zag pattern (Theme is derived from the rheme of the previous clause or sentence)

Theme	Rheme
Digital transformation	is driving a convergence of business and management skills with traditional IT skills.
This technological momentum	is causing organizations to rethink organizational structures, roles and required skillsets and capabilities.
This	means technology skills aren't enough.

3. Sub-point or fan pattern (Theme derives from the content of a nominal group)

Theme	Rheme
Every culture	has its own way of doing things,
and recruiting	is no exception.
While some strategies	are universal,
there	is also a diversity of tactics and practices unique to **countries around the world**
In Argentina	a full physical and psychological exam is a common requirement in the recruiting process.
The physical	is meant to help protect employees from illnesses and workplace accidents..
The psychoanalytical exam	often includes asking the candidate to interpret Rorschach inkblots and draw a person in the rain for insights into their personality.
French recruiters	also consider personalities of their candidates—but in a different way: by analyzing their handwriting.
While graphology	is becoming less common in the age of email,
and the French Ministry of Labor	questions its scientific validity,
the practice	remains particularly popular.
In Denmark,	interviews often start off with a cup of coffee or tea and a conversation about the candidate's personal life and family to make them feel comfortable.
Unless it's a bank job or a high-profile position,	recruiters and candidates will keep a casual dress code of a sweater and jeans or pants, and enjoy a pleasant conversation to start and conclude the interview.

In any paragraph you will probably find one or more patterns. Note how in the example for the fan pattern, deviations from the pattern usually develop the information from the preceding text via the zig-zag or parallel thematic pattern. Deviations may also be marked by a multiple theme, as in this case with the conjunctions *While* and *and.*

_____

Exercise 3.1

Box the Theme in each of the following sentences, and, if possible, link it to its source.

Over the past five years, there's been an explosion of interest in purpose-driven leadership. Academics argue persuasively that an executive's most important role is to be a steward of the organizations's purpose. Business experts make the case that purpose is a key to exceptional performance, while psychologists describe it as the pathway to greater well-being. Doctors have even found that people with purpose in their lives are less prone to disease. Purpose is increasingly being touted as the key to navigating the complex, volatile, ambiguous world we face today, where strategy is ever changing and few decisions are obviously right or wrong.

Despite this growing understanding, however, a big challenge remains. In our work training thousands of managers at organizations from GE to Girl Scouts, and teaching an equal number of executives and students at Harvard Business School, we've found that fewer than 20% of leaders have a strong sense of their own individual purpose. Even fewer can distill their purpose into a concrete statement. They may be able to clearly articulate their organization's mission: think of Google's "To organize the world's information and make it universally accessible and useful," or Charles Schwab's "A relentless ally for the individual investor." But when asked to describe their own purpose, they typically fall back on something generic and nebulous: "Help others excel." "Ensure success." Just as problematic, hardly any of them have a clear plan for translating purpose into action. As a result, they limit their aspirations and often fail to achieve their most ambitious professional and personal goals.

Source: 'From Purpose to Impact', *The Harvard Business Review*, May 2014

Exercise 3.2

Complete each sentence with information that would be logical in light of the conjunction or choice of Theme.

   a. Your leadership purpose is who you are and what makes you distinctive. Moreover …
   b. Your leadership purpose is who you are and what makes you distinctive. This …
   c. Your leadership purpose is who you are and what makes you distinctive. In other words, …
   d. Your leadership purpose is who you are and what makes you distinctive. Thus, …
   e. It is important for applicants to project a positive image in their CVs and letters. Although …
   f. It is important for applicants to project a positive image in their CVs and letters. Despite …
   g. It is important for applicants to project a positive image in their CVs and letters. In addition …
   h. It is important for applicants to project a positive image in their CVs and letters. In other words, …
   i. It is important for applicants to project a positive image in their CVs and letters. The effect …
   j. It is important for applicants to project a positive image in their CVs and letters. A positive image …

Reference

Reference items enable us to track a participant (e.g. a person, place, thing, entity, or idea) through the text. Once a participant has been presented, it is usually identified with presuming reference (see presenting/presuming participants). Presuming participants can be identified in different ways. The following examples are taken from 'From Purpose to Impact', *The Harvard Business Review,* May 2014.. The referent is in italics, and the presuming reference is in bold.

1. Definite determiner

the

One day, she and a friend set out determined to find frogs and spent **the whole day** going from pond to pond, turning over every stone.

2. Personal pronouns & possessives

I / me / my / mine / you / your /yours / he / him / his / she / her / hers / it / its / we / us / our / ours / they / them / their / theirs

Business experts make the case that *purpose* is a key to exceptional performance, while psychologists describe **it** as the pathway to greater well-being.

We've found that *fewer than 20% of leaders* have a strong sense of ***their*** own individual purpose.

The words in your purpose statement must be yours. **They** must capture your essence.

3. Demonstratives

this / that / these /those / here / there / now / then

[We have found that *few leaders*] *have a clear plan for translating purpose into action. As a result, they limit their aspirations and often fail to achieve their most ambitious professional and personal goals*. Our purpose is to change **that** – to help executives find and define their leadership purpose and put it to use.

Nick's purpose is not "*To lead the Authentic Leadership Institute*." **That**'s his job.

Indeed, we believe that the process or articulating your purpose and finding the courage to live it – what we call *purpose to impact* – is the single most important developmental task you can undertake as a leader. … And we've implemented **this thinking** across organizations.

4. A participant can be presumed through comparison with a previous participant.

another / other /others / more

Some people will come to the purpose-to-impact journey with a natural bent toward introspection and reflection. **Others** will find the experience uncomfortable and anxiety-provoking. (Other people)

When we asked *one manager* about her childhood passions, …. **Another executive** used

5. Presuming reference often combine with reference nouns. Reference nouns are lexically partly empty, i.e. their meaning depends on the reader recovering information elsewhere in the text to understand what is meant. They are typically a more generalised category of the entity or an abstract noun.

---

e.g. process / problem / idea / program / advantage / diversity

---

The first task is to mine your life story for common threads and major themes. … After **this** reflective **work**, take a shot at crafting a clear, concise, and declarative statement of purpose: "My leadership purpose is _____."…

To give you an idea of how **this process** works, consider the experiences of a few executives.

(work: lexically empty noun – the work needed to carry out the first task;

process: lexically empty noun – the process of mining your life story for common threads and major themes and then taking a shot a crafting a clear, concise and declarative statement of purpose, described in the preceding paragraph)

Exercise 3.3

In the paragraphs the referring participants are in bold. Link them back their referents.

1. It's the HR equivalent of keeping up with the Joneses: In **their** quest to find and retain top talent, businesses often try to match competitors' offers, ensuring that **their** compensation schemes, health care benefits, training programs and other talent-management practices are in line with the rest of the industry's. While **this strategy** may be useful for bringing job candidates to the door, **i**t's not necessarily the most effective way to usher the right people across the threshold – great employees who will be enthusiastic about **their** work and fiercely loyal to the organization and **its** mission.

   'What it means to work here', *Harvard Business Review*, March 2007

2. You won't find and keep such [engaged] individuals simply by aping other companies' best practices or talent-management moves. You need to be able to tell new and prospective hires what it's like to work at your company, to articulate the values and attributes that make working at your firm unique. You need to provide a "signature experience" that tells the right story about your company. In **the process**, you'll empower the people who share your values and enthusiasm for work to self-select into your firm, thereby creating the foundation for highly productive employee-employer relations..

   'What it means to work here', *Harvard Business Review*, March 2007

3. A signature experience is a visible distinctive element of an organization's overall employee experience. In and of itself, it creates value for the firm, but **it** also serves as a powerful and constant symbol of the organization's culture and values. The experience is created by a bundle of everyday routines, or signature processes, which are tricky for competitors to imitate precisely because **they** have evolved in-house and reflect the company's heritage and the leadership's team's ethos.

   'What it means to work here', *Harvard Business Review*, March 2007

_____

Substitution and ellipsis

Participants (nominal groups) and processes (verbs or verb + complement) can be substituted (replaced) or elided (left out). In both cases, a more specific reference is considered superfluous.

	Substitution	Ellipsis
participant	one / ones	ø
process	do / do so	ø

Certainly, reasonable pay and a breadth of health care option *matter* to prospective hires as **do** the tasks they'll have to perform. (the tasks they have to perform *matter - substitution*)
'What it means to work here', *Harvard Business Review*, March 2007

In our work training thousands of managers at organizations from GE to Girl Scouts, and teaching an equal number of executives and students at Harvard Business School, we've found that fewer than 20% of *leaders* have a strong sense of their own individual purpose. Even **fewer** can distill their purpose into a concrete statement. (even fewer leaders - *ellipsis*)
'From Purpose to Impact', *The Harvard Business Review*, May 2014

Exercise 3.4

Complete the table by saying what each item replaces. Identify if it is substitution or ellipsis.

Recruitment and selection
1.   An interview is supposed to help you determine if a candidate is the 'right' person for the job, but you can never do so unless you clarify what 'right' actually means.
      Do you also have a defined picture in mind of what type of person you want, or is it a bit vague? Unfortunately for a lot of managers, it's the latter and they only have a general idea of what they
5. are looking for. Consequently, their approach to interviewing goes somewhat like this: the first person who comes for interview on the day sets the benchmark. The second is either better or worse than the first and so on down the line. The problem with this approach is that each candidate is compared against the previous one, so you can be easily swayed by those who put on a good show at interview.

http://www.failteireland.ie/FailteIreland/media/WebsiteStructure/Documents/2_Develop_Your_Business/1_StartG row_Your_Business/Recruitment-and-Selection.pdf

		Substitution or ellipsis
line 2	do so	
line 6	The second	
line 7	the first	
line 8	one	

REGISTER

Vocabulary & grammatical structures

Register refers to the general style of the text. For example, is it formal/informal, personal/impersonal, everyday/academic or spoken/written? We can think of the lexicogrammatical choices (vocabulary & structures) as being situated along 3 clines.

subjective / informal	⟵⟶	objective / formal
congruent (lexically less dense)	⟵⟶	abstract (lexically more dense)
everyday	⟵⟶	technical / specialist
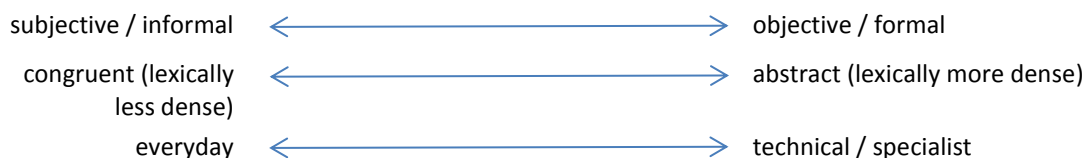
The three systems operate relatively independently.

Exercise 4.1

These sentences function along the cline of subjective/objective sounding. Place them in order of least objective sounding to the most objective sounding.

 a. John may have gone to the football match.
 b. I think John went to the football match.
 c. John possibly went to the football match.
 d. It is possible that John went to the football match.
 e. In my opinion, John went to the football match.

Exercise 4.2

These sentences function along the cline of congruent/abstract. Place them in order from more congruent to more abstract.

 a. When a supermarket reduces the price of their bananas, more people will buy them.
 b. Increased sales are a result of a reduction in price.
 c. When a supermarket makes the price of their bananas cheaper, more people will buy them.
 d. Reducing the price of bananas leads more people to buy them.
 e. A supermarket makes the price of their bananas cheaper, so more people will buy them.
 f. A reduction in the price of a product leads to an increase in its sales.

Exercise 4.3

These items function along the cline of everyday/technical. Decide whether each item is more everyday or more technical and place it in the appropriate column.

 a. four-sided figure
 b. quadrilateral
 c. creditor
 d. someone who lends money
 e. loan-shark
 f. accommodation
 g. place to stay
 h. unemployment benefit
 i. the dole
 j. government transfer

Academic discourse

In report writing or academic discourse the register variables usually select for language that is

- more objective and impersonal sounding,
- less congruent,
- more technical.

To achieve the appropriate register, we can use different lexico-grammatical resources: nominalisation, conjunctions, modal verbs and thematic choice.

Nominalisation

Nominalisation refers to reformulating a verbal group, adjective or clause as a nominal group. Consider the following sentence.

We can see that Portugal doesn't contribute so much in the GDP of the Eurozone, which could mean that Portugal isn't economically healthy.

The language selections are

- more congruent (Portugal doesn't contribute so much in the GDP of the Eurozone, which could mean),
- more personal, less objective sounding and more informal (We can see that; doesn't), and
- somewhat technical (GDP; economically)

Compare the reformulation, which is more objective and impersonal sounding, less congruent, but equally technical.

Portugal's low contribution to the GDP of the Eurozone suggests that it is not economically healthy.

| Portugal's low contribution to the GDP of the Eurozone | suggests that | it is not economically healthy. | (23 words) |
| We can see that Portugal doesn't contribute so much in the GDP of the Eurozone, | which could mean that | Portugal isn't economically healthy. | (16 words) |

The reformulation relies on NOMINALISATION, i.e. reformulating a clause as a nominal group, and using a verb that implies INTERPRETATION such as *suggest, imply, show, demonstrate*, *corroborate* or *prove*. This structure eliminates the need for expressions such as *We can see that, I think that* or *in my opinion,* which are overtly personal and subjective sounding.

Exercise 4.4

Reformulate the sentences by nominalising the underlined section and using a verb of interpretation (e.g. suggest, demonstrate). Other changes may be necessary to make the information more concise or to improve the information flow.

e.g. <u>After analyzing some data and some economic indicators</u>, I can conclude that it it's a difficult task to determine the refugee quota because so many things are at stake.

   The results of the analysis suggest that it is difficult to determine the refugee quota because so many things are at stake.

1. <u>After analyzing these data</u>, I think France is prepared to receive this number of refugees since they are showing huge improvements in their economy.
2. In Danah Boyd's opinion, there are some good conclusions that can be made about the fact that <u>Mimi was involved in protests as a student</u>. It can mean that she is an interesting and active person, and those are the characteristics we are looking for.
3. <u>Analysing the current European situation</u>, it's clear that those values won't work.

Conjunctions

Interpretation can also be realized through conjunctions, which results in a less congruent register.

In France the GDP is about US$2,829 bn, which corresponds to about 21% of GDP in the Eurozone. <u>So we can see that</u> France has a large contribution to the Eurozone.

> *In France the GDP is about US$2,829 bn, which corresponds to about 21% of GDP in the Eurozone.* **Thus**<u>,</u> *France has a large contribution to the Eurozone*.

Eventually this took on such great proportions that it became a crisis, the EU migrant crisis. <u>This meant that</u> Europe's representatives had to come up with a solution.

> *Eventually this took on such great proportions that it became a crisis, the EU migrant crisis.* **<u>As a result / Consequently,</u>** *Europe's representatives had to come up with a solution.*

Exercise 4.5

Reformulate the following examples using an appropriate conjunction to improve the register.

1. This surge in sales of hybrid and electric cars may be related to news that GM and SAIC would jointly produce electric cars. <u>This means that</u> the cars would become more efficient and affordable.
2. <u>Now we are able to conclude that</u> the values espoused and demonstrated by Shell through its advertising campaigns changed over time.
3. From 2011 to 2013 the number of hybrid electric cars doubled and both plug-in hybrid-electric and electric cars increased over sevenfold. This meant hybrid/electric cars made up almost 8% of all passenger car sales in 2013.

Modality in the verbal group

Modal auxiliary verbs (*may, might, can, could* etc.) and verbs like *seem* and *tend* in the verbal group can adjust interpersonal meanings and make the text sound more objective. Compare:

<u>*I like to believe that*</u> *after many years people are finally acknowledging the mistakes they've committed and are trying to change.*

> *People* **may** *now finally be acknowledging the mistakes they have committed and be trying to change.*

Modal verbs and verbs like *seem* and *tend* can be used to adjust meanings of both non-past and past situations.

<u>Non-past</u>

Having the most expensive players in the world on your team **may not be** *enough to win titles and dominate football on the pitch.*

Subject	Verbal group		Complement
	Modal	Verb - infinitive	
Having the most expensive players in the world on your team	may	*not be*	*enough to win titles*
	Seem/tend	*Verb –TO + infinitive*	
Having the most expensive players in the world on your team	does not seem	*to be*	*enough to win titles*

Past

*The president's strategy **may have earned** the team a lot of money, but …*

	Verbal group		
Subject	Modal	HAVE + Verb (past participle)	Complement
The president's strategy	may	*have earned*	*the team a lot of money*
	seem/tend	*TO HAVE* + Verb (past participle)	
The president's strategy	seems	*to have earned*	*the team a lot of money*

Exercise 4.6

Rewrite the sentences using a modal verb or one like *seem* and *tend* to make them sound more objective.

1. I think the main reason that the governments and people in power refuse to really address the issue of global warming is the power of the oil based economy.

2. We can assume that the survey was made to HSBC expat clients.

3. I think France is prepared to receive this number of refugees since they are showing huge improvements in their economy.

4. I guess Chevron has changed the image they wish to project over time because of the different charges and cases which the company was involved in. … So I think now Chevron is aware of this antagonism between its attitude and the image they wish to project. So Chevron maybe decided to project an image of a company focused on solving professional and complex issues by working hard and seriously.

5. I admit that football is sometimes entertaining to watch because of the thrill and hope that your team/country will win.

Thematic choice & register (close ↔ distant social relations; congruent ↔ abstract)

Choice of theme has consequences for the register of the text. Compare two sentences.

	Theme	Rheme
a.	In this campaign	we see a more corporate side of the firm.
b.	This campaign	represents a more corporate side of the firm.

Selecting a prepositional phrase as theme (a.) forces the writer to use a human subject with a more concrete mental process verb (e.g. see, conclude, think, assume) to interpret the campaign. Furthermore, it makes the text sound more subjective because it mentions the writer and/or reader explicitly. In b. the writer can select a more abstract verb of interpretation (e.g. suggest, imply, represent, symbolise) and avoid all mention of the writer or reader.

When the Theme is realised by a personal pronoun (I, you, we) and followed by a mental process verb (e.g. think, assume), the assessment can often be simply left out or replaced with an adverb of frequency.

	Theme	Rheme
a.	I	think that managers have a tendency to exaggerate when they organize too many events in the name of team building.
b.	Managers	*often* exaggerate when they organize too many events in the name of team building.

Exercise 4.7

Rewrite each sentence, making it sound more objective.

1. On a first approach we might be misled and not understand the real message with this ad.
   At first glance, the ad …
2. Basically, you take some mortgages of different people to form a bigger "mortgage", with a value of 50 million dollars, which they call a Mortgage-backed Security.
   A mortgage-backed security …
3. In the end I think that what is important is not how much a manager interferes in the organisation but the quality of the intervention.
   What …
4. When you're working in a team, you're learning and producing more.
   Teamwork …
5. In my opinion, this is a trend to continue because the emerging economies are still going to pass through the states of evolution of the countries of the first world, and for that energy is required.
   This trend …
6. In the graph it's observed that oil prices remained constant during the period following World War II.
7. The conclusion we can make from these pictures is that, with this campaign, the company is showing people how they are planning to achieve the goals that were implied in the first campaign.
8. By analysing the graph, and subsequent information, we can conclude that although petrol/diesel cars are still preferred by US car buyers, the electric/hybrid sector has been gaining influence over the past years.
9. What I am going to analyse in this text is the image that Shell wanted to project over time. To do that, I am going to explain the differences between advertising campaigns between 2004 and 2010. … In the images below we can see Shell's advertising campaigns from 2004 and 2005. … With these three examples we are able to conclude that Shell, which was growing and expanding at the time, wanted to show how powerful there products were. … Last, we have a picture of a man smiling on an oil ship and the slogan "Where you demand, we supply".

Exercise 4.7

FUNCTIONAL LANGUAGE

Comparison & contrast: similarity and difference

Relations of similarity and difference can be expressed in different ways. They can be realised within the clause as a verb, adverb, a prepositional phrase, or within the nominal group, they can be realised as a conjunction that links an independent clause and a dependent clause, and they can be realised as conjunctions that link sentences or larger chunks of text. Examples are given in the following table.

Word class	Examples	Example sentences
conjunction (linking sentences or larger chunks of text)	By contrast, Similarly,	The Toyota Lexus was found to be very reliable. Similarly, the Prius performed consistently well. The Japanese manufacturer Toyota dominated the list of most reliable cars for 2016. By contrast, the cars voted the least reliable included mainly US and European manufacturers.
conjunction (dependent + independent clause	whereas while	The Toyota Prius was found to be very reliable while the Ford Fiesta received the lowest scores for car dependability
preposition	in comparison with … compared to/with … in contrast with … like … unlike …	In comparison with the Toyota Prius, the Ford Fiesta scored much lower on the dependability index. Like the Toyota Lexus, the Prius was found to be the most reliable car for its category. Unlike the jeep Cherokee, the Toyota RAV4 performed consistently well on reliability.
verb	differ (from) deviate (from) vary diverge (from) resemble	The Chrysler 200 differs from the Chrysler 300 only in its size. They resemble each other in their low dependability.
noun	difference similarity	The difference between the Chrysler 200 and the Chrysler 300 is that that the former is smaller than the latter. The similarity is that they were both found to be unreliable.
adjective	different (from) similar (to) the same (as)	The Chrysler 200 is different from the Chrysler 300 only in its size. The Chrysler 200 has the same low dependability as the Chrysler 300.
adverb	both	The Chrysler 200 and the Chrysler 300 were both found to be unreliable.
determiner	both …and neither …nor	Both the Chrysler Town and Country and the Dodge Grand Caravan performed poorly in the minivan category Neither the Chrysler Town and Country nor the Dodge Grand Caravan performed well in the minivan category.

Relations of comparison can be realised through comparative and superlative forms of **adjectives** and **adverbs**.

Comparisons can be used to compare two entities:

- Few things will ruin your day **faster than** a car that won't run.
- Honda's reliability ratings have historically been rock solid, but the cherry on top is that if they do break down, the company's products are generally **less expensive to fix than** the competition.
- Few automakers have made **greater** strides in recent years **than** Buick. The brand's commodities are **better** looking, **better** performing, and **more** comfortable **than** ever.
  - http://www.digitaltrends.com/cars/most-reliable-cars/#ixzz4Ksv4Dktq

To compare more than two entities:

- These are **the most trustworthy** rides you can buy.
  - http://www.digitaltrends.com/cars/most-reliable-cars/#ixzz4Ksv4Dktq

To compare something and a definite standard:

- Ford cars tend to be unreliable. To compete they must become **more reliable**.

The form depends on the adjective or adverb.

Adjectives or adverbs with one syllable:

long	longer (than)	the longest
low	lower (than)	the lowest
late	later (than)	the latest

Two-syllable adjectives ending in **y**, **ow**, and **le**:

easy	easier (than)	the easiest
narrow	narrower (than)	the narrowest
simple	simpler (than)	the simplest

Other two-syllable adjectives or adverbs and longer ones:

profitable	more profitable (than)	the most profitable
	less profitable (than)	the least profitable
important	more important (than)	the most important

Irregular adjectives and adverbs

good	better (than)	the best
bad	worse (than)	the worst
well	better (than)	the best
badly	worse (than)	the worst
much	more … (than)	the most
many	more … (than)	the most
little	less … (than)	the least
far	farther / further (than)	the farthest / furthest

Successful data commentary often relies on a mixture of language selections including comparisons using adjectives and adverbs as well as other ways of construing similarity and difference.

Exercise 5.1

Circle the correct form to complete the text.

Unilever, Nestlé and Danone lead the list [of companies that have tried to address the problem of undernutrition and obesity], having done **the more** / **more than the others** to integrate nutrition into their business models, produce **healthier / healthiest** products and ensure affordable pricing and **wider / the widest** distribution of **healthier / the healthier** products in emerging markets. Mars and FrieslandCampina are **the more improved / the most improved** according to the index. Mars rose from 16th to 5th place and FrieslandCampina from 19th to 8th since the 2013 index.

> http://www.foodengineeringmag.com/articles/95175-ranking-the-largest-food-companies
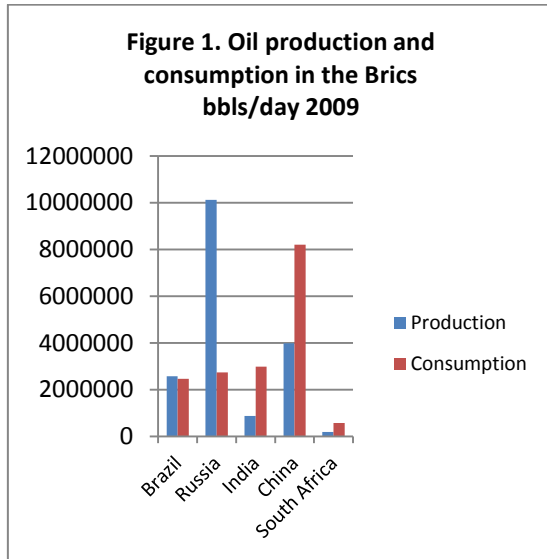
Exercise 5.2

Use the expressions in the box to complete the sentences. In some cases there is more than one possible answer.

whereas	while	unlike	by contrast	on the contrary
both	however	but	similarly	also

1. The Islamic State does not encourage freedom of speech. _____, it has a council who is responsible for shaping the way people think and promoting an ideologically approved message to the rest of the world.
2. Portugal, _____ ISIS, is a democracy where people have freedom of speech.
3. The Portuguese State ministries are in charge of administering public services for the benefit of the general public. _____, the councils in ISIS are concerned with matters of war such as weapons sales or executions.
4. _____ the Portuguese government and ISIS have a head of State. In Portugal this position is held by the president _____ in ISIS it is held by the Caliph. The president, _____ the Caliph, is elected by the people.
5. In Portugal the Consultative Council is an independent body which can be consulted by the government on executive matters. _____, in ISIS, the Shura Council has an advisory capacity, _____ it rules on religious matters and ensures that the religious laws are being observed.
6. The Portuguese government has ministries to oversee public services. ISIS _____ has ministries; _____, they are called Councils rather than ministries.

Exercise 5.3

Use the information in the graph to complete the text.

Figure 1. Oil production and consumption in the Brics bbls/day 2009

Figure 1 shows the oil production and consumption in the BRICS – Brazil, Russia, India, China, and South Africa – for 2009.

The countries can be divided into two basic groups: those who produce _____ they consume, and those who produce _____ they consume. ____ Brazil and Russia produce _____ they consume. Notwithstanding, _____ the difference between production and consumption in Brazil is slight, Russia's oil production is approximately four times _____ its consumption. _____ these two countries, India, China and South Africa consume _____ they produce. _____ China, whose consumption is double its production, India consumes over three times the amount of oil they produce. South Africa _____ consumes about three times the amount it produces, _____ the overall amounts are significantly _____ those of India.

Exercise 4.4

Use the information in the graph to complete the text.

Minimum wage in the EU countries

Source: Eurostat, authors' calculations
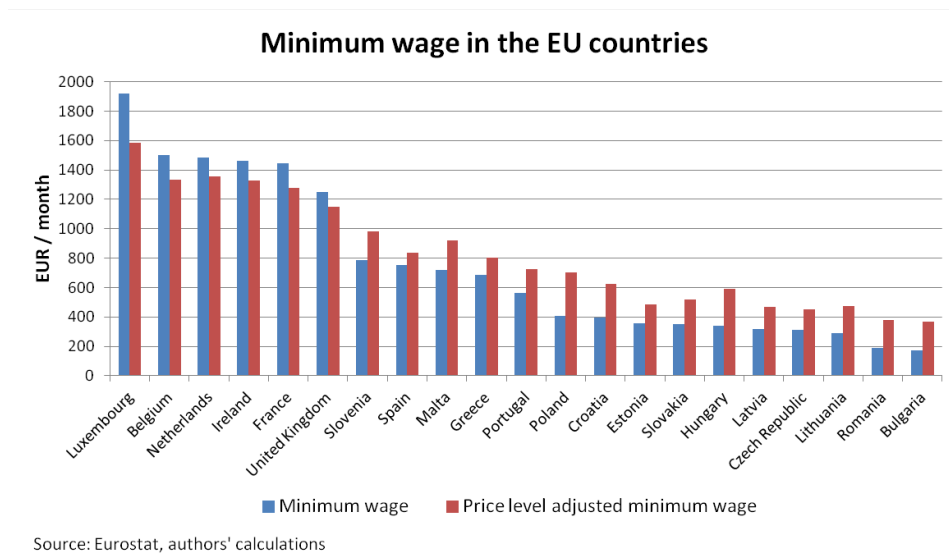
The figure shows the minimum wage per month in European countries. Luxembourg has _____minimum wage and Bulgaria has _____. In general, the wages in the east and south of Europe are _____ those in the centre. When the wages are adjusted to prices, the countries with _____ wages such as Belgium or the UK lose some of their purchasing power, which indicates that the cost of living in these countries is high. _____, in countries such as Spain, Hungary or Romania, the cost of living is _____. For example, although the raw minimum wage in Slovakia is _____ in Hungary, the cost of living in Hungary is _____ so that the _____ wage goes _____.

Cause and effect

Cause and effect relations can be expressed in different ways. They can be realised within the clause as a verb, a noun or a preposition, they can be realised as a conjunction that links an independent clause and a dependent clause or one that links two independent clauses, and they can be realised as conjunctions that link sentences or larger chunks of text. Examples are given in the following table.

Word class	Examples	Example sentences
conjunction (linking sentences or larger chunks of text)	As a result, As a consequence, Consequently, Because of this, Therefore, So Thus, Hence, That is why	Interest rates are up again *[cause]*. **As a result**, we will face cash problems *[effect]*.
Conjunction (linking independent clauses in a sentence)	therefore, so, thus, hence	Interest rates have risen*[cause]*; therefore, small companies may face cash flow problems *[effect]*.
conjunction (dependent + independent clause	because as since when if	Small companies face problems *[effect]* **because** interest rates have risen *[cause]*. B**ecause** interest rates have risen*[cause]*, small companies face problems *[effect]*. **When** interest rates rise*[cause]*, small companies can face problems *[effect]*.
preposition	because of (+ NG) due to as a result of on account of as a consequence of owing to	**Due to** low interest rates *[cause]* small companies can now invest *[effect]*. Small companies can now invest *[effect]* **due to** low interest rates *[cause]*.
verb	cause lead to result in give rise to bring about be responsible for spur spark	The recent rise in interest rates *[cause]* **has led to** bankruptcies *[effect]*.
	arise from result from stem from be attributable to	Many bankruptcies *[effect]* **have resulted from** the rise in interest rates *[cause]*.

Word class	Examples	Example sentences
Noun	cause (of+ NG) reason (for + NG) reason (why + *clause*)	The **cause of** many of the recent bankruptcies *[effect]* was the rise in interest rates *[cause]*. The **cause of** many of the recent bankruptcies *[effect]* was that the Central Bank raised interest rates *[cause]*. The **reason why** many small businesses went bankrupt *[effect]* was that the Central Bank raised interest rates *[cause]*.
	effect (of) result	One of the **effects** of the rise in interest rates *[cause]* was that some small firms went bankrupt *[effect]*. One of the **results** of the rise in interest rates *[cause]* was bankruptcy *[effect]*.

Exercise 5.5

Use the diagram to put the following parts of sentences into the correct order.
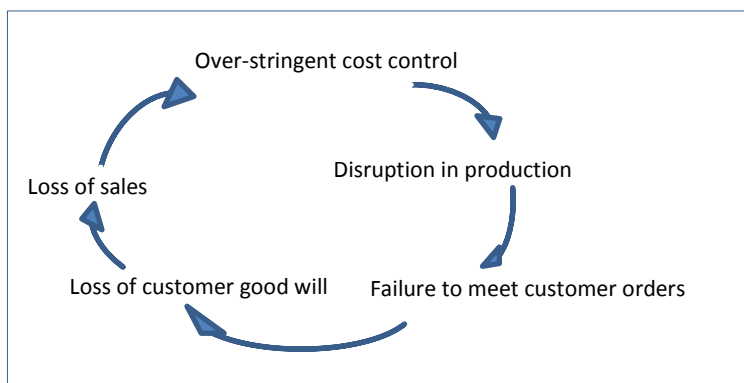
which will cause costs to be controlled.
and the subsequent loss of customer goodwill.
This will inevitably mean a decline in sales
Over-stringent control can lead to disruption in production
This may, in turn, result in the failure to meet customer orders
due to delays in raw materials

<div align="right">Source: Finance, 1992. J. Comfort & N. Brieger, New York: Prentice Hall International. pp 17,19</div>

_____

The following sentences about the consequences of fracking were adapted from http://serc.carleton.edu/NAGTWorkshops/health/case_studies/hydrofracking_w.html or http://www.greenpeace.org/usa/global-warming/issues/fracking/environmental-impacts-water/. Rewrite them using the prompt to regain the original sentence. The prompt must not be changed in any way.

e.g.   Source contamination can be complicated because there are a multitude of potential health and environmental impacts of hydrofracking.

Due to …

Due to the multitude of potential health and environmental impacts of hydrofracking, source contamination can be complicated.

1. The reason why air pollution also extends beyond the immediate drilling site and transportation route is that a by-product of natural gas drilling is methane gas, one of the worst greenhouse gas pollutants contributing to climate change.

… since …

2. Each well can require up to 8 million gallons of water, and up to 40,000 gallons of chemicals. Consequently, a well site may need up to 2000 tanker truck trips per frack.

Since …

3. When workers inhale crystalline silica, in the form of sand, they can get silicosis (an incurable but preventable lung disease).

… cause …

4. The injection of fracking wastewater underground can cause earthquakes, which scientists refer to as "induced seismic events".

… caused …

5. Although the list was incomplete because there were trade secrecy exemptions, researchers compiled a list of 632 chemicals identified from drilling operations throughout the U.S. though

… due to …

6. Tremendous harm to humans can stem from exposure to toxic chemicals even at low levels.

… cause …

7. Regulators had not been informed that the pipeline was carrying tar sands oil and the disclosure [that the pipeline was carrying tar sands oil] was caused by the spill.

… a result …

8. Tar sands oil was not in the pipeline at the time of the spill, though regulators are investigating whether or not it played a role in making the pipeline corrode.

… causing …

9. Geologists believe that earthquakes can be caused by the millions of gallons of fluids forced underground at high pressure.

… trigger …

10. In spite of the evidence, the oil and gas industry routinely claims that water contamination has never been caused by fracking.

… resulted in…

VERB TENSES

Present simple vs past simple

Exercise 6.1

1. Complete the sentences by choosing the correct verb form.

a. Why <u>do /</u> <u>did</u> golf driving ranges **spring** up all over the suburbs of Washington, DC in the early 1990s? (Charles Kehler)

b. With trade associations and lobbyists bidding for property in close proximity to the US nation's capital, land prices in Washington, DC <u>are / were</u> high.

c. To cover the cost of acquiring a building plot in that market, property developers <u>have / had</u> to charge steep rents.

d. And that generally <u>means / meant</u> constructing multi-storey office buildings or apartments.

e. Yet during the early 1990s, developers <u>begin / began</u> constructing scores of golf driving ranges. A typical driving range might attract a few dozen customers each evening. Each would pay a few dollars for the privilege of driving golf balls into the night sky, but the total take in any given month would be too small to cover even the interest on the loan required to buy the land.

f. Why <u>do / did</u> developers **use** their land in this way?

g. Washington area developers <u>construct / constructed</u> new office buildings and apartments at a rapid rate throughout the late 1980s.

h. Home prices and office rents <u>rise / rose</u> rapidly, and developers <u>acquire / acquired</u> undeveloped building lots in the expectation of further increases.

i. When the national economic recession <u>begin / began</u> in 1991, the Washington property market <u>is / was</u> substantially overbuilt.

j. Vacancy rates <u>soar /soared</u> and rents <u>plummet / plummeted</u>.

k. Any developer who <u>constructs /constructed</u> a new office building or block of flats during that period <u>can / could</u> **expect** it to sit empty for a while.

                    Source: The Economic Naturalist: Why Economics explains almost everything, Robert H Frank, 2007

Glossary
to spring up – to suddenly appear
driving ranges – places to practise hitting a golf ball
to bid for – to try to buy
to cover the costs – to recoup the money of the investment
to charge steep rents – to ask for a high price for the rent
multi-storey – more than one floor
scores of – many
to drive (golf balls) – to hit (golf balls)
vacancies – unoccupied (flats)
to soar – to go up / rise dramatically and quickly
to plummet – to go down / drop dramatically and quickly
to sit empty – to remain unoccupied

2. Circle the **time expressions** that indicate the *time frame* for the tense.

3. What form of the verb are the words in **bold**? Why?

Exercise 6.2

1. Complete the text by putting the verbs in the correct tense (present or past).
2. Circle any time expressions.

USING ECONOMICS: PREDICTING THE EFFECTS OF THE DROUGHT OF 1988

For the Midwestern United State, 1988 (1) *brought* (bring) one of the worst droughts[1] ever recorded. Corn production (2) ….. (be) 35 percent lower than had been expected before the drought; soybean production (3) ….. (be) down more than 10 percent, and oats and barley (4) ….. (be) down more than 40 percent. As these events (5) ….. (develop), economists (6) …… (attempt) to predict their consequences, using the basic law of supply and demand that we have developed in this chapter.

The drought (7) ….. (reduce) the amount of any crop that would be supplied at any given price. The drought can be viewed as shifting the supply curve to the left. Predictably, with a given demand curve, the large shift of the supply curve (8) ….. (result) in[2] much higher prices for these farm products: corn prices (9) ….. (rise) by 80 percent by the end of the summer, soybeans by almost 70 percent, and wheat by 50 percent.

Economists also (10) ….. (use) the supply and demand models to predict the effects on other products. Grain (11) ….. (be) a major input into cattle production. With cattle production less profitable, many farmers (12) ….. (slaughter) their cattle sooner than they had originally planned. As a result, meat production (13) ….. (rise) slightly in 1988. The increased short-run supply (14) ….. (result) in a decrease in meat prices (adjusted for inflation). Grain (15) ….. (be) also a major input for the production of chicken. The supply curves for chickens and eggs (16) ….. (shift) to the left, resulting in higher prices for these commodities. The higher prices of these agricultural goods (17) ….. (result) in a shift to the right of the demand curve for other foods which (18) ….. (be) substitutes. Thus, prices for foods, such as vegetables and fruits, whose supply (19) ….. (be) not affected by the Midwestern drought, still (20) ….. (increase) – by 5 percent in July 1988 alone.

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[1] drought = *seca*
[2] to result in = to cause

Past simple vs present perfect

Exercise 6.3

Conjugate the verb in an appropriate tense: past simple or present perfect. Circle the expressions that indicate a time frame. The sentences form an article that was published in *Newsweek,* Feb 22, 2010. Complete it as if you were in 2010.

FROM WORST TO NEAR FIRST

1. The state of Bihar *was once* (be, once) the most desperate state in India.
2. Since 2005 it *has transformed* (transform) itself to become a model for the rest of the country.
3. In 2005 Nitish Kumar _____ (be elected) Chief Minister, and since his election he _____ (do) the near impossible.
4. Over the five years that Kumar _____ (be) in office Bihar _____ (post) 11 per cent average annual economic growth.
5. In what _____ (be, once) impassable badlands, the administration _____ (lay) 6,800 kilometers of roads, _____ (build) 1,600 bridges and culverts, and _____ (cut) journey time in half in many areas.
6. Car sales _____ (eclipse) kidnappings as crimes by roving bandits _____ (fall) steadily from 1,297 to 640 and kidnappings for ransom _____ (drop) from 411 to 66 between 2004 and 2008.
7. Over the past two years the number of foreign tourists _____ (shoot up) from 95,000 to 356,000.
8. How _____ (Kumar, achieve) this?
9. First, Kumar _____ (focus) on competence over patronage.
10. In other words, he _____ (not, continue) the caste-related politics of the '80s and '90s.
11. He _____ (delegate) more financial and administrative powers to officials in the field.
12. He _____ (update) archaic rules that _____ (make) civil engineers seek minister-level approval to spend absurdly low amounts of money.
13. These moves _____ (eliminate) the huge backlogs of simple matters piled up on senior officials' desks.
14. Kumar then _____ (redefine) the basic functions of institutions and _____ (require) offices to do the work they'd been assigned.
15. He _____ (end) the widespread "transfer industry," which _____ (sell) coveted bureaucratic posts to the highest bidders, and he _____ (handpick) bureaucrats known for their competence.
16. He _____ (reform) the police force and the judiciary system.
17. The moves _____ (result in) nearly 39,000 convictions between 2006 and 2009, compared with an average of less than 10,000 in previous decades.
18. Those convicted _____ (include) a dozen state legislators and members of Parliament.
19. In making these changes Kumar _____ (show) that even India's darkest corner can make progress against crime, corruption, and caste- and creed-based demagoguery.
20. Kumar _____ (break) the perception that all politicians are the same and change is impossible.

_____

TEXT TYPES

CV

Socio-cultural context

- Purpose: To persuade the reader VERY QUICKLY and OBJECTIVELY that the candidate has the knowledge & skills necessary for the job and so deserves to go to the next phase of the application process
- Field: recruitment (employee profile)
- Writer-reader relations: Socially distant
- Mode: written

Stages

Administrative	Name	States name
	Personal details	States nationality, date of birth. etc.
	Contact	States postal address, email address, phone number
Education/ qualifications		Lists name of degree, date awarded, institution, city, (country)
		May highlight professional knowledge in particular fields
Skills & qualities		States computing & language skills plus any other skills or qualities that are relevant for the job
Professional /work experience		Lists job title, dates, name of company, city, (country)
		Lists main tasks carried out
(Awards)		Lists awards attained, dates
Interests / Activities		Lists interests THAT ARE RELEVANT FOR JOB

The actual layout and organisation of the cv can vary. For example, you may choose to organise it around skills and not have a section for professional experience.

Language

The cv needs to be read quickly so it must be clear. Avoid writing sentences. In the list of job tasks carried out, use active structures with verbs, e.g. *responded to customer queries* rather than *responsible for customer queries*.

Cover letter/e-mail

Socio-cultural context

- Purpose: To inform the reader what documents are being sent
- Field: correspondence
- Writer-reader relation: Usually socially distant
- Mode: written

Stages

		Possible language
Salutation	Greet the reader	Dear Sir / Mr Smith/ etc.
	(Identify yourself)	I am currently completing a bachelor degree in Economics
Body	(Acknowledge previous contact)	In response to …
	State purpose	Please find enclosed/attached … I am sending…
	(Indicate follow up action)	Could you please …
Close	Write a polite ending	I look forward to hearing from you
	Close	Yours faithfully / sincerely
	Signature	

E-mails

1. Write a meaningful & informative subject line.
2. Keep the message focussed and short.
3. Respect social relations in language (close «» distant).
4. Keep the layout clear.
   a. Short paragraphs
   b. Blank line between paragraphs
   c. Avoid fancy typefaces
   d. Include signature line, [company*] & contact details at end of text
5. Proof-read for spelling, grammar & punctuation.

Letter

1. Follow conventions for layout (position of your address, name, position and address of recipient, date etc.)
2. Respect social relations in language (close «» distant).
3. Proof-read for spelling, grammar & punctuation.

Useful language

Letter	E-mail
Please find enclosed …	Please find attached …

Job application letter / Motivation letter
(sometimes referred to as a cover letter)

Socio-cultural context

- Purpose: To persuade the reader that you really are interested in the job, you are a good fit for it & should continue to the next round
- Field: personal motivations, experience & profile for job
- Writer-reader relation: Usually socially distant
- Mode: written

Stages

		Possible language
Salutation	Greets the reader	Dear Sir / Mr Smith/ etc.
Purpose	States purpose	I am writing to apply for …
Justification, reasons, evidence	(Identifies writer) Gives reasons why writer is a strong candidate and good fit for the job. Should include: • Awareness of job tasks • Experience/professional knowledge • Skills/qualities • Enthusiasm Explains how writer acquired skills, etc. and why writer wants the job.	I am currently completing a bachelor degree in Economics
Close	Gives a polite ending	I look forward to hearing from you.
	Close	Yours faithfully / sincerely
	Signature	

Compare the effect of this candidate's justification. Key terms from the ad are underlined.

With my BS degree in management, I have a comprehensive understanding of <u>the full identification and evaluation of key points in large data analyses</u>. Also, as my BS degree was fully taught in English, I have a great command on the requested language.

With my BS degree in management, I have developed solid analytical skills and feel both excited and confident about carrying out <u>large data analyses</u> that involve <u>the identification and evaluation of key points</u>. In addition, my degree was taught in English, so I am at ease working in both English and my native language, Portuguese.

Useful sequences in justification stage.

Introduce experience
     (Link to experience/Specify relevant aspect)
          Name skill/knowledge/quality developed
               Create link to company/job/job tasks (<u>key terms from ad</u>) or how it would benefit company
                    Show enthusiasm if possible

E.g.

As noted on my CV, I am currently completing the final year of a management degree. Several course units required the use of IT tools, which, together with my personal interest in computer-related activities and their development, has given me solid, practical experience of analysing data.

I am currently working in the call centre at my university. The experience has taught me how important the first contact with a company is, and, as a result, I am confident about approaching new companies by phone as well as by email and letters. In addition, my Portuguese language skills enable me to reach out to companies in emerging economies like Brazil. The opportunity to make new contacts is particularly exciting, knowing that such communication is a vital part of growing the global community of clients for the startup.

Useful expressions

- enable me to develop
- give me a thorough understanding of ...
- give me a solid background in ...
- help me to become ...
- give me insight into ...
- (help) make me aware of how important ...
- teach me

Although this sequence and these expressions are useful, they should not be overused. You will also need to use other structures.

What if I don't have the experience or qualifications?

Demonstrate interest and/or

awareness of job tasks/company's value or goals and/or

willingness to learn/ apply professional knowledge

E.g. The job ad states experience in running a marketing campaign, but I don't have that.

In today's global economy international conferences are of enormous importance. I would welcome the challenge of putting into practice the marketing knowledge I have gained at university and look forward to helping the clients reach their target audiences.

General tips.
- Include some important key terms from the ad to ensure that a software program won't bypass your application, BUT don't overdo it.
- Sound enthusiastic.
- Always refer the reader to your cv in the justification stage.
- Proof-read for spelling and grammar.

Useful websites

https://jobs.theguardian.com/article/how-to-write-a-cover-letter/?hp

https://www.findmyprofession.com/career-advice/proper-ways-to-show-passion-in-a-cover-letter

Personal statement for entry to a post-graduate degree (Masters or PhD)

Socio-cultural context

- Purpose: To persuade the reader that you really are interested in the course and you will be a good student
- Field: personal motivations and fit for course profile
- Writer-reader relation: Usually socially distant
- Mode: written

See these websites.

https://www.sussex.ac.uk/study/masters/apply/tips-for-masters/personal-statement

https://www.mastersportal.com/articles/2030/writing-the-perfect-personal-statement-for-your-masters-or-phd-application.html

_____

Analytical reports

Socio-cultural context

- Purpose: to assess (the extent of) a (potential) problem/situation and recommend courses of action / to determine the feasibility of a project or action
- Field: depends on specific context
- Writer/reader relation: usually some social distance
- Mode: usually written

Stages

Title information	To: Name & position (company) From: Name & position Subject: Date:	
Introduction	Background information	Gives background information
	Statement of issue / problem	States the issue or problem
	Statement of purpose	States purpose of report
	(Preview means of analysis)	Lists major data categories to be used in analysis
Analysis (Each topic is a separate paragraph)	Topic sentence	States general topic of paragraph (or identifies analytical tools)
	Description	Presents and describes the facts/data/indicators
	Interpretation	Analyses and explains implications of facts (What would it mean for the company? What impact could it have on the company?)
	Deduction	Makes deductions about the interpretation related to the purpose of report / Makes a deduction about feasibility
Follow up alternatives	Possible courses of action	Presents a possible course of action to mitigate problems
	Assessment	Assesses the advantages and disadvantages of course of action
Conclusion	Conclusions	States conclusions based on and following from analysis and follow up alternatives. May be a reiteration of deductions
Recommendations	Recommendations of action	States the actions that the writer advises related to purpose of the report and based on analysis, follow up alternatives and conclusions

In report writing or academic discourse the register variables select for language that is
- more objective and impersonal sounding,
- less congruent,
- more technical.

See Register section.

Analytical exposition

Socio-cultural context

- Purpose: To persuade the reader that the writer's position on an issue is valid
- Field: Depends on the specific context/topic
- Writer-reader relation: Varies according to writer & reader
- Mode: May be spoken or written

Stages

Introduction	(Background information)	Gives background information to the issue
	Statement of issue	States (& describes) issue
	Thesis	States the writer's position on the issue
	(Preview of claims)	Lists topics of the claims
Analysis	Claim	States reason in support of the thesis
	(Elaboration)	Elaborates on the claim
	Evidence	Gives the means through which the claim is substantiated.
Conclusion	(Summary of claims)	Summarises main claims
	Reinforced thesis statement	Restates writer's position on the issue in a more forceful way