

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ
ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«ЛУГАНСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ»
(ФГБОУ ВО «ЛГПУ»)

Структурное подразделение Институт филологии и социальных
коммуникаций

Кафедра английской и восточной филологии



УТВЕРЖДАЮ

Директор Института филологии и
социальных коммуникаций

О.С. Перетятая

« 15 » января 20 26 г.

Приложение к рабочей программе учебной дисциплины

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
для проведения текущего контроля и
промежуточной аттестации обучающихся по дисциплине
Коммуникативно-прагматические аспекты текста

По направлению подготовки – 45.03.01 Филология

Профиль подготовки – Зарубежная филология. Английский язык

Квалификация выпускника – бакалавр

Форма обучения – очная, заочная

Курс – 3 курс ОФО (5 семестр) / 4 курс ЗФО (10-11 триместры)

Разработчик:

профессор кафедры

английской и восточной филологии

Гришак С.Н.

Заведующий кафедрой английской и
восточной филологии

 **А.А. Новикова**

Протокол

от « 23 » ДЕКАБРЯ 20 25 г. № 7

Луганск, 20 26

1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

1.1. Область применения

Фонд оценочных средств (ФОС) – неотъемлемая часть рабочей программы дисциплины «Коммуникативно-прагматические аспекты текста» и предназначен для контроля и оценки образовательных достижений студентов, освоивших программу дисциплины.

1.2. Цели и задачи фонда оценочных средств

Цель ФОС – установить соответствие уровня подготовки обучающегося требованиям ФГОС ВО бакалавриат по направлению подготовки 45.03.01 Филология, утвержденным приказом Министерства науки и высшего образования Российской Федерации от 12 августа 2020 года № 986 (с изменениями и дополнениями).

1.3. Перечень компетенций, формируемых в процессе освоения основной образовательной программы

Процесс освоения дисциплины направлен на формирование следующих компетенций и индикаторов их достижения:

Код по ФГОС ВО	Индикатор достижения
Общепрофессиональные	
ОПК-5. Способен использовать в профессиональной деятельности, в том числе педагогической, свободное владение основным изучаемым языком в его литературной форме, базовыми методами и приемами различных типов устной и письменной коммуникации на данном языке.	ОПК-5.1. Владеет основным изучаемым языком в его литературной форме. ОПК-5.2. Использует базовые методы и приемы различных типов устной и письменной коммуникации на данном языке для осуществления профессиональной, в том числе педагогической деятельности, в том числе в рамках педагогической деятельности. ОПК-5.3. Использует основной изучаемый язык для различных ситуаций устной, письменной и виртуальной коммуникации.

1.4. Этапы формирования компетенций и средства оценивания уровня их сформированности

Этапы формирования компетенций		Компетенции	Контрольно-оценочные средства / способ оценивания
Тема 1	General notions of academic writing. The purpose of academic writing. Cultural Differences in Writing.	ОПК-5	Выполнение практических письменных заданий, устный опрос.
Тема 2	Scholarly Writing Format for Academic Papers & Research Documents. Different Genres of Academic Text. (Summary.	ОПК-5	Выполнение практических письменных заданий, устный опрос.

	Synopsis. Abstracts of communication. Annotation. Paper. Argumentative essay. Peer review).		
Тема 3	Academic writing style. Elements of English academic style. Vocabulary of the scientific prose style. Grammar for scientific writing. Syntactic characteristic features of scientific texts.	ОПК-5	Выполнение практических письменных заданий, устный опрос.
Тема 4	Bibliography. Literature reviews. Text Citation and Referencing. Plagiarism. Submitting the Paper.	ОПК-5	Выполнение практических письменных заданий, устный опрос.
Тема 5	The Structure of Research Papers. (Abstract, Introduction, Literature Review, Methods, Results and discussions, Conclusion).	ОПК-5	Выполнение практических письменных заданий, устный опрос.
Тема 6	Writing an academic text.	ОПК-5	Написание академического текста (эссе)
Текущая аттестация		ОПК-5	Контрольная работа
Промежуточная аттестация		ОПК-5	Экзамен

1.5. Описание показателей формирования компетенций

Код компетенции	Результаты сформированности
ОПК-5. Способен использовать в профессиональной деятельности, в том числе педагогической, свободное владение основным изучаемым языком в его литературной форме, базовыми методами и приемами различных типов устной и письменной коммуникации на данном языке.	<p>Знать: языковые средства всех уровней основного изучаемого языка для выражения логической и оценочной информации в любой коммуникативной ситуации; средства организации и построения связанного научного текста;</p> <p>Уметь: выявлять литературные и нелитературные элементы основного изучаемого языка, уместно использовать их в академической (устной и письменной) речи;</p> <p>Владеть: коммуникативными стратегиями, языковыми и цифровыми навыками в любых ситуациях академической коммуникации (письменной, устной, виртуальной)</p>

1.6. Критерии оценивания компетенций на разных этапах их формирования

Вид учебной работы	Количество баллов	
	ОФО	ЗФО
Lectures (6 x 1,5 / 2 x 2)	9	4
Practical classes (15 x 3 / 5 x 10)	45	50

Final test	10	10
Academic writing (essay)	10	10
Exam	26	26
Итого за семестр / триместр:	100	100

Накопительная система оценивания по 100-бальной шкале

Четырехбал- льная система оценивания экзамена	100- балльная шкала	Буквенная шкала, соответствующая 100- балльной шкале	Система оценивания зачета
Отлично	90–100	А – отлично – теоретическое содержание курса освоено полностью, без пробелов; необходимые практические навыки работы с освоенным материалом сформированы; все предусмотренные программой обучения учебные задания выполнены, качество их выполнения оценено числом баллов, близким к максимальному	Зачтено
Хорошо	83–89	В – очень хорошо – теоретическое содержание курса освоено полностью, без пробелов; необходимые практические навыки работы с освоенным материалом в основном сформированы; все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному	
Хорошо	75–82	С – хорошо – теоретическое содержание курса освоено полностью; некоторые практические навыки работы с освоенным материалом сформированы недостаточно; все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками	
Удовлетво- рительно	63–74	Д – удовлетворительно – теоретическое содержание дисциплины освоено частично, но пробелы не носят существенного характера; необходимые практические навыки работы с освоенным материалом в основном сформированы; большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, содержат ошибки	
Удовлетво- рительно	50–62	Е – посредственно – теоретическое содержание курса освоено частично; некоторые практические навыки работы не сформированы, многие предусмотренные	

		программой обучения учебные задания не выполнены либо качество выполнения некоторых из них оценено числом баллов, близким к минимальному	
Неудовлетворительно	21–49	FX – неудовлетворительно – теоретическое содержание курса освоено частично; необходимые практические навыки работы не сформированы; большинство предусмотренных программой обучения учебных заданий не выполнено либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительной самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий	Не зачтено
Неудовлетворительно	0–20	F – неудовлетворительно – теоретическое содержание курса не освоено; необходимые практические навыки работы не сформированы; все выполненные учебные задания содержат грубые ошибки, дополнительная самостоятельная работа над материалом курса не приведет к какому-либо значимому повышению качества выполнения учебных заданий	

2. КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА

2.1. Оценочные средства текущего контроля

Questions for discussions:

- 1) What is academic writing?
- 2) What are the main features of academic writing?
- 3) How many types of sentences do you know? Characterize each of them.
- 4) Give the definition for punctuation.
- 5) Name the basic punctuation marks.
- 6) Which categories of linking words do you know?
- 7) What is a paragraph?
- 8) What are the main rules of paragraphing?
- 9) Name the main points of a paragraph structure.
- 10) What is a topic sentence? Tell about its distinctive features.
- 11) Name the basic distinctive features.
- 12) What is cohesion? Which cohesive devices do you know?
- 13) Which principal elements should a paragraph possess?
- 14) When do we normally start a new paragraph?
- 15) What are the strategies to make a paragraph more developed?

Tasks for the class activity

- Task 1. Fill in the gaps with proper words given in the box.
- Task 2. Match the title with the appropriate paragraph.
- Task 3. Rewrite the text in proper way.
- Task 4. The text has some style problems (shown in red colour). What rule is being broken? How would you correct the problem?
- Task 5. Match the terms on the left to the definitions on the right.
- Task 6. Put these words in the correct form into the gaps.
- Task 7. The essay below has a number of problems with academic style. Identify and underline the errors.
- Task 8. Fill in the missing phrasal verbs in this paragraph.
- Task 9. How to Cite Sources in the Text?
- Task 10. Cite each source in brackets using the reference list.

Test on writing conventions, academic style and language

Multiple Choice Question

1. The main difference between academic writing and normal writing is that academic writing:
 - a) uses longer words
 - b) tries to be precise and unbiased
 - c) is harder to understand
 - d) all of the above
2. The best time to write an introduction is often:
 - a) first
 - b) last
 - c) after writing the main body
 - d) all of the above
3. Plagiarism is:
 - a) a dangerous disease
 - b) an academic offence
 - c) an academic website

d) all of the above

4. An in-text citation looks like:

- a) (Manton, 2008)
- b) (Richard Manton, 2008)
- c) (Manton, R. 2008)
- d) all of the above

5. Paragraphs always contain:

- a) six or more sentences
- b) an example
- c) a topic sentence
- d) all of the above

6. Proof-reading means:

- a) getting a friend to check your work
- b) checking for minor errors
- c) rewriting
- d) all of the above

7. What is academic writing?

- a) the essay
- b) report
- c) course work
- d) dissertation
- e) all of the above

8. Passive voice should be made

- a) To emphasize on the object rather than the subject
- b) To illustrate a universal or general truth
- c) To be polite in tone
- d) All of the above

9. Cohesive writing is

- a) Reader-friendly
- b) Easy to follow
- c) Containing ornamental language
- d) a&b both

10. Features of scientific style:

- a) Abstraction
- b) Generality
- c) Consistency
- d) Terminology
- e) All of the above

11. _____ increased emissions of pollutants, the Green House effect is accelerating.

- a) As a result of
- b) As a result
- c) Since

12. A lack of understanding of referencing conventions can _____ plagiarism.

- a) result from
- b) be the result of
- c) result in

13. The difference between a project and an essay is:

- a) essays are longer
- b) projects are longer
- c) students choose projects' topics
- d) all of the above

14. Making careful notes is essential for:

- a) writing essays

- b) revising for exams
- c) all academic work
- d) all of the above

15. Paraphrasing a text means:

- a) making it shorter
- b) changing a lot of the vocabulary
- c) adding more detail
- d) all of the above

16. The purpose of an introduction is:

- a) to give your aims and methods
- b) to excite the reader
- c) to summarise your ideas
- d) all of the above

17. Teachers expect students to adopt a critical approach to their sources:

- a) sometimes
- b) only for Master's work
- c) always
- d) all of the above

18. The prime focus of academic writing is

- a) language
- b) reader friendliness
- c) tables
- d) figures

19. In academic writing it should be avoided

- a) Writing in first person
- b) Writing in reader-friendly way
- c) Writing in the third person
- d) All of the above

20. The types of academic writing do not include:

- a) The essay
- b) The language of the media
- c) Description
- d) Summary
- e) All of the above

21. Choose the syntactic features of the scientific style:

- a) Elliptical structures
- b) Passive constructions
- c) Impersonal sentences
- d) Complete sentences
- e) All of the above

22. Plagiarism is

- a) A common problem
- b) An acceptable risk
- c) A minor concern
- d) A serious offence
- e) All of the above

23. _____ her hard work, her spoken English made great improvement.

- a) As a consequence of
- b) As a consequence
- c) Causes

24. _____ extreme weather incidents are increasing.

- a) As a result of

b) As a result

c) Since

25. The difference between a project and an essay is:

a) essays are longer

b) projects are longer

c) students choose projects' topics

d) all of the above

26. Making careful notes is essential for:

a) writing essays

b) revising for exams

c) all academic work

d) all of the above

27. Paraphrasing a text means:

a) making it shorter

b) changing a lot of the vocabulary

c) adding more detail

d) all of the above

28. The purpose of an introduction is:

a) to give your aims and methods

b) to excite the reader

c) to summarise your ideas

d) all of the above

29. Teachers expect students to adopt a critical approach to their sources:

a) sometimes

b) only for Master's work

c) always

d) all of the above

30. The prime focus of academic writing is

a) language

b) reader friendliness

c) tables

d) figures

31. In academic writing it should be avoided

a) Writing in first person

b) Writing in reader-friendly way

c) Writing in the third person

d) All of the above

32. The types of academic writing do not include:

a) The essay

b) The language of the media

c) Description

d) Summary

e) All of the above

33. Choose the syntactic features of the scientific style:

a) Elliptical structures

b) Passive constructions

c) Impersonal sentences

d) Complete sentences

e) All of the above

34. Plagiarism is

a) A common problem

b) An acceptable risk

- c) A minor concern
- d) A serious offence
- e) All of the above

35. _____ her hard work, her spoken English made great improvement.

- a) As a consequence of
- b) As a consequence
- c) Causes

36. _____ extreme weather incidents are increasing.

- a) As a result of
- b) As a result
- c) Since

Match the terms on the left to the definitions on the right

37. Notes	a) A piece of research, either individual or group work, with the topic chosen by the student(s).
38. Project	b) A section, at the end, where additional information is included
39. Dissertation	c) A written record of the main points of a text or lecture, for a student's personal use
40. Assignment	d) Alphabetical list of all topics in the text
41. Composition	e) A section where one particular example is described in detail
42. Findings	f) The longest piece of writing (20,000+words) often for a higher degree, on a topic chosen by the student.
43. Contents	g) acquaint a reader with the topic and its importance
44. Appendices	h) A description of something a student has done e.g. conducting a survey.
45. Case Study	i) Short summary (100–200 words) of the writer's purpose and findings
46. Introduction	j) could be just 50-100 words, often used to refer to children's work
47. Report	a) Section where various people who assisted the writer are thanked
48. Essay	b) a long, research-based work, perhaps 10-15,000 words, for a degree or diploma
49. Paper	c) Introductory part of the book which may give the writer's motives
50. Portfolio	d) Present data, main ideas, possible issues, opinions, evidences
51. Thesis	e) A brief info of what the text is going to be about and why it is written
52. Bibliography/ References	f) The most common type of written work, with the title given by the teacher, normally 1000–5000 words.
53. Article	g) a document or a statement that presents information in an organized format for a specific audience and purpose
54. Acknowledgements	h) A general term for any academic essay, report, presentation or article.
55. Abstract	i) a collection of individual pieces of work, not necessary written
56. Main body	j) List of all the books that the writer has consulted

What do you know about academic essay structure? Are the following statements true or false?

#	Statement	True/False
57.	A thesis statement is optional in your essay.	
58.	Statistics should not be used to start or end your body paragraphs	
59.	The purpose of body paragraphs is to support the thesis statement of an	

	essay	
60.	Essays and paragraphs have a very different structure.	
61.	Essays must have a logical and cohesive structure	
62.	Topic sentences introduce the main idea of an essay.	
63.	Concluding sentences are not always required	
64.	An Introduction to a research paper serves as a mini-overview of the whole work.	
65.	The topic sentence is the most important part of the introduction.	
66.	It is important to avoid informal vocabulary in the introduction section.	
67.	The introduction section should begin with a thesis statement	
68.	The introduction section of a research manuscript should explain how the current study is going to fill in the gaps and limitations of previous studies	
69.	The introduction should also give the overall plan of the essay.	
70.	The main purpose of the introduction is to support the thesis statement of an essay	

Answer the question in written form:

71. What is academic writing? _____
72. What are the main features of academic writing? _____
73. What is cohesion? Which cohesive devices do you know? _____
74. What is a paragraph? Name the main points of a paragraph structure.
75. What is a topic sentence? Tell about its distinctive features.
76. Which categories of linking words do you know?

An in-class 300-word essay on one of the topics

Samples of Argument Essay titles

To what extent do you agree...

1. University should be free
2. Video games encourage violence
3. Nuclear power is a bad investment
4. Marriage is becoming old-fashioned
5. Money is the key to happiness
6. Consumerism has a negative effect on communities
7. Social media is changing how we communicate
8. Education is the key to reduce crime
9. Parents should choose the careers for their children
10. GMOs are dangerous and should be banned
11. Climate Change is a myth

2.2. Оценочные средства для промежуточной аттестации

Экзамен по дисциплине «Коммуникативно-прагматические аспекты текста»

Exam will be organized as an assignment in class, comprising:

- 1) Questions for the discussion
- 2) Practical task on writing conventions, academic style and language

Questions for discussions

1. What Is Academic Writing? The purpose of academic writing.
2. Main features of academic writing.
3. What is cohesion? Cohesive devices.

4. Thesis statement. Main objectives of a thesis statement.
5. What are linking words? Categories of linking words.
6. What is a Paragraph? Name Main points of a paragraph structure.
7. Elements of writing: Generalisations. Two ways of making a generalisation.
8. What is a topic sentence? Tell about its distinctive features.
9. Elements of writing: Hedging. Cautious Language used in hedging.
10. Paragraph writing: unity and coherence.
11. Writing process: pre-writing, drafting, revising.
12. Citation and referencing. Writing a list of references.
13. What is an essay? Essay types.
14. Essay structure.
15. References and quotations. Ways of introducing quotations.
16. Paraphrasing in academic writing. Paraphrasing techniques.
17. The introductory paragraph in essay. Types of introduction.
18. Body paragraphs. Important aspects of all paragraphs in body part of the academic paper.
19. Common genres of academic writing.
20. Reading as part of writing. Reading methods.
21. What is an abstract? Types and structure of abstracts.
22. What is a report? Types of report.
23. What is a thesis/dissertation? Structure of a thesis/dissertation.
24. Conclusion part of an academic paper. Functions of a conclusion.
25. What is plagiarism? Types of Academic Plagiarism.
26. What is academic style? Key points of academic style writing.
27. Elements of writing: Defining terms, Examples, Numbers, Synonyms.
28. Chronological order. Cause effect essays.
29. Comparison / Contrastive essays.
30. Argumentative essays.

Practical task on writing conventions, academic style and language

№1

Read an extract of essay to identify and underline academic style errors. Rewrite the following paragraphs in better style.

The world is currently facing a terrible and growing problem with wealth inequality. Over the past 40 years, the gap between the earnings of the bottom twenty per cent of the American population and the top one per cent jumped up by more than 10 times. This has in, recent years, contributed to social and political instability, and one frequently talked about fix is to bring in a basic universal income. In my opinion, there are two convincing arguments for launching basic universal income programs.

Universal basic income will certainly mitigate the disruption that's predicted to result from increased automation in the economy. How will this be so? By some estimates, the number of job losses caused by artificial intelligence could be in the hundreds of millions globally. Although we also expect that artificial intelligence will create demand for new jobs, many workers don't have the required skills that'll be needed. Universal basic income will not only support people financially in the aftermath of mass firings, but it'll also allow them to invest time in retraining to get the skills that will be valued in the new economy.

№2

Put the following transitions in the appropriate spaces:

*Finally, After a while, Most importantly, However, Although, At the same time, At first, Soon, Later,
First Day at University*

What important days in your life do you remember? I remember my first day at university very clearly. I felt excited and happy. 1 _____ I was very nervous because I didn't know anyone. 2 _____, my first day at university was memorable.

3 _____ I was confused and lost. I didn't know where to go. I had to ask a stranger where the first year students were going to meet. This person was very polite and showed me the way. I walked through some big buildings, and when I arrived I saw many students and I felt scared.

4 _____ I told myself to be braver. I asked one girl what was happening and we discovered that we were in the same group. We introduced ourselves. Her name was May. We joined in with the activities for "freshie" students. 5 _____ I started feeling much better. The activities helped me feel part of a team and I was beginning to feel that I had become a university student.

6 _____, we began our classes. However, all our classmates were quiet. The teacher talked for a while and then we introduced ourselves. I met two girls. Their names were June and Apple. Soon we became good friends and started chatting and learnt more about each other. 7 _____ we came from different provinces we had a lot in common. We spent the rest of the day together until we had to go home.

I am always going to remember that day because I had the opportunity to meet many people. 8 _____, I met the best friends that I have ever had.

9 _____, I think that it is natural that on the first day at university we feel nervous, but often difficult experiences have happy endings. That's why I say that my first day in the university was very memorable.

№3

Rewrite the following sentences in a more cautious way.

- Private companies are more efficient than state-owned businesses.
- Computer manuals are difficult to understand.
- Older students perform better at university than younger ones.
- Exploring space is a waste of valuable resources.
- English pronunciation is confusing.
- Global warming will cause the sea level to rise.
- Science students work harder than those studying humanities.

№4

The sentences below form a paragraph, but have been mixed up. Use the table to rewrite the sentences in the correct order.

- The Romans were the first people to build a bridge near the position of today's Tower Bridge.
- London has been the English capital for over 1,000 years.
- Over 500 years ago the area below the bridge had become a major river port for ships trading with Europe.
- Its dominance is due to its strategic site near the lowest crossing point of the River Thames.
- For many centuries it has been the centre of the country's economic, cultural and social life.

1. topic	
2. restatement	
3. reason	
4. example	

№5

Use a more formal word or phrase to replace those in bold.

- The reaction of the officials was **sort of** negative.
- The economic outlook is **nice**.
- Car manufacturers are planning a **get together** to discuss their strategy.
- The resulting competition between countries is good.

5. The economy is affected by **things** that happen outside the country.
6. She was **given the sack** because of her poor record.
7. The examination results were **super**.

№6

Replace the following phrasal verbs with a more formal single word.

1. The locals could not **put up with** the visitors from the city.
2. The decline was **brought about** by cheap imports.
3. The university is **thinking about** installing CCTV.
4. Sales are likely to **drop off** in the third quarter.
5. He **went on** speaking for over an hour.
6. The meeting was **put off** until December.
7. The cinema was **pulled down** ten years ago.
8. People have **cut down** on their consumption of beef.

№7

Complete the sentences with the comparison and contrast transition words and phrases.

similarly, on the other hand, likewise, although, similar, unlike, both, in contrast

1. ABC Company and XYZ Corporation offer very attractive salary and benefits packages.
2. City University which offers athletic scholarships, State College does not.
3. Jai is a very humorous and outgoing person., Kandy tends to prefer not being the centre of attention.
4. to Tokyo, Nikko is a small city with a low population density.
5. XYZ Corporation offers opportunities for career advancement, employees at ABC Company tend to get promoted faster.
6. City University has a high international ranking for its research output., State College is also gaining a strong reputation for quality research.
7. Kandy has a strong interest in sports and is the captain of both her hockey and netball teams., Jai is an accomplished athlete who was voted the most valuable player in his football team.
8. Tokyo and Nikko are in that they both attract tourists for their cultural and historical sites.

№8

Read an extract of essay to identify and underline academic style errors. Rewrite the following paragraphs in better style.

In addition to softening the move toward more automation, universal basic income can be good for the economy. A significant increase in unemployment has a bad effect on the demand for goods and services, which would put many current businesses at risk and lead to further job losses. Universal basic income could help keep enough demand in the economy to protect businesses and jobs. Moreover, with no income, people are often forced to borrow money to make ends meet, which results in an increase in private debt. As we all know, rising private debt has been an important factor in many financial crises of the past century. At the end of the day, introducing universal basic income will be great. It may help us minimise or avoid some of the consequences of future technological disruption and protect the economy. Universal basic income may also change the way countries deal with social welfare.

№9

Make these statements more cautious.

1. Today everyone uses credit cards for all their shopping.
2. Drinking wine is bad for you.
3. Global warming will have disastrous consequences for the whole world.

4. Teleworking leads to isolation.
5. Women are worse drivers than men.
6. Science students work harder than those studying humanities
7. Concrete is the best material for building bridges.

№10

Rewrite these sentences without personal pronouns.

- 1) When we study coal production, we find these figures.
- 2) With this evidence I have proved my hypothesis that reading out loud is an effective editing strategy.
- 3) You can apply the same theory of learning to small children.
- 4) You can only do this after the initial preparation has been conducted.
- 5) The figures are accurate to within 1%, but you should note that local variations may apply
- 6) You can clearly see the difference between these two sets of data.
- 7) In the second section of the report, we will consider the environmental consequences.

№11

Reduce the informality of each sentence.

1. The investigation of the origin of the Universe will go on.
2. What are the effects of pollution on the population of birds in large urban areas? Several assumptions can be made.
3. The experiment will be over in three months.
4. This approach does not promise many innovations.
5. Our new research assistant is a nice guy.
6. 7 out of 25 students had difficulty with the task.
7. Each statement in a high-level programming language is translated into many machine-code instructions generally.

№12

Suggest improvements to the following sentences to avoid use of “you” and “we”.

1. You can apply the same theory of learning to small children.
2. You can only do this after the initial preparation has been conducted.
3. The figures are accurate to within 1%, but you should note that local variations may apply.
4. In the second section of the report, we will consider the environmental consequences.
5. You can clearly see the difference between these two sets of data.
6. We can't tell whether electricity is some peculiar kind of substance or motion of ordinary matter.
7. When we study coal production, we find these figures.