

## Tip #2 WEAK VERBS

### Basic Guidelines:

The verb is another most important part of any sentence in addition to the subject of the sentence. Consequently, verbs should be full of “flavor”. Generally, verbs such as the *be-verb*, *do*, *have*, *give*, *take*, and *make* are rather weak verbs when used alone, and should be avoided whenever possible.

The function of membrane proteins *is* different from the function of chaperone proteins.  
subject verb complement

The function of membrane proteins *differs from* the function of chaperone proteins.  
subject verb complement

OR

The function of membrane proteins *differs from* that of chaperone proteins.  
(see “12 Comparisons”)

### 1. ORIGINAL

*In the field of geoscience, it was reported that the number of bases and the parameters of each function were successfully estimated from the reflectance spectra of gallium (Suzuki et al., 2011).*

### 1. REVISED

*Geoscience reports state that the number of bases and the parameters of each function were successfully estimated from the reflectance spectra of gallium (Suzuki et al., 2011).*

### 2. ORIGINAL

*According to a survey by the Thai government, it was discovered that 63% of the people are satisfied with their government's recent environmental policies.*

### 2. REVISED

*A Thai government survey proved (revealed) that 63% of the people are satisfied with their government's recent environmental policies.*

(see “05/06 Conciseness”)

### 3. ORIGINAL

*I hope that the program will enrich my experience and give the necessary support to make my dream come true.*

### 3. REVISED

*I hope that the program will enrich my experience and provide the necessary support to make my dream come true.*

4. ORIGINAL

*Spatiotemporal illumination shown in this protocol gives (brings) us information on larval motor circuits.*

4. REVISED

*Spatiotemporal illumination shown in this protocol provides information on larval motor circuits.*

5. ORIGINAL

*The focus of the research is on the development of urban structures and concepts during the second half of the 20th century.*

5. REVISED

*This research focuses on the development of urban structures and concepts during the second half of the 20th century.*

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*This research focuses on the development of urban structures and concepts from the 1950s to 2000.*

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*The development of urban structures and concepts from the 1950s to 2000 provides the focus of this research*

6. ORIGINAL

*Developing countries are behind developed countries in their ability to respond to diseases.*

6. REVISED

*Developing countries lag behind developed countries in their ability to respond to diseases.*

7. ORIGINAL

*The JICA report gets local features*  
(avoid "get" in formal writing).

7. REVISED

*The JICA report takes local features into consideration.*

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*The JICA report considers (covers) local features.*

8. ORIGINAL

*We got the results that we had expected.*

(avoid "get" in formal writing)

8. REVISED

*We obtained the expected results.*

(see "05/06 Conciseness")

9. ORIGINAL

*This system gets to know the flying target direction from the pilot signal incident angle.*

(avoid "get" in formal writing)

9. REVISED

*This system recognizes the flying target direction from the pilot signal incident angle.*

10. ORIGINAL

*The UNEP project made the Bangladesh government greatly interested in conservation.*

10. REVISED

*The UNEP project greatly excited the Bangladesh government's interest in conservation.*

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*The UNEP project greatly aroused the Bangladesh government's interest in conservation.*

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*The UNEP project greatly accelerated the Bangladesh government's interest in conservation.*

11. ORIGINAL

*The filtering technique involves separation of signals of different frequencies.*

11. REVISED

*Filtering separates signals of different frequencies.*

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*Signals of different frequencies are separated by filtering techniques.*

(passive style)

12. ORIGINAL

*This ion cloud is responsible for the corona effects.*

12. REVISED

*This ion cloud causes the corona effects.*

13. ORIGINAL

*This example is three metals in the animal's teeth; red circles indicate metal fillings.*

13. REVISED

*This example shows three metals in the animal's teeth; red circles indicate metal fillings.*

14. ORIGINAL

*Such animals and plants whose numbers have dwindled are at a risk of extinction are called rare species.*

14. REVISED

*Such animals and plants whose numbers have dwindled risk extinction; hence, they are called rare species.*

15. ORIGINAL

*However, the data-logger of L1004 could not be retrieved due to rough weather, which did not let us search for the logger.*

15. REVISED

*However, the L1004 data-logger was irretrievable due to rough weather, which prevented us from searching for the logger.*

(see "05 Conciseness" & "07 Negatives")

16. ORIGINAL

*Our goal is to find out what causes the change in temperature.*

(avoid idioms in formal writing)

16. REVISED

*Our goal is to determine what causes the change in temperature.*

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*Our goal is determining what causes the change in temperature.*

(see "04 Infinitives")

17. ORIGINAL

*Numerous issues make broad implementation difficult.*

17. REVISED

*Numerous issues impede broad implementation.*

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*Numerous issues hinder broad implementation.*

18. ORIGINAL

*This long distance makes a long delay in the data transmission.*

18. REVISED

*This long distance causes a long delay in the data transmission.*

19. ORIGINAL

*By using elastic silicon tubing, you do not need to wash the pump after use.*

19. REVISED

*Using elastic silicon tubing eliminates any need to wash the pump after use.*

(simpler grammar, avoids using negative "of", avoids needless personalization "you", and uses a stronger verb)

20. ORIGINAL

*We succeeded in getting the results that we desired because we used a heterogeneous catalyst. (15)*

20. REVISED

*Using a heterogeneous catalyst enabled us to achieve our desired results. (11)*

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*Using a heterogeneous catalyst produced our desired results. (8)*

(see "01 Strong Subjects" and "05/06 Conciseness")

## 100 Good Verbs to Consider

Suggested writing sequence

1. Write your **Method** and **Results** sections first because these sections require writing about more factual information.
2. Write your **Discussion** afterwards because in this section you must deal more with non-factual statements such as interpretations, significance, and others.
3. Write your **Introduction** last.

### *describing your METHOD*

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adapt	construct	expect	measure	retain
add	control	expose	minimize	sample
adjust	convert	extract	modify	score
adopt	create	filter	normalize	select
allow	decrease	formulate	obtain	separate
apply	derive	generate	operate	show
arrange	design	identify	optimize	simulate
assemble	determine	immerse	position	solicit
assess	differentiate	include	prepare	stabilize
assume	discard	incorporate	prevent	subject to
attach	distinguish	increase	protect	substitute
avoid	distribute	inhibit	provide	suggest
calculate	divide	insert	qualify	summarize
carry out	eliminate	install	quantify	test
characterize	employ	invert	record	track
collect	enable	isolate	reduce	transfer
combine	ensure	limit	regulate	treat
complete	estimate	locate	remove	utilize
compute	exceed	maintain	repeat	validate
consolidate	exclude	maximize	restrict	vary

### *describing your RESULTS*

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accompany	consist of	exceed	lengthen	result from
account for	constrain	exclude	limit	reveal
achieve	construe	expand	link	seem
affect	contradict	expect	model	shorten
anticipate	contribute to	extend	note	shrink
appear	correlate	factor in	notice	signal
arise from	correspond to	factor out	observe	simulate
arrange	create	find	obtain	stress

ascribe to	define	generate	occur	suggest
assess	derive from	handle	originate in	summarize
associate with	determine	happen	outperform	suppose
assume	develop	implement	peak	suppress
attain	discover	imply	preclude	surround
attribute to	displace	impose	present	tend to
bring about	double	include	produce	trigger
calculate	elicit	indicate	reanalyze	triple (treble)
carry out	emerge from	infer	recognize	try
cause	encompass	influence	relate to	underperform
characterize	enlarge	initiate	require	view
connect to	evaluate	intervene	restrict	yield

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***describing your DISCUSSION***

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achieve	consider	enlarge	judge	represent
adapt	consolidate	establish	justify	require
affect	contain	examine	lend support to	reveal
allude to	contradicts	expand	mirror	scrutinize
ameliorate	contribute	explain	modify	shed light on
apply	corresponds to	extend	note	show
argue	corroborate	extrapolate	predict	solve
ascertain	decrease	find	present	solve
associate with	deduce	focus on	prevent	speculate
attain	demonstrate	illustrate	produce	substantiate
augment	depend on	improve	proliferate	succeed in
broaden	derive	include	prove	support
challenge	describe	increase	provide	surmise
clarify	determine	indicate	recognize	suspect
collaborate	differ from	induce	recreate	test
compare	discover	infer	reduce	transfer
compel	distinguish	influence	refute	utilize
concede	document	integrate	regard	validate
conclude	eliminate	interfere with	remain	verify

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***describing your INTRODUCTION***

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achieve	conclude	establish	influence	realize
address	conduct	estimate	interpret	recognize
adopt	confirm	evaluate	introduce	recommend
analyze	consider	evaluate	investigate	record

apply	construct	examine	justify	reveal
argue	convince	explain	measure	review
assess	correlate	explore	monitor	revise
assume	deal with	extend	note	show
attempt	define	find	observe	simulate
attest	demonstrate	focus on	obtain	solve
calculate	describe	formulate	overcome	state
categorize	design	generate	perform	study
choose	detect	identify	point out	substantiate
claim	determine	illustrate	predict	suggest
classify	develop	implement	prefer	support
collect	discover	imply	present	tend to
compare	discuss	impose	produce	test
compile	elicit	improve	propose	undertake
comprise	elucidate	incorporate	prove	use
concentrate on	enhance	indicate	provide	utilize