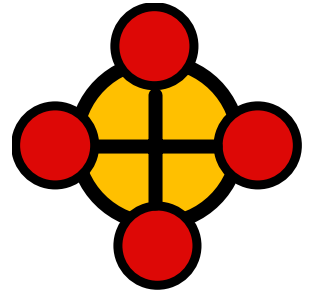
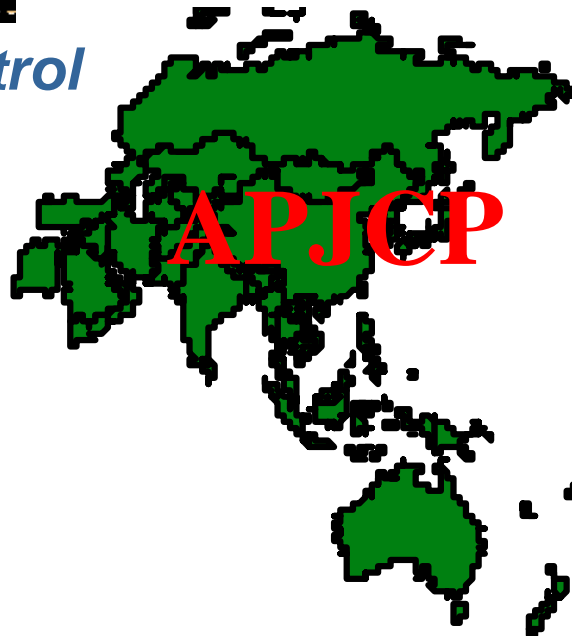


Asian Pacific Organization for Cancer Prevention

UICC- Asian Regional Office



asian cancer control



Research



Publication in English

Scientific English

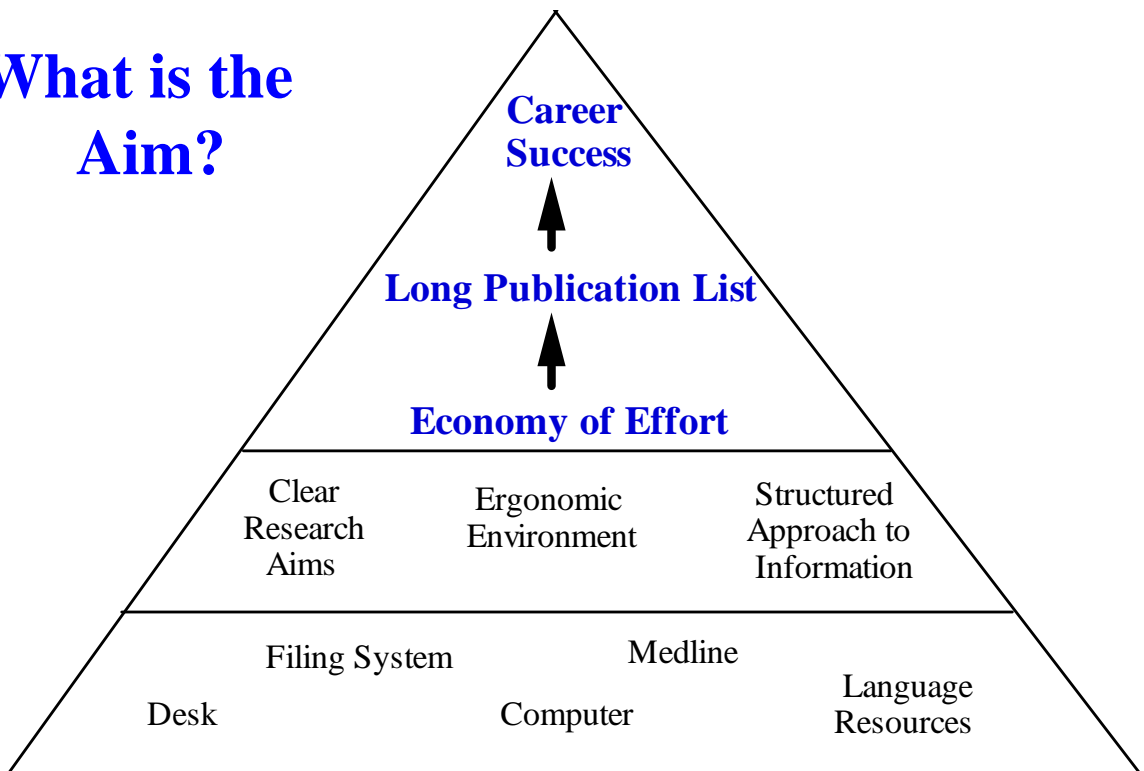
A Skeleton Approach

Background Philosophical Considerations

- a) What is the aim?
 - b) What is research?
 - c) What are our tools?
 - d) What are the building blocks?
-

Philosophical Considerations I

What is the Aim?



**Success demands economy of effort -
economy of effort demands efficient planning**

Bare bones

Skeletons

First Drafts

Submitted Papers

One step at a time

Philosophical Considerations II

What is Research? The importance of the literature

Know the literature

(or learn how to scan abstracts)

Do we set our sights on high impact with difficulty? (or know your journals and your own capacity)

If it is not published it is not research (or any journal is better than no journal at all)

Philosophical Considerations III

What are our Tools?

Handling papers demands a big desk

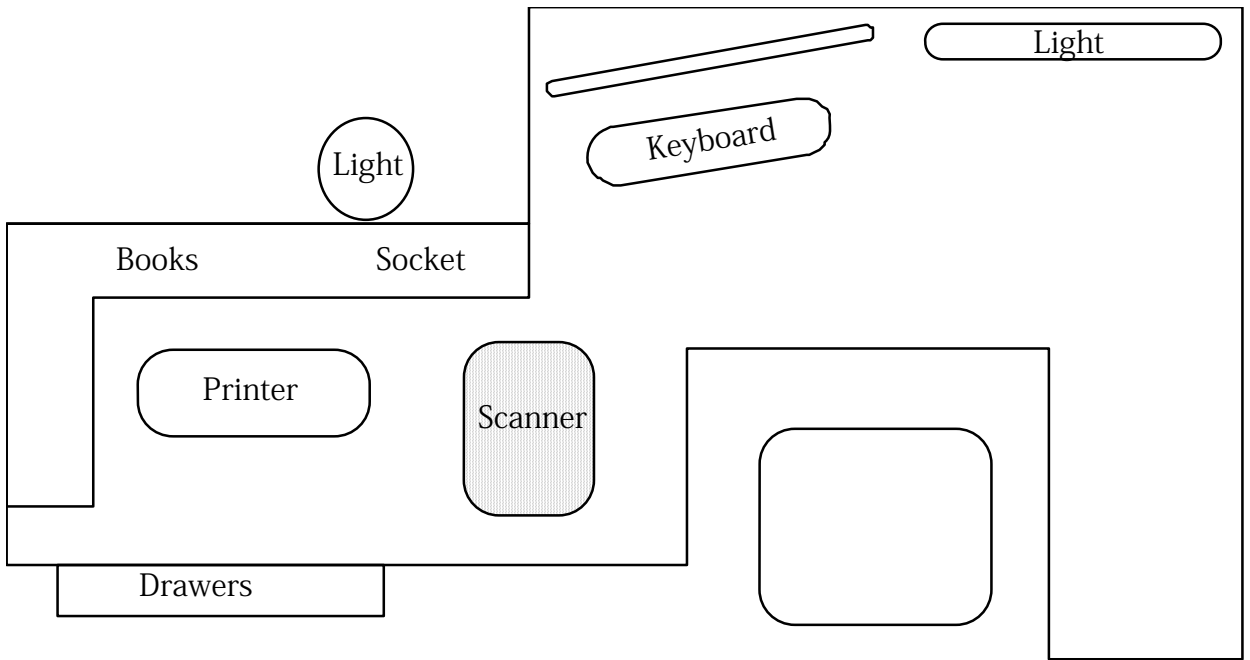
Cut and paste demands a big screen

Being up to date necessitates Medline and library visits

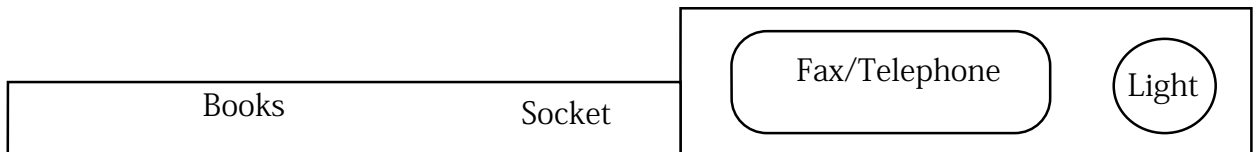
Build up summary files and reprint files

Have everything at hand - no excuses for procrastination!

Work Space?



Build an Efficient Office Environment



Philosophical Considerations IV

What are the Language Building Blocks?

Build flow charts for manuscript sections

To get down to the actual construction of a manuscript or letter, the building blocks are words, sentences, paragraphs and sections, from the smallest to the largest. However, they require organization in the reverse direction when writing a manuscript for publication purposes.

Vocabulary-Personal Dictionary

At the level of vocabulary the first point is that the English language, being composed of accumulated German, French and Latin words, is rich in synonyms.

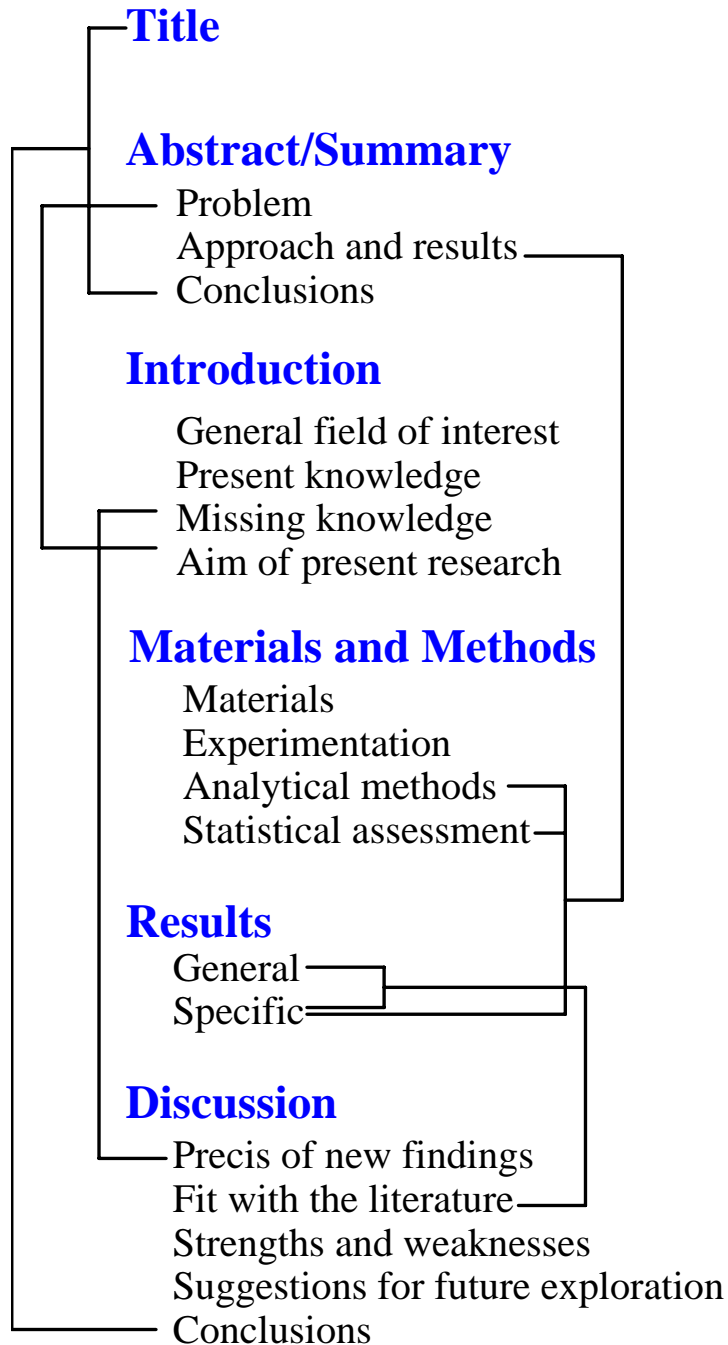
Section/Paragraph 'Dictionary'

At the level of individual sections, simplest for materials and methods, results, but also introduction and discussion, gather your own templates.

The Basic Manuscript

- a) Title**
 - b) Abstract/Summary**
 - c) Introduction**
 - d) Materials and Methods**
 - e) Results**
 - f) Discussion**
 - g) Acknowledgements**
 - h) References**
 - i) Figures and Tables**
-

Interaction Chart



Keep it simple, keep the sections separate!!

a) Title

The essential points

Clear Concise Accurate Grammatical

The title should include

Key word(s):

Animal species/Organ/Parameter

Mechanisms

**A title is a succinct statement with
maximum information content**

Avoid superfluous terms

Is it attractive and stimulating?

or

Can it be readily cited?

b) Abstract/Summary

Start with the problem /hypothesis

Body: No repetition

Provide only significant actual data

Methodology minimal

**End with the conclusions -
commensurate with your results**

What about the hypothesis?

**Avoid citations and unexplained
terms or abbreviations**

c) Introduction

**What is the problem,
what is the model,
what are the techniques**

Why? What? How?

First paragraph: Statement of the field

What known

What not known

2nd etc paragraph: Models

Advantages/Disadvantages

Last paragraph: Specific aims

Approach adopted to clarify

Precautions

Additional aims

d) Materials and Methods

Typical Materials and Methods flow charts

Materials, animals /cells

Treatment details

Specimen collection/storage

Methods a) b) c) ...

Statistical analysis

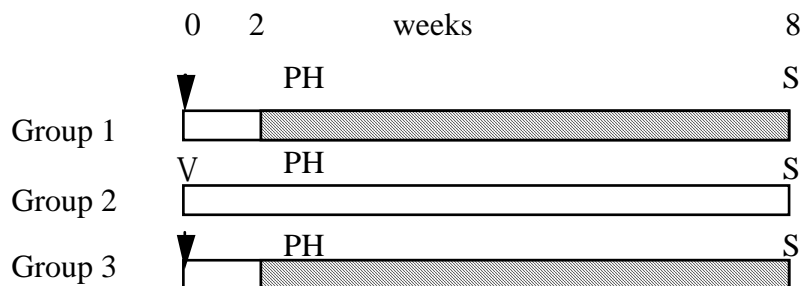
Patient or subject details

Study organization, therapy

Specimen collection/storage

Methods a) b) c) ...

Statistical analysis



▼ DEN, 200mg/kg i.p. V, Saline vehicle, i.p. PH 2/3 partial hepatectomy
■ Test chemical(s) □ No treatment S, Sacrifice

informed consent?

institutional guidelines?

**Allow fellow scientists to confirm your work -
provide access to the same materials**

**Cite earlier papers to avoid excessive detail and
give credit**

e) Results

Typical ‘Results’ flow charts - mirror the M and M

Body weights, mortality and gross findings

Quantitative data for tumours/lesions

Quantitative data for biochemical method a)

Quantitative data for biochemical method b) c)...

General Details for Subjects and Controls

Quantitative data for associations

Quantitative data for biochemical method a)

Quantitative data for biochemical methods b) c)...

**All the detailed results belong in the
‘Results’ section - only in the
‘Results’ section**

**No need to provide the same data in
both text and table!**

f) Discussion

The Discussion is for discussing your results - not for introducing the field

Typical 'Discussion' flow chart

First paragraph:

Synopsis of New Findings

2nd paragraph:

General Findings

Fit/non-fit with the literature

Conclusion

3rd/4th ... paragraphs:

Specific Findings

Fit/non-fit with the literature

Conclusion, Strengths, weaknesses

Final paragraph:

Overall conclusion and future

**Agreement then disagreement - same
then different systems**

g) Acknowledgement(s)

Financial - Funding Bodies, Institutions

Professional - Research Colleagues

Technical - Assistants

Thank ... for ...

Are grateful to ...for...

Express gratitude to ... for ...

Deeply appreciate the... of...

Are indebted to ... for ...

Acknowledge the ... of ... for

Financially supported by ...

Confirm permission to refer to a person and ensure names of individuals and granting bodies are correct

h) References

Choice - what and who?

Be fair to other authors especially with regard to original advances - they might then reciprocate - major reviews?

How many?

Format?

Alphabetical listing?

Sheet/card -

check?

Final check before submission

Authors: Number et al?

Punctuation: Name., Initial, ?

Journal: Full or Abbreviated

Journal Number: Bold/Italic? Punctuation?

Page numbers: 21-25 or 21-5?

Books: Correct format?

All the references cited present in the list?

All the references in the list cited?

i) Tables and Figures

Tables

Orientation

Page fit

Abbreviations

References

Limit the number of columns to fit in one page

Figures

Clear and concise

In focus

Magnification

Can the comparison be immediately understood?

**Is it clear what you are illustrating -
do you need an arrow/asterisk?**

Final Check List

Title page

- The title is in line with any size limit**
- All of the names of authors are correct**
- All the affiliations have been provided as necessary**
- Abbreviations have been defined as necessary**

Abstract

- The abstract is within any size limit set by the journal**
- Key words have been supplied if required**

Body of Text

- The font size and line spacing is correct**
- A spell check has been performed**
- There are no abbreviations without initial explanation**

Acknowledgements

- The granting bodies have been appropriately thanked**
- Colleagues and staff have been correctly mentioned**

References

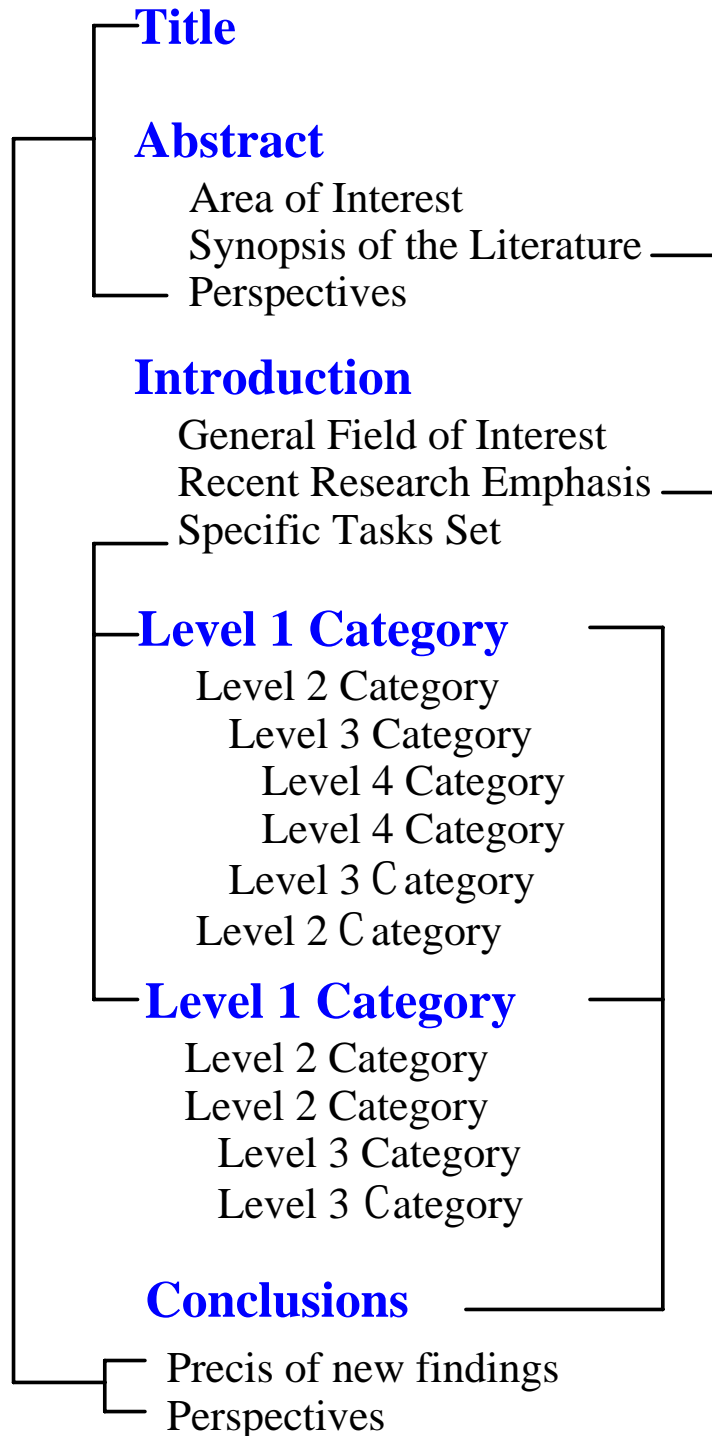
- All the references cited are present in the list**
- The references have been correctly cited (pair work!)**

Tables and Figures

- The legends correspond to the tables and figures**
 - Abbreviations explained, magnifications given**
-

Flow Chart for a Review

The Review



Concrete Example

Soluble and insoluble fiber influences on cancer development (Moore, Park and Tsuda, 1998)

Introduction

Dietary Fiber and Health

Dietary Fiber Types/Characteristics

Epidemiological and Experimental Evidence

Colon Cancer

Breast Cancer

Endometrial Cancer

Mechanistic Considerations

Influence on the Alimentary Canal

Transit, Fecal Mass, Binding

Bile Acids

Cholesterol

Short Chain Fatty Acids

Proliferation

Normal Epithelium

Focal Lesions

Hormone Influence

Insulin

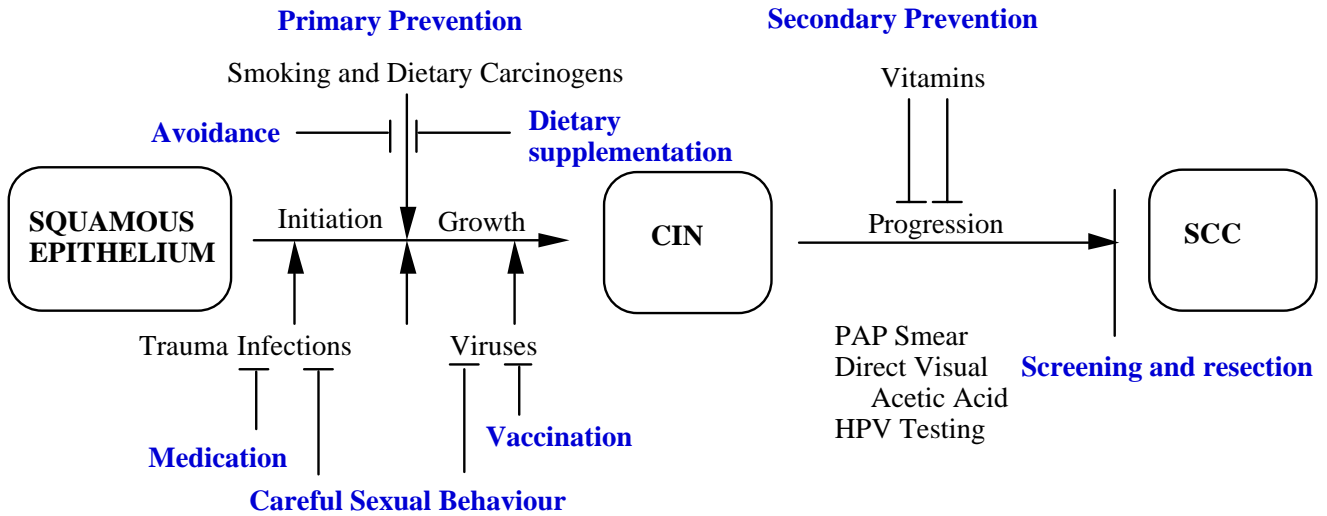
Sex Hormones

Future Perspectives

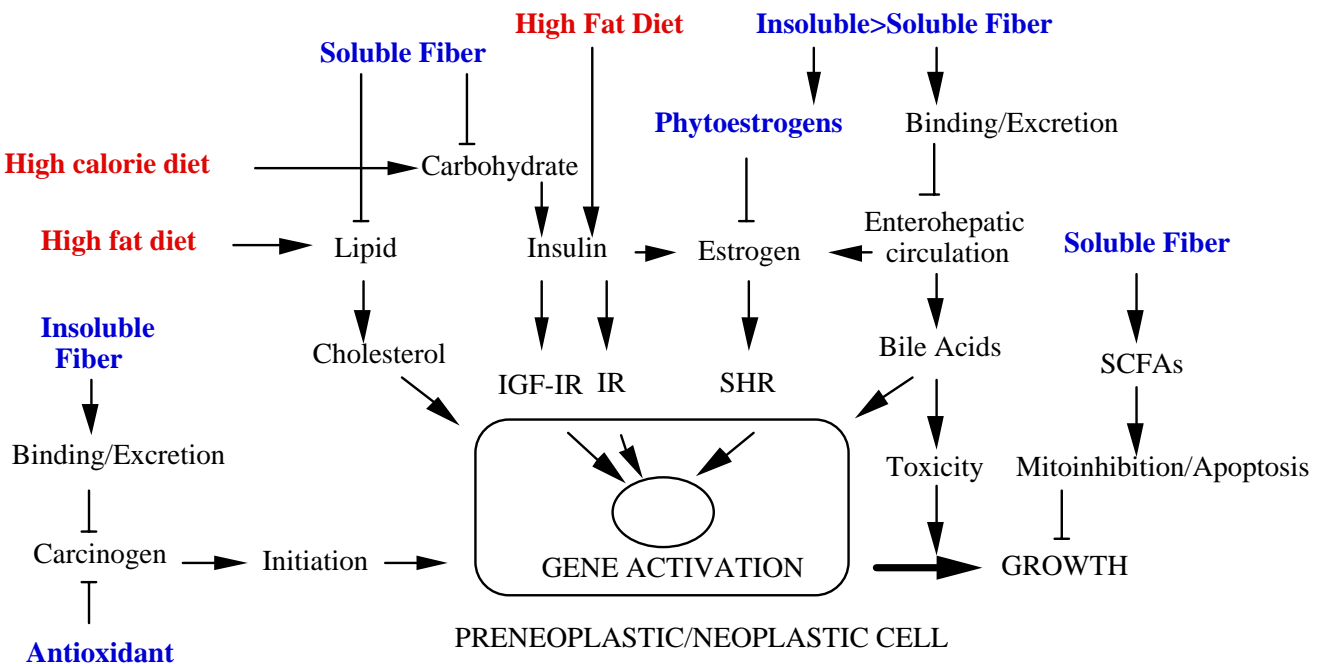
Preventive Measures

Research Aims

Intervention Strategies: Cervical Squamous Cell Carcinoma

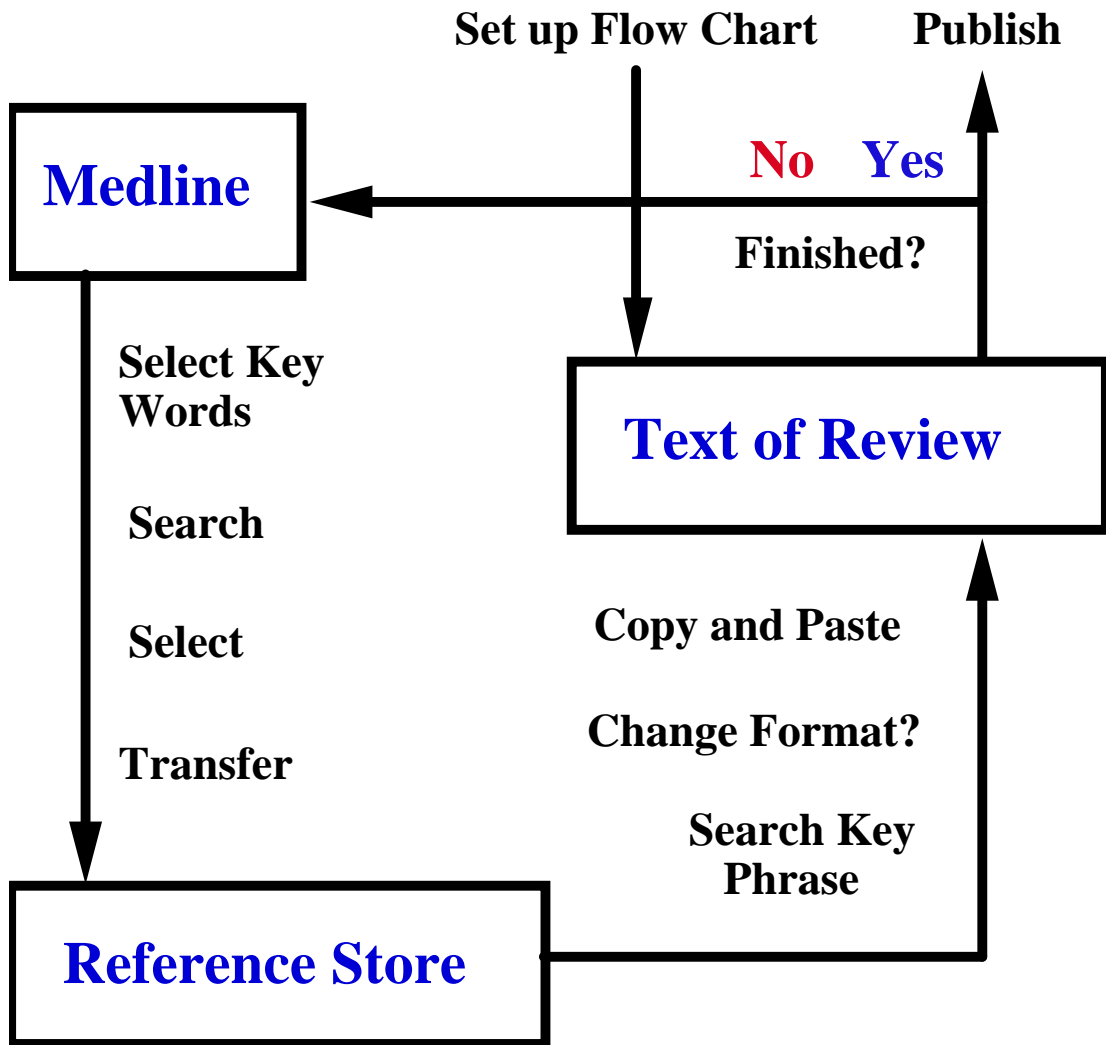


Simplify complex mechanistic in t e r-relations - use schematic illustrations



Major risk and beneficial factors on preneoplastic and neoplastic cells, with reference to dietary influence. IGF-IR, insulin like growth factor I receptor; IR, insulin receptor; SHR, steroid hormone receptor; SCFA's, short chain fatty acids; —→, enhancing stimulus; —|, inhibitory effect.

Reference and Text Accumulation



**Be patient and follow the path -
it leads to 'publish'**

Thoughts on a Thesis

**Accumulate 'sections' of
Introduction, Methods, Results
and Discussion**

- last minutes are precious!

**Design your flexible 'Flow Chart'
as early as possible**

Know your field -

**explain 'why' as well as 'what',
you have poetic license
at both your oral and in the text**

Case Reports

Simple Format

Introduction

Case History

Text and Figures

Discussion/Implications

Why **Important?**

Unique Features?

Treatment

Prognosis

General Hypothesis?

Communication Letters

a) **General Points**

Letter Layout/Check List

b) **Submission**

Letter/Enclosures

c) **Resubmission**

Letter/Reviewer Responses

d) **Making and Responding to Requests**

Materials and Collaboration

Visits and Training

e) **Applying for a Position**

Letter/Curriculum Vitae

f) **Miscellaneous**

Congratulations

Condolences

Principles

Be esthetic - balance the spaces

The image contains two diagrams illustrating letter layout principles. Each diagram is enclosed in a large rectangular border.

Left Diagram: Shows a layout with a large text area. At the top is a box labeled "Institution Address". Below it, on the left, is a box labeled "Address". On the right, there are two boxes: "Address" (top) and "Date" (bottom). Below these is a box labeled "Dear...". The largest box is labeled "Text". At the bottom left is a box labeled "Signature".

Right Diagram: Shows a layout with a smaller text area. At the top is a box labeled "Institution Address". Below it, on the left, is a box labeled "Address". On the right, there are two boxes: "Address" (top) and "Date" (bottom). Below these is a box labeled "Dear...". The text area is a single wide box labeled "Text". At the bottom left is a box labeled "Signature".

Final Check List:

- 1) Name/title of the editor/addressee is correctly typed?
 - 2) His or her address is complete with the post code and country
 - 3) The date is correct (e.g. **14th April, 2003** or **14. 4. 2003**)
 - 4) The first paragraph states the reason for the letter
 - 5) Correct ending (Sincerely/Yours sincerely if name used, otherwise Yours faithfully)
 - 6) All authors have signed (if all authors necessary)
 - 7) The address on the envelope corresponds with that in the letter
 - 8) Your address is supplied on the back of the envelope
-

Specific Communication

Asian Pacific Organization for Cancer Prevention



APJCP Editorial Office
c/o National Cancer Center Research Institute, Tokyo
and Aichi Cancer Center Research Institute, Nagoya
apocp2000@yahoo.com <http://www.apocp.org>

Prof/Dr. NAME
TITLE, JOURNAL
ADDRESS

DATE

Dear Dr NAME

Please find enclosed a copy of our manuscript entitled "Nobel Prize material" which we would like to submit for your consideration of publication in JOURNAL.

We hereby confirm that all of the authors made essential contributions to the documented research and that all are in agreement with the present submission.

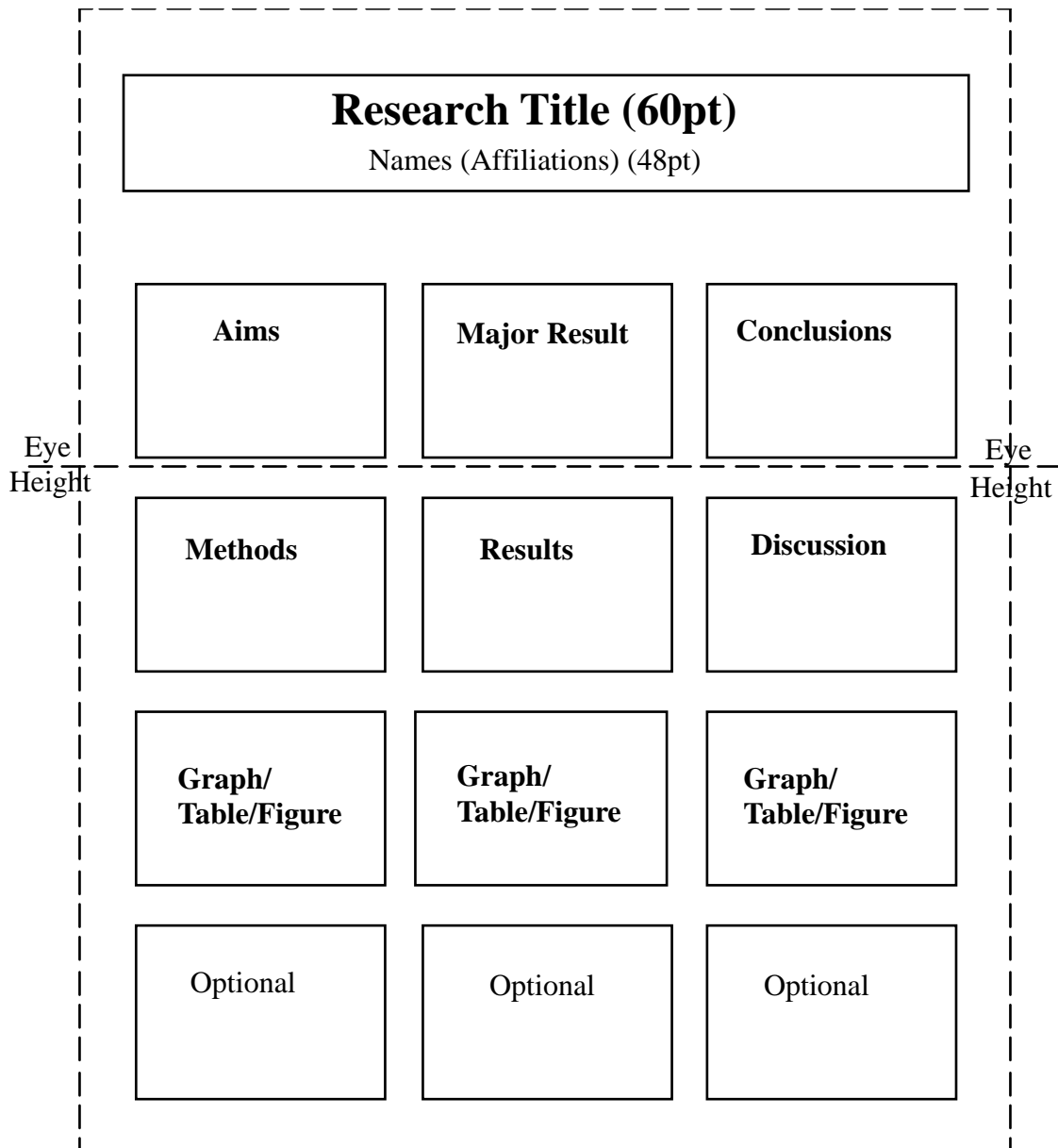
Thank you for your kind consideration,

Yours sincerely ,

Malcolm A Moore Ph.D.

Poster Presentation

Attract attention - make attractive posters
Be rapidly understood - make it simple



Smile and enjoy the opportunity to discuss

Oral Presentation

a) **General Considerations**

Be a gentleman (lady)

Allow time for your conclusions

Practise makes perfect

Balance and pace

b) **Practical Planning**

How much time available

Slides -how many?

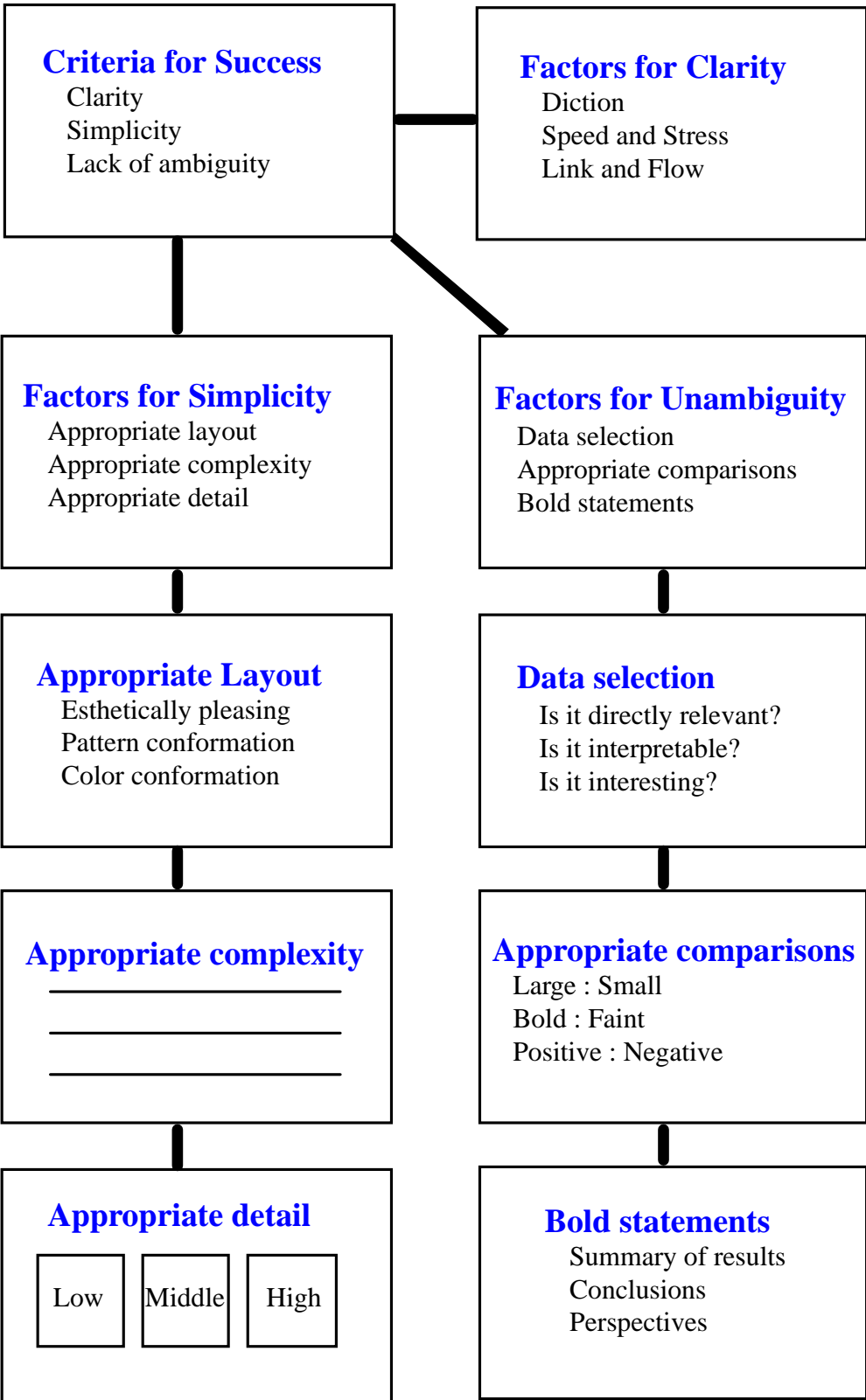
c) **Points for Presentations**

Clarity

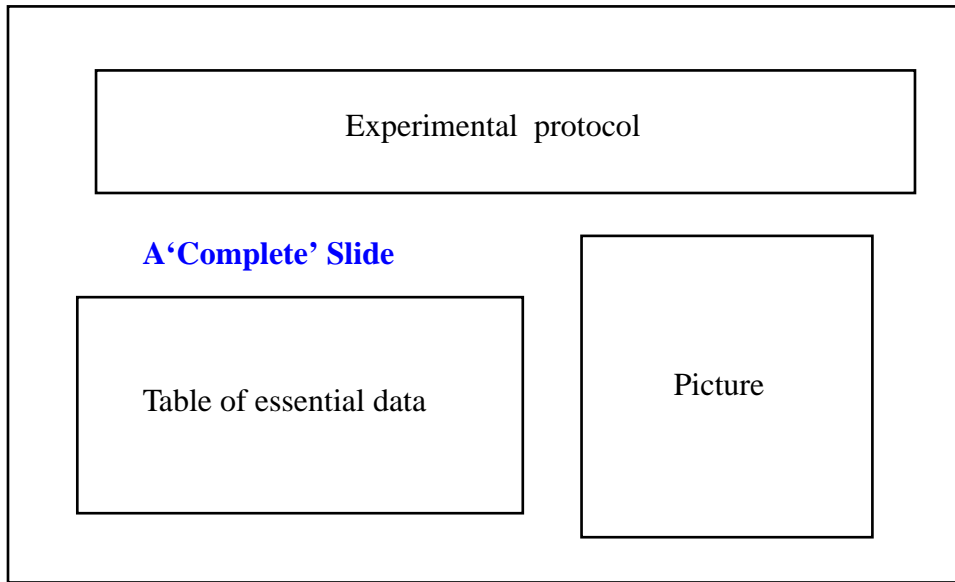
Simplicity

Lack of ambiguity

Presentation



The **stress** should be placed on **key words** and **key data**



Do not read out large bodies of text verbatim

Pace should fit audience comprehension

Practise and performance before colleagues makes perfect

Be polite, smile and enjoy the occasion!

Scientific English

**Comprehensive
Organization**

**Simple
Step-by-Step
Approach**

**Multi-Faceted
Perseverance**

Scientific English

a) **Vocabulary**

- i) Historical Background
- ii) Alternative Vocabulary

b) **Grammar**

- i) Definite and Indefinite Articles
- ii) One, Another, the Other
- iii) It and They
- iv) The Former, Latter, Respectively
- v) Voices and Tenses
- vi) Punctuation
- vii) Sentence Components

d) **Think and Link**

- i) Complex Sentences
 - ii) Paragraph Structure
-

Vocabulary Etiology

i) Latin and Greek on a German and French Background

Prefixes

Con-/com/col-	with	De- out/down.
E/ex- out/from		En-within/make
In- in		Pre-before
Re- again		Trans-change

En

enhance	endure	encounter
endemic	endeavour	enrich
enliven	enact	encourage
enlighten	envisage	enamour
ensure	enjoin	entrust
encroach	enlarge	entropy

Suffixes

-ology	-ological	-ologically
-ation	-ational	-ationally
	-ative	-atively
-ability	-able	-ably

Vocabulary I: Relations

Temporal

Before	During	After
Previous to	Simultaneous with	Subsequent to
Prior to/preceding	Concomitant with	Succeeding

Next Then Subsequently Following After

Spatial

Adjacent	Distant	Central	Peripheral
Next to	Far from	In the middle	At the edges

Conceptual

In agreement with	In disagreement with
In line with	In contrast to
As expected	Contrary to expectation
On the one hand	On the other hand
Therefore	However
Consequently	Nevertheless
Since	Although
Because	While
Analogous	Anomalous

Vocabulary II: Comparisons

Likelihood

Certain

Probable

Likely

Possible

Frequency

Always

Frequently

Often

Sometimes

Conceivable

Unlikely

Inconceivable

Size

Infinite

Gigantic

Large

Appreciable

Occasionally

Rarely

Never

Acceptability

Excellent

Good

Reasonable

Fair

Small

Slight

Infinitesimal

Clarity

Unequivocal

Obvious

Clear

Vague

Equivocal

Poor

Atrocious

Unacceptable

Opaque

Impenetrable

Vocabulary Alternatives

Verbs of Study

Impersonal (the method)	Personal (Einstein)	Object (the animal)
established	established	
found	found	
showed	showed	showed
demonstrated	demonstrated	demonstrated
? (itself)		exhibited
revealed	revealed	
confirmed	confirmed	
proved	proved	
suggested	suggested	
indicated	indicated	
	reported	
	documented	
	described	
	assessed	
	estimated	
	investigated	
	studied	

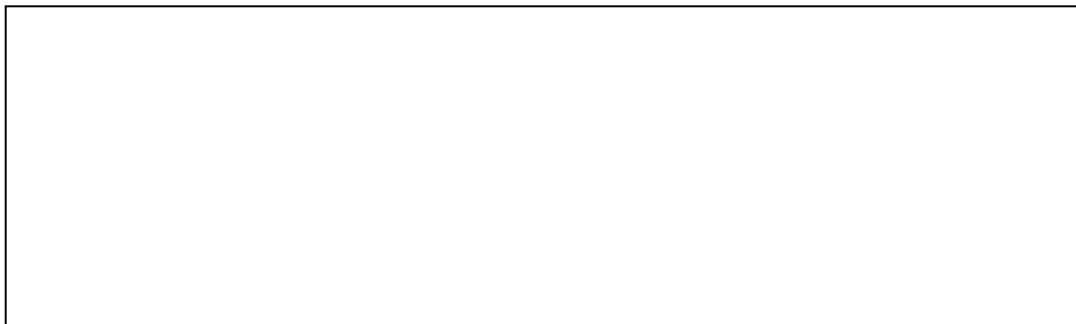
Verbs of Action

act on impact on
influence
affect effect/cause a change in
cause an effect on
effect/cause an increase/decrease in
cause an elevation/reduction in
exert an influence/effect/impact on
have an action/impact/influence/effect on

Synonyms / Opposites

I

ideal	_____	= perfect, optimal	x imperfect
ideally	_____	= optimally	x suboptimally
identity	_____	= equivalence	
illustrate	_____	= show, describe, exemplify	
impact (on)	_____	= influence, impinge (on)	
impede	_____	= hinder, obstruct	x assist
impediment	_____	= difficulty	x advantage
impinge (on)	_____	= act (on), influence, impact (on)	
implement	_____	= carry out/enact/perform	
imply	_____	= indicate/suggest	
implicate	_____	= suggest involvement	
implication	_____	= meaning, significance	
important	_____	= significant	x unimportant
include	_____	= encompass	x exclude
in line with	_____	= in agreement with,	
		in accordance with	
increase	_____	= rise, elevation	x drop/reduction
		increment	



Grammar I

i) Definite and indefinite articles

a reagent was placed in a flask and analysed by an established method with the help of a computer

reagents were placed in flasks and analysed by established methods with the help of computers

the reagent, NaCl, was placed in the (pretreated) flask and analysed by the method established earlier (reference) with the adapted computer

air and water are essential to life

the air and the water on the earth are essential to the life of its animals and plants

there are three main gases in air - one is nitrogen, another is oxygen, and the other is carbon dioxide

Grammar II

ii) Countable and non-countable

Nouns can exist in both countable and non-countable forms. One very good example is cancer. When we can talk about this as the disease in general then it is clearly unique.

However, if we think in terms of tumours occurring in different patients then obviously they can be counted and require a and the accordingly.

Other examples?

iii) It and This, They and These

Rather than repeat the same noun twice: Cancer is a major problem. It is prevalent throughout the world. Furthermore, this disease is increasing.

Tumors are found in all sites of the body. They are a major cause of mortality. These lesions expansively grow.

Grammar III

iv) The former and the latter, the first, the second and the last, respectively

Rather than repeat: Cancer and circulatory disease are the two most common causes of mortality. The former is characterized by uncontrolled cell growth and the latter by alteration in the blood supply system. They are respectively thought to be largely due to carcinogen exposure and high cholesterol intake.

Cancer and atherosclerosis account for x and y%, respectively, of world mortality.

(NOT: cancer accounts for x% and atherosclerosis y%, **respectively**, of world mortality HERE THE RESPECTIVELY IS SUPERFLUOUS)

Diabetes accounts for z% of deaths. The respective figures for cancer and atherosclerosis are x and y %.

Concrete Examples I

1) **The** liver tissue, adjacent to lesion, was employed as positive control for **an** immunohistochemical staining.

Liver tissue, adjacent to lesions, was employed as **a/the** positive control for immunohistochemical staining.

2) **The** accumulation of **the** protein in the cytoplasm occurred as **the** result of **the** mutations in **the** gene B.

Accumulation of protein in the cytoplasm occurred as a result of mutations in gene B.

Grammar IV

v) Voices and Tenses

Active and passive

It was/has been demonstrated by

We demonstrated/have demonstrated

Past and present

It has been shown

In 2004, it was shown

It **was** well known - it is well known

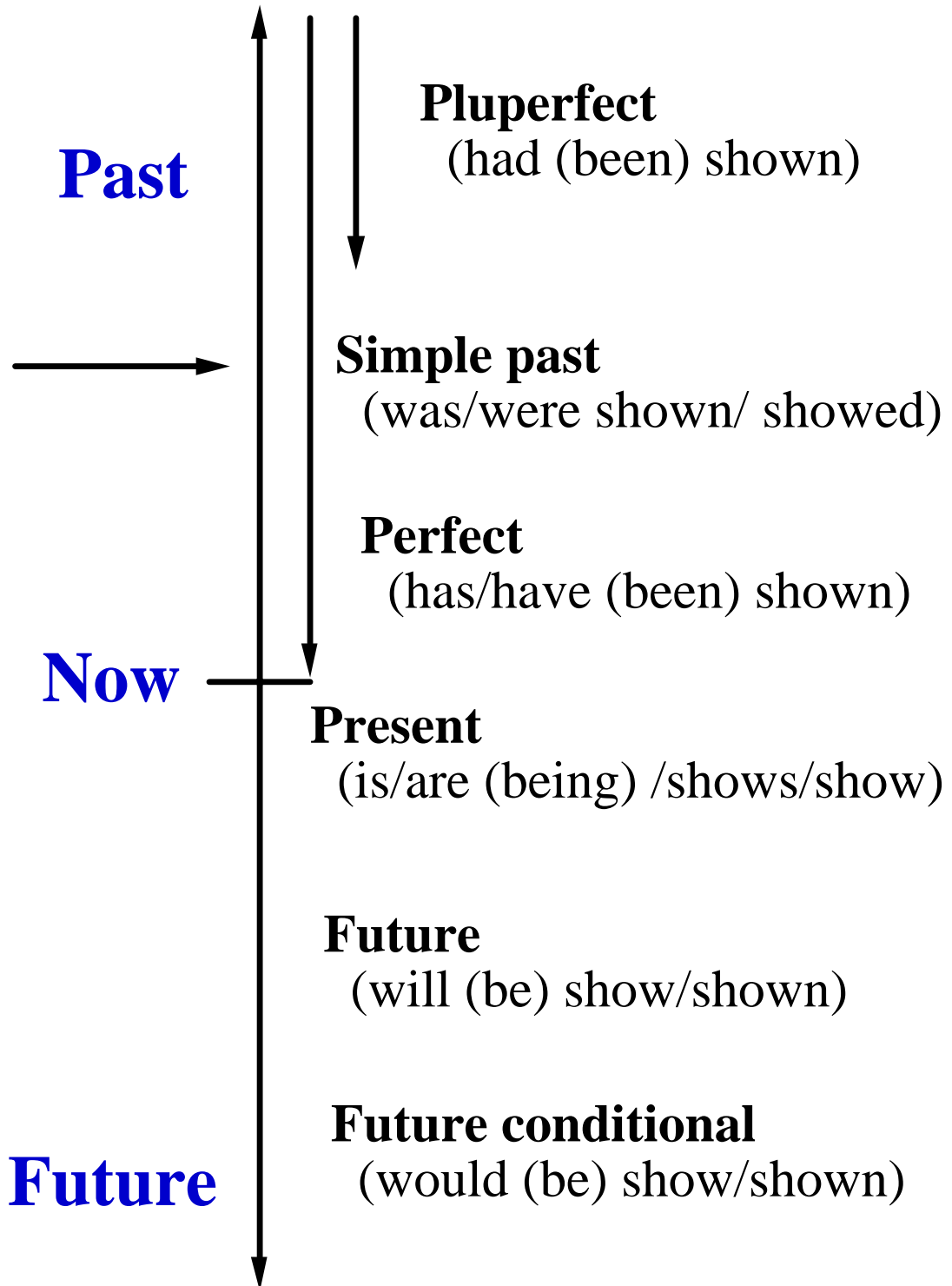
It is established

It was established in 2004

The findings **indicated**

The findings indicate

v) Tenses



vi) Punctuation

The **period** is used to separate one sentence from another.

Correct: . A.D. ! ? .”

Not correct: A.D.. !. ?.”.

The **colon** and **semi-colon** are used to divide a complex sentence.

**The field consists of: subject a;
subject B; and subject C.**

Parentheses are always employed in pairs, generally around some statement of information which is necessary but is of subsidiary importance.

The **slash**(slant/diagonal/virgule/oblique) is one way to indicate alternatives. The most common usage is with **and/or**.

Dissect actual sentences into their components

Vocabulary = Words

Articles Nouns Pronouns
Adjectives Adverbs
Verbs Conjunctions
Prepositions

Roles = Forms

Subject Predicate Object

Structures = Sentence Components

Clauses Phrases

Sentence Definition

A sentence is by definition a group of words that includes a **subject (S)** and a **predicate**, that is not dependent on any other group or words and can therefore stand alone. The **predicate** must contain a **verb** or **verb phrase (VP)**. It may link the **subject** with a **subject complement (SC)**, or be followed by a **direct object (DO)**.

(S) (VP)
Cancer kills.

(S) (VP) (SC)
Cancer is a disease.

(S) (VP) (DO)
Cancer causes death.

Objects and Object Complements

In some sentences the **verb phrase (VP)** is followed by an **indirect object (IO)** as well as a **direct object**. In others, it is followed by an **object complement (OC)** as well as a **direct object**.

(S) **(VP)** **(DO)** **(IO)**
Cancer causes death to/of people.

(S) **(VP)** **(DO)** **(OC)**
People consider cancer (to be) frightening.

Modifiers

All sentences have basically this structure, the other included words being **modifiers (M)**.

(S) **MMM** **MMM** **(VP)**
Cancer of the uterus is known to cause
M **(DO)** **MM** **(IO)** **MMMM**
painful death to many women in the
developing world.

M **(S)** **M** **(VP)**
Thoracic specialists strongly consider
M **M M** **(DO)** **MM**
mesothelioma type lung cancer to be
M **(OC)**
particularly dangerous.

Grammar - Phrases

A **phrase** is a sequence of words arranged grammatically but not containing a **subject** and **predicate** and therefore not able to stand alone. Each individual **phrase** in fact functions either as a **subject**, the main part of the **predicate**, an **object** or a **modifier**.

Noun Phrase: The most prevalent cancer in Asia causes the most deaths.

Verb Phrase: The most prevalent cancer in Asian females has been found to be mammary cancer.

Prepositional Phrase: The most prevalent cancer in northern Asia during the 1950's was stomach cancer.

Clauses

A **clause** is grammatically arranged and contains a **subject** and **predicate**. An **independent clause** (also known as the **main clause**) can stand alone, whereas a **dependent clause** is introduced by a subordinating word and must be accompanied by a **main clause**. Phrases and clauses may be either **restrictive**, meaning that they are essential to the meaning, or **non-restrictive**, providing additional but not essential information.

Restrictive phrase/clause: **The cancer that is most prevalent in Asia causes the most deaths.** Here the cancer is limited by the clause.

Non-restrictive phrase/clause: **Breast cancer, the most prevalent cancer in Asian females, is increasing.**

Grammar IV

Think and Link	Introduce the topic
	Weigh the evidence for
	Weigh the evidence against
	Draw your conclusion
	Ask a question

With regard to = regarding = concerning = in relation to = in the context of

Therefore

In line with = in agreement with

In addition = furthermore = moreover = similarly

However

In contrast = on the other hand

On the contrary = unexpectedly = contrary to expectation

**Scientific
English**



Communication

Success

Competence

Fulfilment

Good luck and happy writing!

Thank you
