

Readings in English Course for Special Diploma English Majors

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Following are the lectures dealing with the topics that will address the questions of the final exam

(The final exam will be in the four topics : 1- Word Form, 2- Inversions, 3- Parallel structure, and 4- Needless Repetition). Word form has already been discussed and covered; that is why it is not included in what follows:

1- Subject-Verb Inversion

The following sentences illustrate subject-verb inversion. They compare canonical order with the non-standard inversion order, and they demonstrate that subject-verb inversion is unlikely if the subject is a weak (non-stressed) definite pronoun:

- a. **Jim sat** under the tree.
- b. Under the tree **sat Jim**. - Subject-verb inversion
- c. *Under the tree **sat he**. - Subject-verb inversion unlikely with weak definite subject pronoun
- a. **The dog came** down the stairs.
- b. Down the stairs **came the dog**. - Subject-verb inversion
- c. *Down the stairs **came it**. - Subject-verb inversion unlikely with weak definite subject pronoun
- a. **Some flowers are** in the vase.
- b. In the vase **are some flowers**. - Subject-verb inversion with the copula
- c. *In the vase **are they**. - Subject-verb inversion unlikely with weak definite subject pronoun
- a. **Bill said** "I am hungry".
- b. "I am hungry", **said Bill**. - Subject-verb-object inversion
- c. "I am hungry", **said he**. - Subject-verb-object inversion here possible, but less likely, with weak definite subject pronoun

Subject-verb inversion has occurred in the b-sentences to emphasize the post-verb subject. The emphasis may occur, for instance, to establish a contrast of the subject with another entity in the discourse context.

Types of subject-verb inversion

A number of types of subject-verb inversion can be acknowledged based upon the nature of phrase that precedes the verb and the nature of the verb(s) involved. The following subsections enumerate four distinct types of subject-verb inversion: **locative inversion**, **directive inversion**, **copular inversion**, and **quotative inversion**.

Locative inversion

Locative inversion also occurs in many languages, including [Brazilian Portuguese](#), [Mandarin Chinese](#), [Ojibherero](#), [Chichewa](#), and a number of [Germanic](#) and [Bantu languages](#). An adjunct phrase is switched from its default postverbal position to a position preceding the verb, which causes the subject and the finite verb to invert. For example:¹¹

- a. **A lamp lay** in the corner.
- b. In the corner **lay a lamp**. - Locative inversion
- c. *In the corner **lay it**. - Locative inversion unlikely with a weak pronoun subject
- a. **Only Larry sleeps** under that tree.

- b. Under that tree **sleeps only Larry**. - Locative inversion
- c. *Under that tree **sleeps he**. - Locative inversion unlikely with a weak pronoun subject

The fronted expression that evokes locative inversion is an [adjunct](#) of location. Locative inversion in modern English is a vestige of the [V2](#) order associated with earlier stages of the language.

Directive inversion

Directive inversion is closely related to locative inversion insofar as the pre-verb expression denotes a location, the only difference being that the verb is now a verb of movement. Typical verbs that allow directive inversion in English are *come*, *go*, *run*, etc.^[2]

- a. **Two students came** into the room.
- b. Into the room **came two students**. - Directive inversion
- c. *Into the room **came they**. - Directive inversion unlikely with a weak pronoun subject
- a. **The squirrel fell** out of the tree.
- b. Out of the tree **fell the squirrel**. - Directive inversion
- c. *Out of the tree **fell it**. - Directive inversion unlikely with a weak pronoun subject

The fronted expression that evokes inversion is a directive expression; it helps express movement toward a destination. The following sentence may also be an instance of directive inversion, although the fronted expression expresses time rather than direction:

- a. **The toasts came** after the speeches.
- b. After the speeches **came the toasts**. - Inversion after a time expression

Like locative inversion, directive inversion is undoubtedly a vestige of the V2 word order associated with earlier stages of the language.

Copular inversion

Copular inversion occurs when a predicative nominal switches positions with the subject in a clause where the [copula](#) *be* is the [finite verb](#). The result of this inversion is known as an [inverse copular construction](#), e.g.^[3]

- a. **Bill is** our representative.
- b. Our representative **is Bill**. - Copular inversion
- c. *Our representative **is he**. - Copular inversion unlikely with weak pronoun subject
- a. **The objection was** a concern.
- b. A concern **was the objection**. - Copular inversion
- c. *A concern **was it**. - Copular inversion unlikely with weak pronoun subject

This type of inversion occurs with a finite form of the copula *be*. Since English predominantly has SV order, it will tend to view as the subject whichever noun phrase immediately precedes the finite verb. Thus in the second b-sentence, *A concern* is taken as the subject, and *the objection* as the predicate. But if one acknowledges that copular inversion has occurred, one can argue that *the objection* is the subject, and *A concern* the predicate. This confusion has led to focused study of these types of copular clauses.^[4] Where there is a difference in [number](#), the verb agrees with the noun phrase that precedes it:

- a. **Jack and Jill are** the problem.
- b. The problem **is Jack and Jill**. - On an inversion analysis, the verb agrees with the apparent predicate.

Quotative inversion

In literature, subject-verb inversion occurs with verbs of speaking. The speech being reported is produced in its [direct](#) form, usually with quotation marks:^[5]

- a. "We are going to win", **Bill said**.
- b. "We are going to win", **said Bill**. - Quotative inversion
- c. ?"We are going to win", **said he**. - Quotative inversion less likely with weak subject pronoun
- a. "What was the problem?", **Larry asked**.
- b. "What was the problem?", **asked Larry**. - Quotative inversion
- c. ?"What was the problem?", **asked he**. - Quotative inversion less likely with weak subject pronoun

This sort of inversion is absent from everyday speech. It occurs almost exclusively in literary contexts.

Multiple verbs

Subject-verb inversion can sometimes involve more than one verb. In these cases, the subject follows all of the verbs, the finite as well as non-finite ones, e.g.

- a. **Remnants of marijuana consumption have been found** under her bed twice.
- b. Under her bed **have been found remnants of marijuana consumption** twice.
- c. Under her bed **have been found** twice **remnants of marijuana consumption**.

Sentence b and sentence c, where the subject follows all the verbs, stand in stark contrast to what occurs in cases of subject-auxiliary inversion, which have the subject appearing between the finite auxiliary verb and the non-finite verb(s), e.g.

- d. **Has** anything **been found** under her bed?

Further, the flexibility across sentence b and sentence c demonstrates that there is some freedom of word order in the post-verb domain. This freedom is consistent with an analysis in terms of rightwards [shifting](#) of the subject, where heavier constituents tend to follow lighter ones. Evidence for this claim comes from the observation that equivalents of sentence c above are not as good with a light subject:

- e. ?? Under her bed **has been found** twice **marijuana**.
- f. * Under her bed **has been found** twice **it**.

These facts clearly distinguish this kind of inversion from simple subject-auxiliary inversion, which applies regardless of the weight of the subject:

- g. **Has it been found** under her bed?

Thus, it is not clear from these examples if subject-auxiliary inversion is a unified grammatical phenomenon with the other cases discussed above.

'Negative' adverbs and adverbial phrases which can use subject-verb inversion.

adverb / adverbial	adverb / adverbial in mid-sentence	adverb / adverbial at beginning
not only	<i>It was not only cold, it rained every day as well.</i>	<i>Not only was it cold, but it rained every day.</i>
under no circumstances	<i>Small children shouldn't play alone near the river under any circumstances.</i>	<i>Under no circumstances should small children play alone near the river.</i>
no sooner	<i>We had no sooner arrived than it started raining.</i>	<i>No sooner had we arrived than it started raining.</i>
at no time	<i>The victim was at no time present during the trial.</i>	<i>At no time during the trial was the victim present.</i>
seldom	<i>There has seldom been so much rain in this part of the country.</i>	<i>Seldom has there been so much rain in this part of the country.</i>
only then	<i>It was only then that I realised how exhausted I was.</i>	<i>Only then did I realise how exhausted I was.</i>
not until	<i>It was not until later that I noticed the money was missing.</i>	<i>Not until later did I notice that the money was missing.</i>
never	<i>We had never seen so many people in one place.</i>	<i>Never had we seen so many people in one place.</i>
on no account	<i>Employees must on no account leave the building during working hours.</i>	<i>On no account must employees leave the building during working hours.</i>

Summary

Inversion happens in English for emphasis, dramatic purpose or formality. This type of inversion uses negative and limiting adverbs - these are **a group of adverbs which limit the meaning of a verb or make it negative**. Examples are never, hardly, no, only...and there are others (see grammar page for more details)

To invert a sentence **move the adverbial to the beginning of the sentence and invert the subject and auxiliary verb:**

'*I had never met someone so interesting.*' becomes '*Never had I met someone so interesting.*'
'*He won't often go to work.*' becomes '*Not often will he go to work*'

Notice that if the auxiliary verb is negative in the first sentence, it becomes affirmative in the inverted sentence and the 'not' moves to the front.

In cases **where the tense does not use an auxiliary verb** in the affirmative, such as the present simple or the past simple, **one must be added**.

Present Simple:

'*I rarely go outside.*' becomes '*Rarely do I go outside.*'
'*They don't ever know what to do*' becomes '*Never do they know what to do.*'

Past Simple: (Notice how the verb changes from past tense to infinitive)

'*She seldom worked very hard.*' becomes '*Seldom did she work very hard.*'
'*We never went to the shopping centre.*' becomes '*At no time did we go to the shopping centre.*'

Some negative or limiting adverbials require you to complete a whole clause before the inversion takes place.

'*I didn't know what to do until I saw what had happened.*' becomes '*Not until I saw what had happened did I know what to do.*'

In this case, '*Not until I saw what happened*' is the adverbial clause. **The inversion takes place after this, in the main clause.**

'Hardly' puts the inversion in the adverbial clause. It uses 'than' and 'when' to connect with the main clause.

'*Hardly had I got home than the dog started barking.*'
'*Hardly had he got into the bath when the phone rang.*'

Little did they know means **they didn't know**. The subject can be changed.

'*Little did they know that he had stolen all of their money.*' (They didn't know he had stolen all of their money)
'*Little did he know that they would never meet again.*' (He didn't know that they would never meet again.)

When do we use inversion? Of course, we use inversion in questions. You can read more about this [here](#). But we also sometimes use inversion in other cases, when we are not making a question.

1: When we use a negative adverb or adverb phrase at the beginning of the sentence.

Usually, we put the expression at the beginning of the sentence to emphasize what we're saying. It makes our sentence sound surprising or striking or unusual. It also sounds quite formal. If you don't want to give this impression, you can put the negative expression later in the sentence in the normal way:

- Seldom have I seen such beautiful work.
(‘Seldom’ is at the beginning, so we use inversion. This sentence emphasizes what beautiful work it is.)
- I have seldom seen such beautiful work.
(‘Seldom’ is in the normal place, so we don't use inversion. This is a normal sentence with no special emphasis.)

Here are some negative adverbs and adverb phrases that we often use with inversion:

Hardly	Hardly had I got into bed when the telephone rang.
Never	Never had she seen such a beautiful sight before.
Seldom	Seldom do we see such an amazing display of dance.
Rarely	Rarely will you hear such beautiful music.
Only then	Only then did I understand why the tragedy had happened.
Not only ... but	Not only does he love chocolate and sweets but he also smokes.
No sooner	No sooner had we arrived home than the police rang the doorbell.
Scarcely	Scarcely had I got off the bus when it crashed into the back of a car.
Only later	Only later did she really think about the situation.
Nowhere	Nowhere have I ever had such bad service.
Little	Little did he know!
Only in this way	Only in this way could John earn enough money to survive.
In no way	In no way do I agree with what you're saying.
On no account	On no account should you do anything without asking me first.

In the following expressions, the inversion comes in the second part of the sentence:

Not until Not until I saw John with my own eyes did I really believe he was safe.

Not since Not since Lucy left college had she had such a wonderful time.

Only after Only after I'd seen her flat did I understand why she wanted to live there.

Only when Only when we'd all arrived home did I feel calm.

Only by Only by working extremely hard could we afford to eat.

We only use inversion when the adverb modifies the whole phrase and not when it modifies the noun: Hardly anyone passed the exam. (No inversion.)

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2: We can use inversion instead of 'if' in conditionals with 'had' 'were' and 'should'. This is quite formal:

- Normal conditional: If I had been there, this problem wouldn't have happened.
- Conditional with inversion: Had I been there, this problem wouldn't have happened.
- Normal conditional: If we had arrived sooner, we could have prevented this tragedy!
- Conditional with inversion: Had we arrived sooner, we could have prevented this tragedy!

3: We can use inversion if we put an adverbial expression of place at the beginning on the sentence. This is also quite formal or literary:

- On the table was all the money we had lost. (Normal sentence: All the money we had lost was on the table.)
- Round the corner came the knights. (Normal sentence: The knights came round the corner.)

4: We can use inversion after 'so + adjective...that':

- So beautiful was the girl that nobody could talk of anything else. (Normal sentence: the girl was so beautiful that nobody could talk of anything else.)
- So delicious was the food that we ate every last bite. (Normal sentence: the food was so delicious that we ate every last bite.)

Inversion 1

Change the normal sentence into one with inversion. For example: "We had hardly arrived when Julie burst into the house" becomes "Hardly had we arrived when Julie burst into the house".

1) John had never been to such a fantastic restaurant.

Check
Show

[.]

2) I in no way want to be associated with this project.

Check
Show

[.]

3) They had no sooner eaten dinner than the ceiling crashed onto the dining table.

Check
Show

[.]

Check
Show

Check
Show

6) People rarely appreciate this musician's talent.

Check

Show

[.]

7) We would understand what had happened that night only later.

Check

Show

[.]

8) They had met such rude people nowhere before.

Check

Show

[.]

9) He understood little about the situation.

Check

Show

[.]

10) The children should on no account go on their own.

Check

Show

An inverted sentence switches the placement of the verb before the subject of a sentence as if in a question. Here are some examples of inverted sentences:

- *Not only is he difficult to understand, but he is also funny.*
- *Never have I understood less about women.*
- *Scarcely have they been on time.*

Inverted sentences are required with certain grammar structures, or used as a means of sentences stress or emphasis. Follow the instructions below to learn how and when inverted sentences are used in English.

Inverted Sentence = Question Form

The question form (auxiliary + subject + main verb) takes the place of the standard positive sentence structure (i.e. He goes to work every day) in inverted sentences.

- *Not only do I enjoy classical music, but I also have a season ticket to the symphony.*

- *Seldom has the boss been so upset!*
- *So difficult has science become that only specialists can fathom its complexities.*

In this case, the question form is substituted for standard sentence structure in a statement. Generally, an inversion is used to stress the uniqueness of an event and begins with a negative.

Using Never, Rarely, Seldom in Inverted Sentences

Never, rarely, and seldom are used in inverted sentences to express how unique a given situation is. These time expressions are often used with a perfect form and often include comparatives:

- *Never have I been more insulted!*
- *Seldom has he seen anything stranger.*
- *Rarely has someone been so wrong as you.*

Hardly, barely, no sooner, or scarcely. These time expressions are used when there is a succession of events in the past. The use of this form of inversion focuses on how quickly something happened after something else had been completed.

- *Scarcely had I got out of bed when the doorbell rang.*
- *No sooner had he finished dinner, when she walked in the door.*
- *Barely had I walked in the door when my dog came rushing to greet me.*

Using After "Only" Expressions, Such as "Only After" and "Only Then"

"Only" is used with a variety of time expressions such as "only when," "only as soon as," etc. This form of inversion focuses on how important something is in understanding a situation clearly.

- *Only then did I understand the problem.*
- *Only after understanding the situation does the teacher make a comment.*
- *Only when all the stars have gone out will I grasp the complexity of the universe.*

Using After "Little"

"Little" is used in a negative sense in inversions to stress that something has not been understood completely.

- *Little did he understand the situation.*
- *Little have I read concerning nanotechnology.*
- *Little was I aware that she was in town.*

Inversion After "So" and "Such"

The modifiers so and such are related and are also used in version. Remember that so is used with adjectives and such with nouns.

So

"So + adjective ... that" combines with the verb "to be."

- *So strange was the situation that I couldn't sleep.*
- *So difficult is the test that students need three months to prepare.*
- *So expensive was the ticket that we couldn't attend the show.*

Such

"So + to be + noun ... (that):"

- *Such is the moment that all greats traverse.*
- *Such is the stuff of dreams.*
- *Such are the days of our lives.*

Conditional Forms

Sometimes conditional forms are inverted as a means of sounding more formal. In this case, the conditional if is dropped and the inverted forms take the place of the if clause.

- *Had he understood the problem, he wouldn't have committed those mistakes.*
- *Should he decide to come, please telephone.*
- *Had I known, I would have helped him.*

Quiz

Rewrite the following sentences using the cue and inversion.

Questions

1. I haven't ever felt so lonely. - never
2. I couldn't work because of the loud noise. - so
3. She didn't play a lot of basketball. - little
4. Peter didn't understand the situation. If he had, he would have quit. - had
5. The story hasn't been told correctly. - rarely
6. She bought the car after he had explained its benefits. - only after
7. I don't eat pork very often. - seldom
8. I would have bought a new house if I had had enough money. - had
9. I will sign the check when you finish the work. - only then
10. It was a day that we will all remember forever. - such

Answers

1. Never had I felt so lonely.
2. So loud was the noise that I couldn't work.
3. Little did she play basketball.
4. Had Peter understood the situation, he would have quit.
5. Rarely has the story been told correctly.
6. Only after he had explained its benefits did she buy the car.
7. Seldom do I eat pork.
8. Had I had enough money, I would have bought a new house.
9. Only then will I sign the check.

10. Such was a day that we will all remember forever.

Parallel Structure

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level. The usual way to join parallel structures is with the use of coordinating **conjunctions** such as "and" or "or."

Words and Phrases

With the **-ing form (gerund)** of words:

Parallel:

Mary likes hiking**ing**, swimming**ing**, and bicycling**ing**.

With infinitive phrases:

Parallel:

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

OR

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

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

Do not mix forms.

Example 1

Not Parallel:

Mary likes hiking**ing**, swimming**ing**, and **to ride** a bicycle.

Parallel:

Mary likes hiking**ing**, swimming**ing**, and riding**ing** a bicycle.

Example 2

Not Parallel:

The production manager was asked to write his report quickly**ly**, accurately**ly**, and **in a detailed manner**.

Parallel:

The production manager was asked to write his report quickly**ly**, accurately**ly**, and thoroughly**ly**.

Example 3

Not Parallel:

The teacher said that he was a poor student because he waited**ed** until the last minute to study for the exam, complet**ed** his lab problems in a careless manner, and **his motivation was** low.

Parallel:

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

Clauses

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

Example 1

Not Parallel:

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

Parallel:

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

Parallel:

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

Example 2**Not Parallel:**

The salesman expected **that he would present** his product at the meeting, **that he would have time** to show his slide presentation, and **that questions would be asked** by prospective buyers. (passive)

Parallel:

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

Lists After a Colon

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

Example 1**Not Parallel:**

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

Parallel:

The dictionary can be used to find these: **word meanings, pronunciations, correct spellings,** and **irregular**

•

Proper Use of Parallel Structure

Writers use parallel structure in the words and phrases in their sentences. This grammatical form can be used with a variety of structures including **infinitives**, words, clauses and lists.

Parallel structure should be used when you connect clauses with a coordinating conjunction such as: for, and, nor, or, but, so, or yet. Some examples of this include:

- Correct: Every morning, we make our bed, eat breakfast and feed the dog. Incorrect: Every morning, we make our bed, eating breakfast and feed the dog.
- Correct: I will not sing a song, nor will I dance. Incorrect: I will not sing a song, nor dance.

In addition to coordinating conjunctions, parallel structure is also used with correlative conjunctions such as: either...or, neither...nor, not only...but also. Some examples of this use include:

- Correct: They argued not only about the article, but also about the review. Incorrect: They argued not only about the article, but they argued also about the review.
- Correct: Either she likes to see him or she doesn't like to see him. Incorrect: Either she likes to see him or doesn't like seeing him.

Parallel structure should be used with infinitives. Some examples of parallel structure with infinitives:

- Correct: Ashley likes to ski, to swim and to jump rope. Incorrect: Ashley likes to ski, to swim and jump ropes.
- Correct: She likes to dance and to sing songs. Incorrect: She likes dancing and to sing songs.

Be consistent and use parallel structure with words that end in -ing. Some examples of parallel structure of words that end in -ing:

- Correct: Joe likes running, walking and being active. Incorrect: Joe likes running, walking and outdoor activities.
- Correct: We enjoy relaxing and sitting out in the sun. Incorrect: We enjoy relaxing and like to sit out in the sun.

Parallel structure should be used when writing clauses. Some examples of clauses using parallel structure are:

- Correct: The teacher told them that they need to study and that they should practice their words every night. Incorrect: The teacher told them to study and that they should practice their words every night.
- Correct: My parents said get a good education and do not settle for less. Incorrect: My parents said to get a good education and not settle for less.

Some more examples of parallel structure include:

- Correct: Mary wanted to make sure that she made her presentation creatively, effectively and persuasively. Incorrect: Mary wanted to make sure she made her presentation creatively, effectively and persuaded others.
- Correct: Tim was considered to be a good employee because he was always on time, he was very motivated and he was a good leader. Incorrect: Tim was considered to be a good employee because he was always on time, he was very motivated and led the team well.

Examples of Parallel Structure on Lists

When you have items on a list following a colon, the items should all be in the same form in order to avoid a parallel structure error.

Some examples can illustrate this point:

- Correct: The following activities can be done at the mall: buying groceries, eating lunch, and paying bills. Incorrect: The following activities can be done at the mall: buying groceries, eating lunch and bill payment.
- Correct: In your bedroom, you will find the following: a bed, a closet, and a desk. Incorrect: In your bedroom, you will find the following: a bed, a closet and, sitting at a desk.
- Correct: Dogs are great pets for the following reasons: they are loyal, they are loving, and they are obedient. Incorrect: Dogs are great pets for the following reasons: they are loyal, they are loving, and because of their obedience.
-

- Correct: People who get ahead do lots of different things such as: studying, working hard, and going to college. Incorrect: People who get ahead do lots of different things such as: studying, working hard, and attend college.

Parallel Structure in Verb Tense

Keep in mind that parallel structure should be used when it comes to verb tense. Your verb tenses should always match.

Some examples include:

- Correct: She wrote a letter and mailed it to the school. Incorrect: She writes a letter and mailed it to the school.
- Correct: Yesterday we watched a movie, played video games and made pizza. Incorrect: Yesterday we watched a movie, play video games and made pizza.

The Importance of Parallel Structure
Parallel structure provides flow in a sentence. It keeps your writing balanced and makes it easier to read. It also shows that ideas are of equal importance. Errors in parallel structure errors can make your writing sound strange to listeners. Many tests, including the SAT, will require you to identify parallel structure errors as a means of testing your writing abilities.

PARALLEL STRUCTURE

- Parallelism is a similarity of grammatical form for similar elements of meaning within a sentence or among sentences.

If two or more ideas are parallel, they should be expressed in parallel grammatical form. Single words should be balanced with single words, phrases with phrases, clauses with clauses. Parallelism makes form follow meaning.

Rule

Balance parallel ideas in a series

Description

Readers expect items in a series to appear in parallel grammatical form. When one or more of the items violates readers' expectations, a sentence will be needlessly awkward.

Examples

Not Parallel

Abused children commonly exhibit one or more of the following symptoms: withdrawal, rebelliousness, restlessness, and **they are depressed**.

Parallel

Abused children commonly exhibit one or more of the following symptoms: withdrawal, rebelliousness, restlessness, and **depression**.

Not Parallel

Sam is responsible for stocking merchandise, writing orders for delivery, and **sales** of computers.

Parallel

Sam is responsible for stocking merchandise, writing orders for delivery, and **selling** computers.

Rule

Balance parallel ideas presented in pairs

Description

When pairing ideas, underscore their connection by expressing them in similar grammatical form. Paired ideas are usually connected in one of three ways:

1. With a coordinating conjunction such as *and, but, or, nor, yet*
2. With a pair of correlative conjunctions such as *either . . . or . . . not only . . . but also*
3. With a word introducing a comparison, usually *than* or *as*

ExampleS***Not Parallel***

At Lincoln High School, vandalism can result in suspension or **even being expelled** from school.

Parallel

At Lincoln High School, vandalism can result in suspension or even **expulsion** from school.

Not Parallel

Mother could not persuade me that giving is as much a joy as to **receive**.

Parallel

Mother could not persuade me that giving is as much a joy as **receiving**.

Rule

Use Parallelism with lists, headings, and outlines

Description

The items in a list or outline are coordinate and should be parallel. Parallelism is essential in the headings that divide a paper into sections and in a formal topic outline.

Example

Not Parallel

Redundancy (Useless Repetition)

“The secret of good writing is to strip every sentence to its cleanest components,” wrote William Zinsser in his classic book *On Writing Well*. In business communication, eliminating unnecessary words is always a goal. And now that everyone is reading email and other communications on smartphones and tablets, achieving that goal is more important than ever. One easy way to tighten your language is to ensure it doesn’t contain redundancies — words that repeat something and are therefore unnecessary. Redundancies can creep into writing with surprising frequency. Always delete them to avoid unnecessary repetition. While you may say something twice for emphasis, you rarely need to write it twice. Here are five examples of redundancies commonly seen in business:

- *In addition, the company will also be forming a Sustainability Committee.* Cut the “In addition” or the “also” to avoid saying the same thing twice. Be on the lookout for this mistake with the word “too,” too. (Remember to put a comma before the word “too.” A common punctuation error is to omit that comma.)
- *The company will contribute \$1 million dollars to the hurricane relief effort.* Delete the word “dollars,” which is unnecessary because the dollar sign is there. (You could delete the dollar sign, but the currency symbols are a better choice in business writing.)
- *The company’s share price reached a new record high.* Delete “new.” If it set a record, then the “new” is redundant. The same for “all-time record.” If it’s a record, the “all-time” is unnecessary.
- *The technology team worked months and months to roll out the new system.* Delete “and months.” It won’t change the meaning and it will tighten the sentence. Be on the lookout for this construction elsewhere: faster and faster, more and more, longer and longer, etc.
- *The keynote speaker is Dr. Jin Yong Park, Ph.D.* Delete either the “Dr.” or the “Ph.D.” since they both signal doctor. Make your decision based on the situation and the audience. If you want to highlight the doctorate degree and avoid possible confusion with a medical degree, then keep the “Ph.D.”

Once you’re tuned into redundancies, you’ll spot them everywhere. Here are 20 other examples. Sometimes, you can decide which word to delete. Other times, you have no choice.

1. 2 a.m. in the morning or 2 p.m. in the afternoon
2. Absolutely necessary Advance notice ATM machine (ATM stands for *automated teller machine*)
3. Close proximity Collaborate together Completely eliminate Consensus of opinion
4. Estimated at about/around/approximately PIN number (PIN stands for *personal identification number*)
5. Rarely ever Surround on all sides Major breakthrough
6. Might/could possibly New beginning Please RSVP (RSVP means *respond if you please* in French)

7. Same exact Totally unique Very unique Whether or not

How to avoid repetition and redundancy

Repetition and redundancy can cause problems at the level of either the entire paper or individual sentences. However, repetition is not always a problem as, when used properly, it can help your reader follow along. This article shows how to streamline your writing.

Avoiding repetition at the paper level

On the most basic level, avoid copy-and-pasting entire sentences or paragraphs into multiple sections of the paper. Readers generally don't enjoy repetition of this type.

Don't restate points you've already made

It's important to strike an appropriate balance between restating main ideas to help readers follow along and avoiding unnecessary repetition that might distract or bore readers.

For example, if you've already covered your methods in a dedicated [methodology chapter](#), you likely won't need to summarize them a second time in the [results chapter](#).

If you're concerned about readers needing additional reminders, you can add short asides pointing readers to the relevant section of the paper (e.g. "For more details, see Chapter 4").

Don't use the same heading more than once

It's important for each section to have its own heading so that readers skimming the text can easily identify what information it contains. If you have two conclusion sections, try [making the heading more descriptive](#) – for instance, "Conclusion of X."

Are all sections relevant to the main goal of the paper?

Try to avoid providing redundant information. Every section, example and argument should serve the main goal of your paper and should relate to your [thesis statement](#) or [research question](#).

If the link between a particular piece of information and your broader purpose is unclear, then you should more explicitly draw the connection or otherwise remove that information from your paper.

Avoiding repetition at the sentence level

Keep an eye out for lengthy introductory clauses that restate the main point of the previous sentence. This sort of sentence structure can bury the new point you're trying to make. Try to keep introductory clauses relatively short so that readers are still focused by the time they encounter the main point of the sentence.

In addition to paying attention to these introductory clauses, you might want to read your paper aloud to catch excessive repetition. Below we listed some tips for avoiding the most common forms of repetition.

- Use many different [transition and linking words](#)
- Vary the structure and length of your sentences
-

- Don't use the same pronoun to reference more than one antecedent (e.g. "They asked whether they were ready for them")
- Avoid repetition of particular sounds or words (e.g. "Several shelves sheltered similar sets of shells")
- Avoid [redundancies](#) (e.g. "In the year 2019" instead of "in 2019")
- Don't state the obvious (e.g. "The conclusion chapter contains the paper's conclusions")

When is repetition not a problem?

It's important to stress that repetition isn't always problematic. Repetition can help your readers follow along. However, before adding repetitive elements to your paper, be sure to ask yourself if they are truly necessary.

Restating key points

Repeating key points from time to time can help readers follow along, especially in papers that address highly complex subjects. Here are some good examples of when repetition is not a problem:

Restating the research question in the conclusion

This will remind readers of exactly what your paper set out to accomplish and help to demonstrate that you've indeed achieved your goal.

Referring to your key variables or themes

Rather than use varied language to refer to these key elements of the paper, it's best to use a standard set of terminology throughout the paper, as this can help your readers follow along.

Underlining main points

When used sparingly, repetitive sentence and paragraph structures can add rhetorical flourish and help to underline your main points. Here are a few famous examples:

"Ask not what your country can do for you – ask what you can do for your country" – John F. Kennedy, inaugural address

"...and that government of *the people*, by *the people*, for the people shall not perish from the earth." – Abraham Lincoln, Gettysburg Address

9 Examples Of Redundancy In English

Use these 19 examples of redundancy from Writers Write, your one-stop writing resource, to avoid the needless repetition of words.

What Is Redundancy In English?

Redundancy is the needless repetition of words, phrases, sentences, paragraphs or ideas.

Redundancy is when we use two or more words together that mean the same thing, for example, 'adequate enough'. We also say something is redundant when a modifier's meaning is contained in the word it modifies, for example, 'merge together'.

When we write, we should try to be as clear and concise as we can be. If we learn how to get a [message across](#) without adding unnecessary words, readers are more likely to read what we write.

Why You Should Not Use Redundant Phrases

Every word you use should add something new to your piece of writing. When you use a redundant phrase you are using two or more words that mean the same thing. They add nothing new.

Redundancies **pad** your writing and bore you readers. The longer sentences are liable to make people stop reading altogether.

Common redundancies to avoid in business writing:

1. In my opinion, I... (Use: I...)
2. Collaborated together (Use: collaborated)
3. Past experience (Use: experience)
4. The reason why (Use: reason)
5. Plus in addition (Use: in addition)

Be concise!

Instead of...	Try saying...
12 midnight	Midnight
12 noon	Noon
a total of 14 birds	14 birds
Biography of her life	Biography
Circle around	Circle
Close proximity	Proximity
Each and every	Each
End result	Result
Exactly the same	The same
Free gift	Gift
In spite of the fact that	Although
In the event that	If
New innovations	Innovations
One and the same	The same
Period of four days	Four days
Repeat again	Repeat
Revert back	Revert
Shorter/longer in length	Shorter/Longer
Summarise briefly	Summarise