

## Parallelism

### I.

One of the purposes of this course is to show you that there are differences between academic and general English. You should learn to recognize these differences and to understand that what may be acceptable in speaking may not be appropriate in writing a paper/report/thesis/project/formal letter, and application. Also, jumping from informal English (i.e. using colloquial expressions like “stuff” instead of “material/things”, “he’s” instead of “he is”) to academic English is wrong.

### II.

1. We must either get control of overspending or lose control of the economy.

Grammatical forms: verbs + object

2. We need to develop renewable energy sources, provide clean water, and dispose of our mountains of waste.

Grammatical forms: verbs + object

3. In the past, people generally believed that the Earth was flat and that one could fall off its edge.

Grammatical forms: “that” clauses

4. Tutors can force their students to attend a class but not to think.

Grammatical forms: infinitives

5. My supervisor advised me to write a paper on my research, submit it to a journal, or present it at a conference.

Grammatical forms: infinitives

6. We do not know yet how the project will be funded and who will manage it.

Grammatical forms: wh-clauses

7. To me, it seems that reading English texts in my field is easier than reading novels and short stories.

Grammatical forms: -ing forms

8. Professor Kinsey, whom they met at the conference and who is expected to visit our University soon, is a specialist in power electronics.

Grammatical forms: relative clauses

9. First, the data were collected, then they were sorted and analysed.

Grammatical forms: passive structures

10. He is good at maths but bad at the engineering subjects.

Grammatical forms: adjectives + preposition

### III.

1. b) 2. b) 3. a) 4. b) 5. a) 6. b) 7. b) 8. a) 9. a) 10. b)

### IV.

1. Our experience is different from our partners’/from that of our partners in the project.

2. People’s ways of thinking, doing things, and formulating their ideas are influenced by the environment they live in.

3. In the student competition, his paper was awarded the 1st prize for the novel approach to the problem, applicability of the results in practice, and the very good English it was written in./ ...for the novel approach ..., applicability ..., and very good English.

4. Politicians in Germany have responded to the shortage of engineers with the following measures: changes in immigration laws, salary rise, and programmes to attract engineers from abroad.

5. He expected that he would describe his programme at the workshop, that he would have

time to demonstrate it, and that prospective users would ask lots of questions.

6. A device of this kind is simple to design, easy to operate, but expensive to produce.
7. In that project, there is money for researchers' salaries but not for equipment.
8. He told us what method he used, how he used it, and why he used it/what were his reasons for using it.
9. After graduation he wants to work either at the University or in a research institute.
10. His paper was very informative, well structured, and also written in good English.
11. This is not a time for long discussions but for actions.
12. She was awarded the Dean's prize for organizing a workshop and presenting an excellent paper at an international conference/the organization of ... and presentation of .....
13. There's nothing I like better than reading, playing the guitar, and spending my weekends hiking in the mountains.
14. Preparation for writing a paper includes searching the literature, choosing a suitable method, and planning the experiments.
15. Papers written by students with a poor knowledge of English are often difficult to understand not because the choice of words is wrong, but because the sentence structure is faulty.
16. He hoped that the conference participants would understand his English, would find his presentation interesting, and would not ask any difficult questions.
17. The examiner wants the students to answer his questions quickly, accurately, and concisely.
18. We must either raise taxes or reduce social benefits.
19. The average salary of a teacher is much lower than that of a doctor/a doctor's.
20. That experiment was time-consuming and expensive.
21. Smoking cigarettes is as dangerous as reckless driving.
22. The thesis is to be written in Czech, is not to be longer than ..... pages, is to be handed in by May 31s (,) and (is to be) submitted in three copies.
23. You can improve your English by reading English books, watching British or American films (,) and (by) spending some time abroad.

#### **V.**

1. The summer and the long vacations were at an end, and the academic year was about to begin.
2. At this meeting you will learn everything about electric vehicles and related services/ electric vehicles and about related services/electric vehicles and also about related services
3. First read the instructions, make sure you understand them, and then do the experiment.
4. They found the lecture long, boring, and difficult to understand.
5. Success in an examination depends on the students' knowledge of their field, ability to formulate clearly their answers, and, to some extent, on luck.
6. The supervisor was not satisfied with one of his PhD students because he wrote very poor annual reports, kept postponing his examinations, and lacked motivation.

#### **VI.**

First, present the objective of the work,  
then describe the method,  
next, state the results,  
and finally draw the conclusions.

