**HANDOUT 4**

## Effective Academic Writing Style into practice 4

***Exercise 1***

***Read the original sentences in Column 1.***

***Pay special attention to the pronouns in bold.***

***Explain why these pronouns are ineffective and make the sentences effective in Column 2***

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| **Column 1: Faulty Sentences** | **Column 2: Effective Sentences** |
| 1. Susan ate the pie, and Jane ate cake. Later **she** had coffee. | Not clear who  Later Susan had coffee. |
| 1. Take the radio out of the car and fix **it**. | Not clear what to fix.  Take the radio out of the car and fix the radio. |
| 1. Floyd punched Bert, and then **he** kicked **him**. | Not clear who kicked  Floyd punched Bert, and then Bert kicked him. |
| 1. Melvin, Susan, and their children left when **they** became sleepy. | Not clear who.  Melvin, Susan, and their children left when babies became sleepy. |
| 1. Tom shouted at Bill because **he** spilled the coffee. | Tom shouted at Bill because Bill spilled the coffee. |
| 1. The supervisors told the workers that **they** would receive a bonus. |  |
| 1. The candy dish was empty, but we were tired of eating **it** anyway. |  |
| 1. We keep the ice-cream machine in the spare room. **This** is used mainly by the children. |  |
| 1. The witness called the television station , but they did not answer. |  |
| 1. Increasingly, a university degree is essential. For those who have **it**, there is plenty of work. |  |
| 1. **It** says in the paper that the legislation was passed. |  |
| 1. Meg phoned Harry yesterday to explain why she had not attended the meeting the day before. **This** made Howard really angry. |  |
| 1. I did not come to the rally **that** was very unpatriotic. |  |
| 1. When democracy fails, the people's last weapon is civil disobedience. **It** means actions that disobey the authority of the state, for instance illegal demonstrations and refusing to pay taxes. |  |

***Exercise 2***

***Read the original academic sentences in Column 1.***

***Pay special attention to the use of I, WE, and YOU.***

***Explain why these sentences are ineffective and correct them in Column 2***

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| **Column 1: Faulty Sentences** | **Column 2: Effective Sentences** |
| 1. As **you** can see in Figure 1.2, most respondents chose the second option. |  |
| 1. **We** can stop pollution by simply collecting trash and putting it in the trash can. |  |
| 1. To become a doctor, **you** must complete a rigorous education and years of training. |  |
| 1. When a child turns 18, **he** gains various rights and responsibilities. |  |
| 1. The income gap between rich and poor has continued to widen over the past decade, contrary to mainstream economists’ predictions. **This** indicates that new models are required to understand **this**. |  |
| 1. As **I** was reading this study of medieval village life, **I** noticed that social class tended to be clearly defined. |  |

***Exercise 3***

***Do the interactive test at*** <https://webapps.towson.edu/ows/SelfTeachingUnits/PronounReferenceExercise3.aspx>

***Discuss the results with your partner.***

**References**

1. https://www.thoughtco.com/referent-grammar-1692033
2. https://ell.stackexchange.com/questions/64521/reference-mistake
3. https://webapps.towson.edu/ows/modulepro.htm
4. https://www.scribbr.com/academic-writing/pronouns/
5. https://wordvice.com/first-person-pronouns-in-research-paper/
6. https://writingcenter.unc.edu/tips-and-tools/should-i-use-i/