**I. The following sentences are mixed formal and informal. Write F(formal) or I (informal).**

1. **(I)** I wonder why he put up with those terrible conditions for so long.
2. **(F)** Five more tests will be necessary before the experiment can be concluded.
3. **(F)** It is possible to consider the results from a different viewpoint.
4. **(I)** It isn't clear why such terrible conditions were tolerated for so long.
5. **(F)** There are a number of reasons why the questionnaire should be revised.

**II. Improve the style of the following sentences.**

1. At high level, this architecture relies on the same principles as several known robotic layered architectures.
2. More details are revealed in the ~~excellent~~ textbook [74].
3. Recently, a randomized algorithm based on elliptic curves running in expected polynomial-time, on all inputs practically was proposed by [14].
4. Various analysis points out that the volatility in financial time series data is apparently asymmetric.
5. The hypothesis is illustrated on a co-authorship graph depicted in Figure 1.
6. This is a model distribution that postulates that insufficiently innovations are generated by a normal while numerous ones are generated via the same principle except with small variance.
7. It has now been well-established that Bayes’ rule isn’t an apt characterization of how individuals actually respond to new data (Kahneman et a1. [14]).
8. Bayes’ rule is hardly an apt characterization of how individuals ~~actually~~ respond to new data as been established in [14].
9. In this survey, average values were requested for full cycle efficiency, durability and some other parameters.
10. The determination of the process noise covariance is generally rather difficult due to the absence of the ability to directly observe the estimating process.
11. Generalization of the contradictory information ~~is dangerous and~~ may lead to the enormous redundant rules creation.

**III. Avoiding phrasal verbs**

**E.g.:**

~~The price~~**~~went up.~~**The price **rose/increased.**

~~The client~~**~~asked for~~**~~a contract.~~The client **requested** a contract.

~~The problems have~~**~~come back.~~**The problems have **returned.**

We will **~~cut down on~~** spending.  
We will **reduce** spending.

**Rewrite the following sentences, replacing the informal two-word verb with a more formal equivalent.**

1. A primary education system was set up throughout Ireland as early as 1831

2. This will cut down the amount of drug required and so the cost of treatment.

3. The material amenities of life have gone up in Western society.

4. The press reflected the living culture of the people; it could influence opinion and reinforce existing attitudes but it did not come up with new forms of entertainment.

5. Thus, he should have looked into how the patient has coped previously.

6. The aggregate of outstanding balances went up and down quite violently.

7. In 1947 the Treasury brought up the question of excluding South Africa (and India) from the sterling area.

8. Dieters often feel that they should totally get rid of high-fat and high-sugar foods.

9. Thus when a Gallic bishop in 576 converted the local Jewish community to Christianity, those who turned down baptism were expelled from the city.

10. Western scholars gradually turned out a corpus of translations from the Arabic and studies of Islam.

11. Ms Tucker, Lord White's 29-year-old companion, has since taken her statement back.

12. Discussion of the outcome of experiments that have used this method will be put off until Chapter 7.

13. They did not easily accept or put up with differences in others.

14. My high-school friend signed up for three years with the army so he could put away enough money to go to university and study law.

15. The solitary feeding of insectivores in forests was therefore put down to a foraging strategy involving the pursuit of cryptic and easily disturbed prey by singletons.

16. In style, the turn toward abstraction and simplification came about earliest with Anquetin and Bernard and next with van Gogh.

17. For Klein that cloudless day never arrived, but he never gave up his hope for a just world.

18. Eventually the Irish party was forced to go back to Westminster.

19. The court thinks it just and equitable to give back the property.

20. The English liked coal fires even though they do not always give off much heat.

21. The story told by German propaganda, however, gave away nothing of the mounting hopelessness of the 6th Army's position.

22. These exercises can easily be incorporated into an exercise routine, with each done again a number of times.

23. Marx took as one of his main tasks the understanding of how this system came into being and this was in order to find out why this system had such power.

24. This was before he had read the guidelines on how to carry out the research.

25. Still, the pressure to do well as an individual made most women believe that the problems they encountered were probably of their own making.

**IV. Different Styles**

*1. Look at these eight explanations or definitions of 'education', written in different styles.*

*– Decide if the explanations are spoken or written.*

*– Match each one with the source listed at the end from which you think it is taken.*

## What is education?

**a** Education can be seen either as a battlefield for values or a question of systems or, more simply, as an extension of the biological function of the upbringing of children – known more simply as parenting. We'll start by looking at how far the role of teacher goes beyond being a parent.

**b** The process by which your mind develops through learning at a school, college, or university; the knowledge and skills that you gain from being taught.

**c** 'Education' comes from a Latin word. One of the important things about education is to give people an interest in knowledge and an ability to learn – or strategies or techniques for learning – and a knowledge of how to find out about things they want to know.

**d** Education: teaching, schooling, training, instruction, tuition, tutelage, edification, tutoring, cultivation, upbringing, indoctrination, drilling; learning, lore, knowledge, information, erudition ...

**e** 'Tis Education forms the common mind,

just as the twig is bent, the tree's inclin'd.

**f** Central to the concept of education is the development of knowledge and understanding. In schools and universities explicit attempts are made to do this by means of an organised sequence of learning experiences which is called the curriculum. But what should be its priorities? Should the depth of knowledge or breadth be the ideal? ...

**g** People going to school and learning.

**h** Education ... has produced a vast population able to read but unable to distinguish what is worth reading.

**Sources:**

1 Spoken – a simple explanation by an adult.

2 The Oxford Thesaurus (An A–Z Dictionary of Synonyms), Oxford University Press, 1991

3 Longman Dictionary of Contemporary English, 1995

4 English Social History, G.M. Trevelyan, Longmans Green Co., 1962

5 Spoken – a considered explanation by an educated adult.

6 Spoken – an introduction to a lecture on education.

7 The Philosophy of Education – Introduction by Prof. R.S. Peters, Oxford University Press, 1973

8 From a poem in 1734 by Alexander Pope (1688-1744).