

**English for Professional Communication**

**Basics of Academic  
Writing for Graduate  
Students**

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ГОНЧАРОВА

Учебное пособие «Basics of Academic Writing for Graduate Students: основы письменной речи на английском языке для магистрантов» входит в серию «English for Professional Communication». Цель пособия – формирование и развитие навыков письменной речи на английском языке у студентов, обучающихся в магистратуре по направлениям подготовки 46.04.01 «История», 41.04.04 «Политология», 40.04.01 «Юриспруденция». Пособие способствует выработке у студентов навыков литературной письменной речи; умения создавать и редактировать тексты профессионального назначения, анализировать логику рассуждений и высказываний.

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САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

## Введение

Настоящее учебное пособие входит в серию «English for Professional Communication», назначение которой – обучение различным аспектам общения на английском языке в сфере профессиональной коммуникации. Цель пособия «Basics of Academic Writing for Graduate Students: основы письменной речи на английском языке для магистрантов» – формирование и развитие навыков письменной речи на английском языке у студентов, обучающихся в магистратуре по направлениям подготовки 46.04.01 «История», 41.04.04 «Политология», 40.04.01 «Юриспруденция».

Пособие способствует выработке у студентов навыков литературной письменной речи; умения создавать и редактировать тексты профессионального назначения, анализировать логику рассуждений и высказываний.

«Basics of Academic Writing for Graduate Students: основы письменной речи на английском языке для магистрантов» из двух глав. Первая глава «Поиск и оценка достоверности информации» знакомит студентов с особенностями поиска информации в сети Интернет, особенностями различных поисковых систем, инструментами и эффективными тактиками поиска; дает рекомендации по определению надежности и оценке достоверности найденных сведений.

Вторая глава «Особенности академического дискурса» посвящена особенностям письменной речи для академических целей. В главу вошли упражнения на отработку навыков письменной речи для академических целей. Упражнениям предшествуют теоретические комментарии, которые помогают студентам успешно освоить тонкости создания научных текстов.

Приведенные в настоящем пособии материалы могут быть использованы студентами других направлений подготовки, так как, согласно федеральным государственным образовательным стандартам высшего образования, студенты магистратуры должны уметь вести коммуникацию на иностранном языке в устной и письменной форме для решения

профессиональных задач, к которым, безусловно, относится способность создавать и редактировать научные тексты.

В заключении предлагаемого учебного пособия приводится список использованной литературы, которой можно воспользоваться при самостоятельной подготовке к занятиям или для дополнительной работы над отдельными темами.

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

# Глава 1. Поиск и оценка достоверности информации

Реальность современного мира предоставляет нам широкие возможности для поиска информации. Тем не менее, видимое обилие таких источников приводит к тому, что мы зачастую не знаем с чего начать, какие именно источники нам нужны, где их искать. Далее встает более серьезный вопрос: насколько найденные документы достоверны, какие материалы являются первичными источниками, содержат фактическую информацию или являются выражением частного мнения.

Любое исследование начинается с поиска информации, поэтому прежде всего необходимо ответить на несколько вопросов.

1. Какого рода информация вам нужна: факты, мнения, результаты исследований, исторические документы, законодательная база или статистика?
2. Где можно найти необходимые источники: библиотеки (в том числе онлайн библиотеки, интернет, академические журналы, газеты)?

В данном пособии речь идет о работе с англоязычными источниками, поэтому самым доступным для нас является поиск в сети Интернет. Обладая определенными навыками работы в сети, располагая информацией о существующих базах данных, доступных платных и бесплатных онлайн библиотеках, можно проводить грамотные исследования в различных областях знаний.

## Особенности онлайн-поиска в сети интернет

### 1. Инструменты поиска (Web search tools)

- a) поисковые системы (Search engine)

Различные поисковые системы предоставляют информацию в зависимости от введенных ключевых слов. Обратите внимание на то, что различные поисковые системы могут выдавать различные результаты.

Например, давайте попробуем посмотреть результаты поиска по ключевым словам «Russian tourism statistics» в трех поисковых системах:

[www.google.com](http://www.google.com) – [www.yandex.ru](http://www.yandex.ru) – [www.yahoo.com](http://www.yahoo.com)

## Результаты поиска в google:

The screenshot shows the Google search interface with the query "russian tourism statistics". The search bar is at the top, and the results are listed below. The first result is "Russian Tour Guides - Explore Houston & More in Russian - ourtx.org" with a URL and contact information. The second result is "Statistical indicators of mutual trips by citizens of the Russian ..." from russiatourism.ru. The third result is "Statistical data on the Russian Federation" also from russiatourism.ru. Below these are image search results for "russian tourism statistics", showing a collage of charts and graphs. Further down, there are more text results, including "5 Russian tourism trends to know about, plus risks and opportunities ..." and "Tourism in Russia - Wikipedia".

Google russian tourism statistics

Результатов: примерно 5 890 000 (0,42 сек.)

**Russian Tour Guides - Explore Houston & More in Russian - ourtx.org**  
www.ourtx.org/RussianTours +1 713-395-3301  
Native speakers. Hourly rates.

**Statistical indicators of mutual trips by citizens of the Russian ...**  
www.russiatourism.ru/.../statistical-indicators-of-mutual-trips...  
Federal Agency for Tourism ... Statistical indicators of mutual trips by citizens of the Russian Federation and citizens of foreign states. Leading countries by number of arrivals in the territory of the Russian Federation Most popular destinations ...

**Statistical data on the Russian Federation**  
www.russiatourism.ru/en/content/18/section/197/  
Federal Agency for Tourism ... Statistical data on the Russian Federation ... recreation organizations. Statistical indicators by subjects of the Russian Federation.

**Картинки по запросу russian tourism statistics**  
Появляться на картинках

Другие картинки по запросу "russian tourism statistics"

**5 Russian tourism trends to know about, plus risks and opportunities ...**  
www.trekkssoft.com/en/blog/russian-tourism-trends  
5 апр. 2016 г. - Russia's tourism landscape has been undergoing great changes. Here are the ... The statistics are largely sourced from Russian publications.

**Tourism in Russia - Wikipedia**  
https://en.wikipedia.org/wiki/Tourism\_in\_Russia  
Перейти к разделу Visitor statistics - The number of arrivals to the territory of Russia by countries: Excluding intersections Russian-Belarusian border, in the ...



**About STATISTICS of TOURISM In RUSSIAN FEDERATION**  
unstats.un.org/unsd/.../IWTS\_(Item15)(Russian%20Fed).pdf  
Rosstat carries out the work on development of the Russian tourism statistics in line ... organization of statistical survey on tourist companies activities and.

## Результаты поиска в yandex.ru:

Яндекс

ПОИСК КАРТИНКИ ВИДЕО КАРТЫ РЫНОК НОВОСТИ ПЕРЕВОДЧИК ЕЩЕ

Исправлена опечатка «[russian tourism statistics](#)» Нашлось 3 млн результатов  
[Дать объявление](#)

- Решения на базе IBM SPSS / predictivesolutions.ru**  
predictivesolutions.ru **Реклама**  
Все виды лицензий. Официальный партнер IBM. Тех.поддержка. Подробнее:  
Программное обеспечение · Дополнительные модули · Учебные курсы · Поддержка  
Контактная информация · +7 (495) 229-56-11 · пн-пт 10.00-18.00
- Statistics - Ростуризм**  
russiaturism.ru > en/content/18/section/197/ >  
Year of Russian Tourism in China. Open Agency. Public reception. ... Statistics.  
Statistical data on the Russian Federation.
- Russia tourism statistics | Visit - plus Tourism and travels**  
visit-plus.com > node/633 >  
Russia tourism statistics. Tourism and travel information. Number of foreign citizens trips to Russia and number of Russian citizens trips abroad.
- Part I Statistics of Tourism Supply in the Russian Federation**  
unstats.un.org > unsD/tradeserv/Workshops... Russian... >  
Tourist goods. Development of statistics on tourism supply in the russian federation.  2 КБ
- Tourism in Russia - Wikipedia, the free encyclopedia**  
en.wikipedia.org > Tourism in Russia >  
2 Visitor statistics. 3 Cultural tourism. ... Representing in North America: Russian National Tourist Office.
- The Development of the Russian Luxury**  
olinka.info > Kovshanova\_Olga-The... Russian... Tourism... >  
The statistics on the Russian tourists in Paris were kindly supplied by Monsieur... — The Development of the Russian Luxury Tourism Market in Parisian 4 and 5 Star Hotels.  20 КБ
- Tourism Statistics will Speak Truth — Travel Russian News**  
trn-news.com > articles/70 >  
It is no secret that Russian tourism statistics are far from perfect, and both the

## Результаты поиска: yahoo.com:

YAHOO!

Web Images Video More > Anytime >

Ads related to: russian tourism statistics

- Tourism Market Reports 2016 - Trends Analyses & Statistics.**  
www.reportlinker.com/tourism-reports > (399) 388-6001  
View Top Market Reports on Your Industry & Get Immediate Download Access.  
Latest Market Reports · Data-driven Decisions · In-Depth Analysis · Market Opportunities  
Types: Market Statistics, Industry Insights, Market Overview, Industry Analysis  
Thailand Tourism Industry · ZA Tourism Industry  
Malaysia Tourism Industry · Singapore Tourism Market
- Tourist Russian Visa - visahouse.com**  
www.visahouse.com > 8 (495) 120-12-77  
Place order online for citizens of Europe, USA, Canada
- Tourism Russia - See Reviews, Choose, Book - tripadvisor.com**  
www.tripadvisor.com/Hotels/TopRated >  
Save Money & Book Directly with TripAdvisor, the World's Largest Travel Website.  
Candid traveler photos · Easy price comparison · Millions of hotel reviews  
Winner, 2015 People's Voice Award for Travel - Webby Awards  
Best Value Hotels · Family-Friendly Hotels  
Area Map · Find Hotels
- Custom-Designed Europe Travel - We Know Europe**  
www.europeanamericantour.com/ >  
Get a Complimentary Quote Today!
- Croatia Active Vacation? - No1 place 4 active vacation lovers**  
www.visitorebic-croatia.hr/active >  
Visit Orebic - Orebic Tourist Board  
Upcoming events · Accommodation  
Destinations · Sights

Ads related to: russian tourism statistics

- The ICOMIA Statistics Book - Boating Industry Statistics**  
www.icomia.com/ >  
Unique insight into the worldwide recreational boating industry
- Tourism Statistics**  
www.indiastat.com/ > 011 4358 0781  
Pilgrim Centre, Indian Lake Cities, Domestic & Foreign Tourists India  
Production Analysis · Agriculture in India · Agriculture Budgets · Farmers

**Statistical indicators of mutual trips by citizens...**  
www.russiaturism.ru/en/contents/statistika/statistical-ndi... >  
Federal Agency for Tourism ... Statistical indicators of mutual trips by citizens of the Russian Federation and citizens of foreign states. Leading countries by number of arrivals in the territory of the Russian Federation Most popular destinations ...

б) формулировка запросов в поисковой системе:



- выберите верные ключевые слова / слово. Используйте различные сочетания ключевых слов. Например, необходимо написать статью на тему «Russian resorts as a popular attraction for British tourists». Возможно подобрать различные варианты: “Russian resorts”, “British tourism statistics”. Обратите внимание на необходимость сужать запрос. В строку поиска мы вводим не просто “British tourists”, а “British tourists Russia”;
- обдумайте, какая информация вам нужна;
- рассмотрите проблему с разных сторон.

с) выбор ключевых слов: логические операторы:

Во многих случаях, для того, чтобы сузить поиск информации в огромном потоке информации зачастую полезно использовать так называемые логические операторы:

- **AND**

Использование этого логического оператора позволяет найти документы со всеми словами, использованными в поиске. Например,

«*American theatre*» AND «*Thornton Wilder*»

- **OR**

Использование данного логического оператора позволяет найти документы с хотя бы одним из искомым выражений. Например,

«*Maxwell Anderson*» OR «*Thornton Wilder*»

- **NOT**

Данный логический оператор позволяет исключать из области поиска ненужные данные. Например,

*«Mary Of Scotland» NOT «Maxwell Anderson»*

## **2. Особенности использования поисковых систем**

Обычно мы используем поисковые системы сотни раз в день. Такие поисковые системы, как Google являются чрезвычайно удобным и мощным инструментом поиска, но знание некоторых тонкостей может помочь нам пользоваться всеми возможностями более продуктивно.

а) поиск конкретной фразы:

Иногда необходимо найти конкретную фразу, именно в том виде, в котором она нам встретилась (часто сталкиваемся с такой потребностью при написании или перевода статей). Для этого необходимо заключить искомую фразу в кавычки.

б) поиск по конкретному сайту:

Бывает необходимо найти информацию по одному конкретному сайту. Так как Google является одной из лучших поисковых систем, часто поиск лучше осуществлять именно с использованием его возможностей, а не возможностей конкретного сайта. Для этого вводим **site:turgenev.org.ru Шеншин Фет.**

с) поиск с каким-то количеством пропущенных слов:

Бывают случаи, когда вам необходимо найти точную фразу или предложение, но вы помните только начало и конец фразы. Нужно в кавычках ввести свой запрос и указать приблизительное количество слов между словами. «Все счастливые семьи **AROUND(7)** по-своему».

д) поиск фразы, в которой забыли слово или цифру:

Ставим \* на месте того слова, которое не помним. Scholars have \* such labels to Wilder as Christian, humanist.

е) поиск сайтов, которые ссылаются на определенный сайт:

В строке поиска необходимо ввести **link:lenta.ru**

ф) исключить результаты с ненужным словом:

Если вам необходимо исключить какое-либо слово из результатов поиска, нужно перед исключаемым словом поставить «-», например, «Пьесы Шекспира – Гамлет».

г) поиск по синонимам:

Символ «~» поможет найти все результаты по словам-синонимам.

h) поиск в определённых временных рамках:

Для определения научных исследований существует очень интересный секрет. Если нужно найти определенную информацию о том, что произошло в определенных временных рамках, необходимо организовать поиск следующим образом: Например, **Русско-украинский кризис 2014...2016**.

і) поиск файлов определённого формата:

Для того, чтобы найти файл определенного формата, необходимо добавить к тексту запроса **filetype:doc** и вместо **doc** подставить нужный вам формат.

### **3. Оценка достоверности интернет-источников.**

Все чаще различные интернет-ресурсы становятся источниками научных исследований в различных науках, в некоторых областях, например, в экономике, Интернет – основной «поставщик» ресурсов. Огромный объем доступной информации в сети, заставляет нас все более и более критично относиться к достоверности информации.

Сделать это бывает не очень легко, тем не менее, существуют ряд рекомендаций, следуя которым можно быть в той или иной степени уверенности, что материал, которым вы хотите воспользоваться, достоверен.

Рекомендации, касающиеся использования англоязычных интернет-источников, размещенных на сайтах американских университетов, можно свести к следующему<sup>1</sup>:

### How did you find the page?

How you located the site can give you a start on your evaluation of the site's validity as an academic resource.

- Was it found via a search conducted through a search engine? Unlike library databases, the accuracy and/or quality of information located via a search engine will vary greatly. *Look carefully!*
- Was it recommended by a faculty member or another reliable source? Generally, an indicator of reliability.
- Was it cited in a scholarly or credible source? Generally, an indicator of reliability.
- Was it a link from a reputable site? Generally, an indicator of reliability.

### What is the site's domain?

Think of this as "decoding" the URL, or Internet address. The origination of the site can provide indications of the site's mission or purpose. The most common domains are:

- **.org**: Traditionally an advocacy web site, such as a not-for-profit organization, though open to anyone now.
- **.com**: Traditionally a business or commercial site.
- **.net**: Traditionally a site from a network organization or an Internet Service Provider, though open to anyone now.

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<sup>1</sup> University Library of University of Illinois at Urbana-Champaign. [Электронный ресурс]. URL: <http://www.library.illinois.edu/ugl/howdoi/webeval.html>.

- **.edu**: A site affiliated with a higher education institution.
- **.gov**: A federal government site.
- **.il.us** : A state government site, this may also include public schools and community colleges.
- **.uk** (United Kingdom): A site originating in another country (as indicated by the 2 letter code).
- ~: The tilde usually indicates a personal page.

### **What is the authority of the page?**

Look for information on the author of the site. On the Internet anyone can pose as an authority.

- Is the author's name visible? Does the author have an affiliation with an organization or institution?
- Does the author list his or her credentials? Are they relevant to the information presented?
- Is there a mailing address or telephone number included, as well as an e-mail address?

### **Is the information accurate and objective?**

There are no standards or controls on the accuracy of information available via the Internet.

The Internet can be used by anyone as a sounding board for their thoughts and opinions.

- How accurate is the information presented? Are sources of factual information or statistics cited? Is there a bibliography included?
- Compare the page to related sources, electronic or print, for assistance in determining accuracy.
- Does the page exhibit a particular point of view or bias?

- Is the site objective? Is there a reason the site is presenting a particular point of view on a topic?
- Does the page contain advertising? This may impact the content of the information included. Look carefully to see if there is a relationship between the advertising and the content, or whether the advertising is simply providing financial support for the page.

### **Is the page current?**

This is both an indicator of the timeliness of the information and whether or not the page is actively maintained.

- Is the information provided current?
- When was the page created?
- Are dates included for the last update or modification of the page?
- Are the links current and functional?

### **Does the page function well?**

The ease of use of a site and its ability to help you locate information you are looking for are examples of the site's functionality.

- Is the site easy to navigate? Are options to return to the home page, tops of pages, etc., provided?
- Is the site searchable?
- Does the site include a site map or index?

**Задание 1. Посмотрите и проанализируйте нижеприведенные рекомендации для анализа интернет источников. Какой из вариантов вы считаете наиболее полным? Используя все варианты, создайте свои рекомендации на русском языке:**

**a) Georgetown University Library**

**(<http://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content>)**

Ask yourself these questions before using resources from the World Wide Web:

### **Author**

Is the name of the author/creator on the page?

Are his/her credentials listed (occupation, years of experience, position or education)?

Is the author qualified to write on the given topic? Why?

Is there contact information, such as an email address, somewhere on the page?

Is there a link to a homepage?

If there is a link to a homepage, is it for an individual or for an organization?

If the author is with an organization, does it appear to support or sponsor the page?

What does the domain name/URL reveal about the source of the information, if anything?

If the owner is not identified, what can you tell about the origin of the site from the address?

Note: To find relevant information about the author, check personal homepages on the Web, campus directory entries and information retrieved through search engines. Also check print sources in the Library Reference area; Who's Who in America, Biography Index, and other biographical sources can be used to determine the author's credentials.

### **Purpose**

Knowing the motive behind the page's creation can help you judge its content.

Who is the intended audience?

Scholarly audience or experts?

General public or novices?

If not stated, what do you think is the purpose of the site? Is the purpose to:

Inform or Teach?

Explain or Enlighten?

Persuade?

Sell a Product?

### **Objectivity**

Is the information covered fact, opinion, or propaganda?

Is the author's point-of-view objective and impartial?

Is the language free of emotion-rousing words and bias?

Is the author affiliated with an organization?

Does the author's affiliation with an institution or organization appear to bias the information?

Does the content of the page have the official approval of the institution, organization, or company?

### **Accuracy**

Are the sources for factual information clearly listed so that the information can be verified?

Is it clear who has the ultimate responsibility for the accuracy of the content of the material?

Can you verify any of the information in independent sources or from your own knowledge?

Has the information been reviewed or refereed?

Is the information free of grammatical, spelling, or typographical errors?

### **Reliability and Credibility**



Why should anyone believe information from this site?

Does the information appear to be valid and well-researched, or is it unsupported by evidence?

Are quotes and other strong assertions backed by sources that you could check through other means?

What institution (company, government, university, etc.) supports this information?

If it is an institution, have you heard of it before? Can you find more information about it?

Is there a non-Web equivalent of this material that would provide a way of verifying its legitimacy?

### **Currency**

If timeliness of the information is important, is it kept up-to-date?

Is there an indication of when the site was last updated?

### **Links**

Are links related to the topic and useful to the purpose of the site?

Are links still current, or have they become dead ends?

What kinds of sources are linked?

Are the links evaluated or annotated in any way?

Note: The quality of Web pages linked to the original Web page may vary; therefore, you must always evaluate each Web site independently.

### **Conclusion**

Be very critical of any information you find on the Web and carefully examine each site.

Web pages are susceptible to both accidental and deliberate alteration, and may move or disappear with no notice.

Print out or download all pages you plan to use in your research so that your bibliography will be complete and accurate.

Are you sure the Web is where you want to be? It may take an hour to find the answer to a question on the Web that would take a Reference Librarian two minutes to find. When in doubt, ask a Librarian!

#### **b) McGraw Hill Education**

(<http://www.mhhe.com/mayfieldpub/webtutor/judging.htm>)

Here is a list of points to consider when you are trying to judge the reliability of information you find on the Internet:

**Who is the author or sponsor of the page?** On the page you are citing, or on a page linked to it, that individual or organization should be identified, that individual's qualifications should be apparent, and other avenues of verification should be open to you. For a good example of a reliable source, see "Notes about this document" for the hypertext version of *Pride and Prejudice* at <<http://www.pemberley.com/janeinfo/pridprej.html>>. On the other hand, a page created by a person or an organization that does not provide this information is not a good source to cite.

**Are there obvious reasons for bias?** If the page is presented by a tobacco company consortium, you should be suspicious of its reports on the addictiveness of nicotine. Is there any advertising? If the page is sponsored by Acme Track Shoes, you should be suspicious of its claims for Acme track shoes' performance.

**Is contact information provided?** If the only identification available is something cryptic, such as "Society for Ferruginous Retorts," be suspicious of the page's reliability. If the page is sponsored by a reputable person or organization, there should be some other way to verify that reputation, such as an e-mail or postal address. (Note that a tilde [~] in the page's address usually indicates a personal home page and may require more searching for reliability.)

**Is there a copyright symbol on the page?** If so, who holds the copyright?

**Is this page a "zombie,"** or one considered "walking dead" because the person who posted it no longer maintains or updates it? Even though the information is "alive" in that it is still accessible, it is "dead" in that it could well be several years old!

**What is the purpose of the page?** Why is this information being posted--as information, as a public service, as a news source, as a research tool for academics, as a personal ax to grind, or as a way to gain attention?

**How well organized is the page?** Is the page easy to navigate? Is it complete? When was the page last updated? Is the information on it current? How credible are the links it provides?

**Is the information on the page primary or secondary?** That is, is it a report of facts, such as a medical researcher's article counting cases of "mad cow" disease in England in 1997, thus making it primary information, or is it an Internet newsgroup discussion about "mad cow" disease, thus making it secondary information? The papers and reports you write for your college classes need to be based on primary information whenever possible. The further away from the primary sources your own sources are, the less reliable the information is.

**Can you verify the information on the Web page some other way?** For example, can you check the page's bibliography (if there is one) against your library's holdings or check the information against a source in the library?

**If you are worried that the information may lack credibility,** try starting with a source you know is reputable. For example, if you have to do a project on the latest in cancer research, you can begin your search at major cancer research institutes, such as Mayo Clinic in Rochester, Minnesota.

Finally, remember that even though a page might not meet your standards as a citable source, it may help you generate good ideas or point to other usable sources. Also, be sure not to stop your search at the first page you find--shop around and do some comparing so that you can have points of reference.

Beware of hearsay and rumors! Ultimately, the problem with reliability of information on the Web is like the whispering game children play. Someone whispers a message to the first child, who whispers it to the second, and so on. By the time it gets to the last child, the message is hopelessly distorted. Web pages can work the same way when people get their information from other people's Web pages: The first person who posts information may make a few small errors; the second unintentionally repeats them and makes one or two more; the third makes a few more; and so on. For information seekers it can be impossible to tell where in the chain the information is coming from, but that makes a difference in the information's reliability. So it never hurts to check against a library reference.

c) **Harvard College Writing Program**

<http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page34637>

5)

**Who is the author of this site?**

As with any source, it's important to identify the author of a Web site and to become familiar with the author's qualifications. Be skeptical of any Web page that does not identify an author or invites you to contact an unnamed "Web master." If you are going to depend on this Web site as a source of information, you need to determine the author's credentials as well as the purpose and rationale for posting the site in the first place. For example, a Web site created to serve a particular viewpoint, or to make a monetary profit, might skew information for the author's own ends. In addition to considering the author, you should also consider the publishing body of the Web page—the place or server on which the document resides (or from which it originates). If this information isn't readily apparent, try backing up several levels (deleting from the right side of the URL). Is the Web document linked to a federal agency (.gov), a non-profit site (.org), an educational institution (.edu), or a business (.com)?

Always ask yourself whether the organization sponsoring a particular site is a known, reliable, and suitable site for the document—a research center, for example, a college or university, or a government office.

### **How accurate and objective is the site?**

If you are going to cite information found on a Web site, it's important to know whether you can trust the accuracy of the facts (i.e., hard data) under discussion in a particular document. First, determine if the factual information on a Web site can be corroborated elsewhere—through a reference to or citation of a clearly reliable source, for example. A Web site with data that cannot be confirmed should never be trusted, no matter how perfect it might seem for your purposes.

It's also important to understand the Web site's point of view or bias. How clear are its purposes? Does the language used on this site suggest a specific ideology or social or political agenda? Advocacy for a particular cause is not in itself a bad thing; when the slant of a site is deceptive or extreme, however, you should reject it as a legitimate research resource. If advertising appears on a Web page, try to determine the extent to which it may be influencing informational

content: Is it clear where the boundary is between the advertising and information content? Does the data seem manipulated to serve the ads, or are the ads simply used to fund the site?

Sites that have academic or educational content are often non-profit sites and generally follow certain rules. Scholarship relies upon context and usually builds on precedent, so ask yourself these questions:

Do you have the sense that the author is positioning himself or herself within an ongoing and serious discussion?

Does the site demonstrate knowledge of related research—and does the author cite current and reliable sources?

If footnotes, bibliographies, and hypertext links are used, do they add authority, credibility, or depth to the argument or only seem to do so?

### **What is the site's currency and coverage?**

Since information on the Web is so easily posted, it's especially important to make sure that the sources you consult are timely. Ask yourself these questions:

Is the creation date of the document (or of its most recent revision) listed?

Is the information up-to-date or are the resources outdated? Age is relative on the Web: certain documents are timeless—their value is determined completely by their place in the historical record, and a document that is three or four years old can still be "timely" in certain disciplines. In fields where knowledge develops rapidly (the sciences, for example) or data is expected to change (statistics, for example), currency is more critical. As always, if you have questions about whether a source is current enough for your purposes, ask your instructor or a librarian.

## **Глава 2. Особенности академического дискурса**

Академический дискурс представляет собой сложное явление, которое объединяет в себе разнообразие жанров и текстов, представленных в устной

и письменной форме. Аннотация относится к конгломерату письменных текстов академического дискурса, поэтому мы кратко рассмотрим особенности этой составляющей академического дискурса.

Письменная речь в рамках академического дискурса имеет специфические характеристики и отличается большей, по сравнению с устной речью:

- грамматической сложностью (например, активным использованием номинативных групп; страдательных конструкций; инфинитивных, причастных и герундиальных оборотов; вводных слов; сложноподчиненных предложений) и лексической насыщенностью (общеупотребительной, общенаучной, специальной лексикой);
- официальностью (например, не допускает использование лексики, характерной для разговорной речи: фразовых глаголов, выражений *kind of, sort of*);
- логичностью (предполагает последовательное рассмотрение вопросов; маркирование переходов от одного вопроса / аргумента / доказательства к другому с помощью метакommunikативных средств);
- точностью (предполагает указание цифр, дат; однозначное использование терминов);
- объективностью (научное сообщество интересуют факты и доказательства, а не чувства и эмоции, поэтому рекомендуется избегать личных местоимений *I, we*);
- ответственным отношением к излагаемым фактам (во-первых, не предполагает однозначных утверждений, если факт или гипотеза не доказаны и не подтверждены на 100%; во-вторых, требует ссылок на источники идей, фактов, утверждений).

При написании работ в рамках академического дискурса, следует следовать некоторым рекомендациям:

- \* Используйте формальный стиль, но не будьте помпезны;
- \* Будьте точны;
- \* Будьте лаконичны, избегайте многословия и тавтологии;
- \* Будьте объективны, а не эмоциональны;
- \* Старайтесь не использовать клише;
- \* Старайтесь не использовать разговорную лексику;
- \* Не используйте клише и сокращенные формы (didn't; it's, etc.);

Характерной чертой академического дискурса является его сложность. Лексически, письменная речь более насыщена, чем устная. Она отличается присутствием более сложных слов, но более коротких предложений. Зачастую, придаточные изъяснительные предложения "that/to" заменяются придаточными предложениями, чаще используется страдательный залог, атрибутивные прилагательные.

Так, можно сравнить предложение (в устной и письменной речи):

You can control the trains this way and if you do that you can be quite sure that they'll be able to run more safely and more quickly than they would otherwise, no matter how bad the weather gets. (УСТНАЯ РЕЧЬ)

и,

The use of this method of control unquestionably leads to safer and faster train running in the most adverse weather conditions. (ПИСЬМЕННАЯ РЕЧЬ).



Сопоставление примеров в таблице ниже, позволяет увидеть, что главные отличия этих двух предложений проявляются на уровне лексики, а не грамматики.

Spoken	Written
Whenever I'd visited there before, I'd ended up feeling that it would be futile if I tried to do anything more.	Every previous visit had left me with a sense of the futility of further action on my part.
The cities in Switzerland had once been peaceful, but they changed when people became violent.	Violence changed the face of once peaceful Swiss cities.
Because the technology has improved its less risky than it used to be when you install them at the same time, and it doesn't cost so much either.	Improvements in technology have reduced the risks and high costs associated with simultaneous installation.
The people in the colony rejoiced when it was promised that things would change in this way.	Opinion in the colony greeted the promised change with enthusiasm.

**Exercise 1. Replace the phrasal verbs in the sentences with a more appropriate verb from the list below. Don't forget to keep the same tense:**

<b>fluctuate</b>	<b>investigate</b>	<b>eliminate</b>	<b>raise</b>	<b>reduce</b>	<b>propose</b>	<b>intervene</b>	<b>establish</b>
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- 1 Researchers have been looking into the problem for 15 years. \_\_\_\_\_
- 2 This issue was brought up during the seminar. \_\_\_\_\_
- 3 It is assumed that the management knows what is happening and will therefore step in if there is a problem. \_\_\_\_\_
- 4 Schools cannot altogether get rid of the problem of truancy. \_\_\_\_\_
- 5 The number of staff has been cut down recently. \_\_\_\_\_

6 It was very difficult to find out exactly what happened. \_\_\_\_\_

7 House prices have a tendency to go up and down. \_\_\_\_\_

8 A potential solution was put forward two years ago. \_\_\_\_\_

**Exercise 2. 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. \_\_\_\_\_

**Работа над стилем**

В любом языке огромная часть работы над письменным или устным высказыванием отводится работе над стилем. Стоит обратить внимание, что большая часть слов используемых в академическом дискурсе являются частью общеупотребительной лексики, но используется в несколько ином значении.

Классическим примером является слово **discipline**. Так в общеупотребительном значении, это слово можно перевести как «дисциплина»: *Standards of **discipline** in schools have declined.* В академическом же дискурсе, это слово часто используется в значении «дисциплина, предмет»: *Nanotechnology is a relatively new **discipline**.*

В своих работах ученые используют большое количество выражений, которые не имеют стилевой окраски, тем не менее, зачастую используют слова более высокого, «формального» стиля. Работая со статьями на английском языке, необходимо осознавать принадлежность того или иного выражения к определенному стилю.

neutral	more formal	neutral	more formal
in short, briefly, basically	in sum, to sum up	try	attempt
only	sole(ly)	mainly/mostly	primarily
almost	virtually	typical of	characteristic of

Работе над стилем, наши иностранные коллеги отводят особое место (McCarthy M., O'Dell F. *Academic Vocabulary in Use*.—Cambridge: Cambridge University Press, 2008)

### 1. Nouns and Prepositions

В академическом дискурсе используется большое количество существительных, которые относятся к общенаучной лексике. Для написания качественной статьи, аннотации, курсовой, проекта на английском языке необходимо не только знать эти слова, но и запомнить, с какими предлогами они обычно используются. М. Маккарти и Ф. О'Дэлл, авторы учебника “Academic Vocabulary in Use”, в котором подробно разбираются вопросы типичного лексического наполнения академического дискурса, предлагают ряд существительных, относящихся к общенаучной лексике, с соответствующими предлогами (McCarthy, O'Dell, 2008). После ознакомления с информацией в таблице рекомендуем вам выполнить упражнение.

# Nouns and prepositions

## Groups of related nouns sharing prepositions

Sometimes groups of nouns with related meanings share the same prepositions.

nouns	preposition(s)	example
book, article, essay, lecture, dissertation, project, assignment	about, on	In 1978, Da Silva published a <b>book about</b> <sup>1</sup> the history of emigration. She wrote a <b>dissertation on</b> <sup>2</sup> teenage slang in New York.
research (see also B), investigation, inquiry	into	Kelly (1969) conducted an <b>investigation into</b> the origins of international terrorism.
analysis, examination, exploration (see also B), study	of	The article offers an <b>analysis of</b> the potential impact of the H5N1 Avian Flu virus.
problem, difficulty	of, with	He gave a lecture on the <b>problem of</b> global warming. One <b>difficulty with</b> this approach is that a set of results may allow different interpretations.
reason, motivation, rationale (see also B)	for	Economists have recently questioned the <b>rationale for</b> government spending.

<sup>1</sup> and <sup>2</sup> *about* tends to be used for more general subjects; *on* is frequently used for more specific, detailed works, although both may be found in both uses

**Exercise 1. Fill in the missing prepositions. In questions 4 and 5, more than one answer is possible:**

1. One difficulty (...) the class questionnaire was that some students had already left the course and could not be contacted.
2. She wrote a dissertation (...) wild flower conservation in Finland in the 1990s.
3. The book is an exploration (...) the origins of the economic crisis of 1997.
4. The rationale (...) the present research is the need to better understand the process of agreement in international law.
5. Research (...) spoken language has been considerably assisted in recent years by the availability of computerised databases or 'corpora'.
6. Phippen's (1984) book was an inquiry (...) the foundations of nationalism.
7. What is Kazuo Matsui's book (...)? Have you read it?
8. He did a study (...) the problem (...) of side-impact automobile collisions.

## 2. Generalizing and specifying

В своих научных работах ученые подробно описывают исследования и полученные результаты и на основе анализа этих результатов делают обобщения. Для поэтапного, детального описания гипотезы, теории, эксперимента и для построения обобщений предлагается использовать в тексте разнообразные выражения. М. Маккарти и Ф. О’Дэлл, авторы учебника “Academic Vocabulary in Use”, приводят примеры таких выражений. Предлагаем вам ознакомиться с этими примерами и выполнить упражнения.

### Generalising and specifying

In this class discussion, the students make fairly general statements, while the teacher tries to make the discussion more specific.

Marsha: Well, I think on the whole parents should take more responsibility for their kids.

Teacher: Yes, with respect to<sup>1</sup> home life, yes, but in the case of violence, surely the wider community is involved, isn't it? I mean, for the purposes of our discussions about social stability, everyone's involved, aren't they?

Marsha: Yes, but in general I don't think people want to get involved in violent incidents, as a rule at least. They get scared off.

Teacher: True. But as far as general discipline is concerned, don't you think it's a community-wide issue? I mean discipline as regards<sup>2</sup> everyday actions, with the exception of school discipline. What do you think, in terms of public life, Tariq?

Tariq: I think the community as a whole does care about crime and discipline and things, but for the most part they see violence as something that is outside of them, you know, not their direct responsibility.

Teacher: OK. So, let's consider the topic in more detail<sup>3</sup>, I mean from the point of view of violence and aggression specifically in schools. Let's look at some extracts from the American Medical Association's 2002 report on bullying. They're on the handout.

<sup>1</sup> or in respect of, or (more neutral) with regard to <sup>2</sup> another neutral alternative to 1 <sup>3</sup> or (more formally) in greater detail

**Exercise 2. Use the words in the box to form eight different phrases that are useful for academic discussions:**

a as as at be for for general in  
in it may most of on pare reason rule  
same terms the the the that this time whole

1.
2.

3.
4.
5.
6.
7.
8.

**Exercise 3. Choose the best expression to complete each sentence:**

1. (...) our discussion, I'd like to focus on the US context.

A For the purposes of    B    In the sense that    C From the point of view of

2. There is some evidence of an improvement in the economy but, (...) there is unlikely to be much change before next year.

A for this reason    B    as a rule    C be that as it may

3. I'd like to consider education (...) industry,

A in the case of    B from the point of view of    C with the exception of

4. I'm not sure (...) you agree with Qian's theory.

A by means of which    B to what extent    C as regards

5 We will now discuss the development of the Surrealist Movement.    .

A on the whole    B to some extent    C    in more detail

3. Linking points and arguments

Одной из отличительных характеристик академического дискурса является использование вводных слов и выражений. М. Маккарти и Ф. О'Дэлл, авторы учебника "Academic Vocabulary in Use", приводят примеры таких выражений. Предлагаем вам ознакомиться с этими примерами и выполнить упражнения.

### Linking points and arguments

The increase in house sales is due to the fact that inflation fell in 2004. At the same time, tax rate reductions were beginning to have an effect.

Joslav used an eight-point scale in the questionnaire, as opposed to<sup>1</sup> a four-point one, by means of which he showed that attitudes covered a very wide range, in the sense that the results were spread very evenly over all eight points.

It's very difficult to interpret these data. Be that as it may<sup>2</sup>, there is some evidence of a decline in frequency. For this reason, we decided to repeat the experiment.

In addition to surveying the literature on population movements, we also reviewed work carried out on family names in five regions.

<sup>1</sup> rather than <sup>2</sup> a typical academic way of saying 'although I accept that this is true'; more common in speech than in writing

### Exercise 4. Choose the best expression to complete each sentence:

1. (...) our discussion, I'd like to focus on the US context.

A For the purposes of    B    In the sense that    C From the point of view of

2. There is some evidence of an improvement in the economy but, (...), there is unlikely to be much change before next year.

A for this reason    B as a rule    C be that as it may

3. I'd like to consider education (...) industry.

A in the case of    B from the point of view of    C with the exception of

4. I'm not sure (...) you agree with Qian's theory.

A by means of which    B to what extent    C as regards

5. We will now discuss the development of the Surrealist Movement.

A on the whole    B    to some extent    C    in more detail

### 4. Talking about ideas

В академическом дискурсе используется большое количество существительных, которые относятся к общенаучной лексике. М. Маккарти и Ф. О'Дэлл, авторы учебника "Academic Vocabulary in Use", приводят



примеры таких выражений. Предлагаем вам ознакомиться с этими примерами и выполнить упражнения.

### Some useful nouns relating to ideas

word	meaning	example
concept	principle, idea	The <b>concept</b> of honesty is understood differently in different cultures.
framework	system of rules, beliefs or ideas used as the basis for something	Mary is working on an analytical <b>framework</b> to help people design and evaluate training courses.
model	simple description useful for discussing ideas	The writer uses a Marxist <b>model</b> as the basis for his discussion of the economy.
notion	belief, idea	She doesn't agree with the <b>notion</b> that boys and girls should be taught separately.
perception	belief, opinion, held by many people	The novel had a powerful impact on people's <b>perception</b> of the war.
stance	way of thinking, often publicly stated	The government has made their <b>stance</b> on the boycott issue clear.
viewpoint	opinion, way of looking at an issue	The article provides a different <b>viewpoint</b> on this difficult topic.



In academic writing it is best to avoid *In my opinion* and to use a less personal expression like **It can be argued that ...** or **Most (people) would agree that ...**  
You **discuss** an idea or **talk/write** about an idea but NOT ~~discuss about an idea~~.

**Exercise 5. Match the beginning of each sentence with the most appropriate ending:**

1. We must never accept the notion	a. on the role of the: United Nations in times of war.
2. The task of choosing an analytical	b. on gender and language use very clear,
3. The book expresses his viewpoint	c. of dark matter to explain certain observations.
4. Tannen has always made her stance	d. framework is an important stage in any research.
5. Consumers have different perceptions	e. of family healthcare which changed everything.
6. The report laid out a new model	f. that intelligence is connected to



	race.
7. Physicists developed the concept	g. of what low price and high quality mean.

При написании научной работы, исследователи часто ссылаются на работы других ученых, работающих в той же научной области или смежных науках. При ссылке на такие работы, исследователи используют глаголы, описывающие ..... М. Маккарти и Ф. О'Дэлл, авторы учебника "Academic Vocabulary in Use", приводят примеры таких выражений. Предлагаем вам ознакомиться с этими примерами и выполнить упражнения.

### Reporting verbs

Reporting what others say is a key aspect of academic English and you need a range of verbs to do this in an appropriate and varied way. Note the structures used with each verb.

In her latest article Morton **explains** how information technology is changing society.

Schmidt **describes** the process of language change.

Kon **suggests** that all poets are strongly influenced by their childhood. [says indirectly or tentatively]

Lee **states** that problems arose earlier than was previously thought. [says directly]

Uvarov **claims/asserts/contends/maintains/declares** that the causes of the revolution can be traced back to the 18<sup>th</sup> century. [says something is true directly and firmly, often used when others disagree]

Van Ek **implies** that other historians have misinterpreted the period. [suggests indirectly]

Patel **argues** that governments should continue to fund space research. [use of this verb suggests he gives reasons for his view]

Greenberg **emphasises/highlights/stresses** the importance of taking a liberal approach. [gives particular importance to]

Levack **observes/notes/comments/points out** that there are contradictions in Day's interpretation of the poem. [states but does not develop at length]

Kim **demonstrates/shows** how Bach's music draws considerably on earlier composers' work.

Gray **proves** there is a link between obesity and genes. [shows that something must be true]

In the book Dean **mentions** some new research in the field. [refers to briefly]

McIntosh **pinpoints** the key features of the period in question. [focuses in on]

Vaz **advances/puts forward/proposes** a new theory. [used with idea, theory, hypothesis]

Davidson **casts doubt on** previous research in the field. [suggests it is inaccurate]

Gerhard **questions** previous interpretations of the play. [expresses doubts about]

**Exercise 6. In each sentence two of the options in italics are possible and one is not. Which is not?:**

1. The author *notes* / *observes* / *pinpoints* that commodity prices change depending on the season.

2. Grey *puts forward / proves/ advances* a controversial theory to explain climate change.
3. Philipson *claims / questions / challenges* the accuracy of Malwar's figures.
4. Trakov *stresses / emphasizes / asserts* the importance of pilot testing before carrying out a survey.
5. Ripoll *advances / demonstrates / shows* how large-scale urban planning can go wrong.
6. Thompson's *assertion / contention / description* that no member of the committee was informed of the director's plan is incorrect.
7. Evans *declared / cast doubt / maintained* there was no causal link between the events.

**Exercise 7. There is one mistake in each of these sentences. Find and correct it:**

1. According to me, courses in academic writing should be compulsory for all new students.
2. It has not yet been proof that the virus can jump from species to species.
3. Richardson emphasises on a number of weaknesses in the theory.
4. Taylor mentions to several studies which have looked at the problem in the past.
5. Pratt's suggest that the poet may have suffered from depression is an interesting one.
6. Our latest results cast doubt to our original hypothesis.

Любой текст в рамках академического дискурса должен быть логичным понятным и лаконичным. Обратите внимание, на необходимость избегать многословия и тавтологии, использования слов, значение которых очевидно.

Например:

*A Beckmann thermometer is a thermometer that measures small temperature differences.*

В данном определении, слово «thermometer», использованное второй раз не несет дополнительной информации и лишь повторяет название прибора. Целесообразно, изменить данное предложение следующим образом:  
A Beckmann thermometer measures small temperature differences.

Давайте рассмотрим еще один пример.

*An electrical switch is a device that opens and closes a circuit.*

Answer: *An electrical switch is a ~~device that~~ opens and closes a circuit.* В данном случае слово «device» является избыточным, потому что не поясняет значение термина «an electrical switch».

**Exercise 7. Rewrite the sentences deleting the general-class word (giving unnecessary information):**

1. A suspension bridge is a bridge that is supported by cables.
2. Irrigation is a process that supplies water to the soil in dry areas.
3. A stoma is a small pore that is located in the epidermis of a leaf.
4. A rheostat is a variable resistor that varies the current in a circuit.
5. A gas thermometer is a thermometer that uses gas as the working substance.
6. A red blood cell is a flattened, disc-shaped cell that circulates in vertebrate blood.
7. A beam is a long piece of wood or metal that is supported at both ends and often used in constructing buildings.
8. A flower is a plant's mechanism for attracting birds and insects for pollination.
9. A light-year is a unit of distance that is equal to  $6 \times 10^{12}$  miles.

10. Soap is a substance that suspends dirt particles.
11. Tungsten (W) is an element that is used for lightbulb filaments.
12. Titration is a process that determines the pH of a liquid.
13.  $C = 2\pi r$  is a mathematical formula that determines the circumference of a circle.
14. Cilia are filaments that enable some one-celled animals to move around.
15. Gravity is a force that can deflect light.
16. A transformer is a device that alters the voltage of alternating current.

### **Rules of Proper Academic Writing**

- \* Используйте формальный стиль, но не будьте помпезны;
- \* Будьте точны;
- \* Будьте лаконичны, избегайте многословия и тавтологии;
- \* Будьте объективны, а не эмоциональны;
- \* Старайтесь не использовать клише;
- \* Старайтесь не использовать разговорную лексику;
- \* Не используйте клише и сокращенные формы (didn't; it's, etc.).

Характерной чертой письменного сегмента академического дискурса является его сложность. Лексически письменная речь более насыщена, чем устная. Она отличается присутствием более сложных слов, но более коротких предложений; чаще используются придаточные предложения, чаще используется страдательный залог, атрибутивные группы.

Так, можно сравнить предложение (в устной и письменной речи):

You can control the trains this way and if you do that you can be quite sure that they'll be able to run more safely and more quickly than they would otherwise, no matter how bad the weather gets. (УСТНАЯ РЕЧЬ)

и,

The use of this method of control unquestionably leads to safer and faster train running in the most adverse weather conditions. (ПИСЬМЕННАЯ РЕЧЬ).

Следующий анализ, позволяет увидеть, что главные отличия этих двух предложений проявляются на уровне лексики, а не грамматики.

Spoken	Written
Whenever I'd visited there before, I'd ended up feeling that it would be futile if I tried to do anything more.	Every previous visit had left me with a sense of the futility of further action on my part.
The cities in Switzerland had once been peaceful, but they changed when people became violent.	Violence changed the face of once peaceful Swiss cities.
Because the technology has improved its less risky than it used to be when you install them at the same time, and it doesn't cost so much either.	Improvements in technology have reduced the risks and high costs associated with simultaneous installation.
The people in the colony rejoiced when it was promised that things would change in this way.	Opinion in the colony greeted the promised change with enthusiasm.

**Exercise 1. Re-write the sentence above in a more typically written style.**

1. Because the jobs are even more complex, programmes to train people will take longer. (Answer: The increased complexity of tasks will lead to the extension of the duration of training programmes.)

2. I handed my essay in late because my kids got sick. (Answer: The reason for the late submission of my essay was the illness of my children.)

В английском языке для письменной речи более характерно использовать существительные и номинативные группы, нежели глаголы.

Посмотрите на пример:

Like all other forms of life, we human beings are the product of *evolution*.

Like all other forms of life, we human beings are the product of *how we have evolved*.

Обратите внимание, что предпочтительнее использовать слово «evolution», нежели глагол «evolve».

Приведем еще один пример:

Premack used a set of plastic chips to teach a chimpanzee named Sarah *the meaning of a set of symbols*.

Premack used a set of plastic chips to teach a chimpanzee named Sarah *what a set of symbols mean*.

**Exercise 1. Noun-based phrases. Formal written English uses nouns more than verbs. Rewrite the underlined parts of the following sentences using a noun-based phrase instead of the "wh" clause:**

e.g. Many futile attempts have been made to teach animals to speak how humans speak.

Many futile attempts have been made to teach animals to speak *in human fashion*.

1. It is essential to discuss how much cultural and biological evolution can be explained by similar principles.

2. Many factors must be considered in explaining how fast the population has grown in the developing countries.
3. Classes differ greatly in how membership is established and how fast membership changes.
4. There are advantages and declines in labour productivity and both are related to how much the population density is increasing.
5. Anthony Eden, the Foreign Secretary, asked them how much the full internationalisation of civil aviation was possible.
6. It follows that the key issue is how much there was a significant Soviet threat to those supplies.
7. But even in this he is a failure as he can't remember a word, nor does he know why he is going to be executed.
8. I cannot avoid the feeling why we were disenchanted was simply because of the kinds of problems we were given.
9. On the surface, why women and domestic architecture were associated were obvious.
10. Menzel (1973) has shown that non-speaking chimpanzees can convey where food is to one another.
11. It is easiest to list foods and drinks according to where they are stored.
12. How much precaution is taken is regularly reviewed in the light of the patient's progress.
13. The week following admission appears to be when the risk is greatest.
14. It is important to remember that whatever type of subsequent care is to occur, the period after discharge may be when things are particularly difficult.
15. When the riots occurred, 36 per cent of the workforce in Handsworth was out of work.
16. These star charts were provided to enable the deceased to tell what time it is and what day it is.

17. After leaving the town, Tom Owen could at first find nowhere for his family to rest at all.
18. When I was fifteen or sixteen none of my peers were interested in such matters.
19. How long the prisoner stays in prison is determined by someone who has not heard any representations by or on behalf of the prisoner on grounds which the prisoner does not know.
20. How big this group is varies in different centres.

**Exercise 1. Identify the informal expressions in the following sentences. Rewrite the following sentences, replacing the informal expressions with a more formal equivalent:**

1. With women especially, there is a lot of social pressure to conform to a certain physical shape.
2. Significantly, even at this late date, Lautrec was considered a bit conservative by his peers.
3. It focused on a subject that a lot of the bourgeois and upper-class exhibition-going public regarded as anti-social and anti-establishment.
4. Later Florey got together with Paul Fildes in an experimental study of the use of curare to relieve the intractable muscular spasms which occur in fully developed infection with tetanus or lockjaw.
5. When a patient is admitted to a psychiatric inpatient unit, the clinical team should avoid the temptation to start specific treatments immediately.
6. Therefore after six months the dieter is behaving according to all twenty-six goals and she has achieved a big reduction in sugar intake.
7. Modern houses have so many labour-saving things that it is difficult for the person at home to have adequate exercise by doing chores, cooking, and looking after a family.



8. Simply making the effort to reclaim this wasted stuff for fertilizer would have a positive effect on greenhouse releases.
9. It is difficult to imagine exactly what is meant by saying that such a classification is natural as any collection of things could be classified in this way.
10. Unfortunately, since there are so many possible explanations, the correct one is most difficult to find out.
11. These exercises can easily be incorporated into an exercise routine, with each exercise done again a number of times.
12. Fleming did well in isolating a streptococcus from the cerebrospinal fluid of the patient.
13. Effective vaccines prevent such hazards, but only if a social organisation makes sure that all potential mothers are vaccinated in good time.

**Exercise 2. 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.

**Exercise 3. Formal/Informal words. Complete the following table:**

Formal	Informal
	seem
	climb
	help
cease	
commence	
	use
decrease	
demonstrate	
depart	go
	want
enquire	
	end
	tell
obtain	
preserve	
reject	
	free
	mend
require	
	live
retain	
repeatedly	
	in the end
	at once

initially	
intermittently	
	mainly
	next
therefore	
	understanding
deficiency	
opportunity	
perspiration	
	house
	sight
amiable	
	whole
energetic	
fortunate	
	childish
	wrong
inferior	
inexpensive	
	dim
insane	
	laid back
responsible	
	enough

	better
transparent	
	empty

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

**Exercise 1. Replace the phrasal verbs in the sentences with a more appropriate verb from the list below. Don't forget to keep the same tense:**

<b>fluctuat</b> <b>e</b>	<b>investigat</b> <b>e</b>	<b>eliminat</b> <b>e</b>	<b>rais</b> <b>e</b>	<b>reduc</b> <b>e</b>	<b>propos</b> <b>e</b>	<b>interven</b> <b>e</b>	<b>establis</b> <b>h</b>
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1 Researchers have been looking into the problem for 15 years.  
\_\_\_\_\_

2 This issue was brought up during the seminar. \_\_\_\_\_

3 It is assumed that the management knows what is happening and will therefore step in if there is a problem. \_\_\_\_\_

4 Schools cannot altogether get rid of the problem of truancy.  
\_\_\_\_\_

5 The number of staff has been cut down recently. \_\_\_\_\_

6 It was very difficult to find out exactly what happened. \_\_\_\_\_

7 House prices have a tendency to go up and down. \_\_\_\_\_

8 A potential solution was put forward two years ago. \_\_\_\_\_

**Exercise 2. 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. \_\_\_\_\_

**Exercise 3. Which of the two alternatives in bold do you think is more appropriate in academic writing?:**

1 The government has made considerable/great progress in solving the problem.

2 We got/obtained excellent results in the experiment.

3 The results of lots of/numerous tests have been pretty good/encouraging.

4 A loss of jobs is one of the consequences/things that will happen if the process is automated.

5 The relationship between the management and workers is extremely/really important.

6 Some suggestions springing up from/arising from the study will be presented.

**Exercise 4. Use a more formal word or phrase to replace those in bold:**

1 The reaction of the officials was sort of negative. \_\_\_\_\_

2 The economic outlook is nice. \_\_\_\_\_

3 Car manufacturers are planning a get together to discuss their strategy. \_\_\_\_\_

4 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. \_\_\_\_\_

**Exercise 5. 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.

**Exercise 6. 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.

**Exercise 7. Make the following phrases more concise:**

- 1) Smith College, which was founded in 1871, is the premier all-women's college in the United States.
- 2) Citizens who knew what was going on voted him out of office.
- 3) Recommending that a student copy from another student's paper is not something he would recommend.
- 4) There are twenty-five students who have already expressed a desire to attend the program next summer. It is they and their parents who stand to gain the most by the government grant.
- 5) This is because there are fewer farmers at the present time.
- 6) Woodlands have grown in area because of the fact that farmers have abandoned their fields.
- 7) This policy has a tendency to isolate some communities.
- 8) In the event that enough people protest, it will probably be revoked.
- 9) Legislators are already in the process of reviewing the statutes.
- 10)       Something in the nature of a repeal may soon take place.

**Exercise 8. Proofread the following essay to correct it for spelling, punctuation and paragraphing:**

The process of law is slow. In court your hope lies with a dozen of you fellow citizens brought together at random to here what the prosecution and defense has to say and determine whether they think the prosecution makes such a strong case that your innocence is denied.

Your case might instead be tried by barristers and judges alone. These are people drawn from the upper classes. They spend much of their lives considering the fate of those brought before them. By contrast, a jury as a group of people who lead ordinary lives and can bring their experiences to the court room. The right to a trial by jury was established by the magna carta for the protection of accused people. The jury does not decide the guilt or innocence of the accused. The accused is presumed innocent. What happens is that the prosecution tries to persuade the jury to overturn the presumption of innocence the jury tries the case of the prosecution. The defense points out the flaws in the prosecution case and points the jurors attention to other possibilities so that they can test whether the prosecution has persuaded them that their case is beyond reasonable doubt. The jury must not merely believe that accused is guilty but it must do so without any doubt. It is therefore very hard for the prosecution too prove guilt and this is why the police say that the odd's are against them in court. This is because the system is geared towards protecting innocence, even at the cost of letting the guilty go free.

### **Modals and Hedging**

Какую бы работу мы не писали, нам часто необходимо выразить некую мысль, которая лежит за гранью стопроцентно положительного



или стопроцентно отрицательного ответа. Данный факт заставляет нас избегать безапелляционных утверждений. В этом может помочь прием, получивший название «hedging». Одной из его составляющих является, например, использование модальных глаголов.

Необходимо обратить внимание на то, что использование модальных глаголов (can, could, may, might, must, shall, should, will) в научных работах ограничено следующими значениями: долженствование (obligation), вероятность (probability) и способность (capability).

Давайте рассмотрим особенности употребления различных модальных глаголов в академическом дискурсе:

### **I. Obligation.**

Since scientific writing is less concerned with moral questions, the sense of obligation is more concerned with the correct way of doing something. The modals that express obligation (must, should, must, and shall) may be ranked according to the degree of choice that the human subject (implied or stated) has. (The capitalized modals are those which occur most frequently in scientific English.)

<b>(Maximum choice)</b>	<b>MAY</b>	<b>The compressor system may be insulated.</b>
	<b>should</b>	<b>The compressor system should be insulated.</b>
<b>(Minimum choice)</b>	<b>must</b>	<b>The compressor system must be insulated.</b>
	<b>shall</b>	<b>The compressor system shall be insulated.</b>

Textbooks frequently use may with a passive verb to describe legitimate operations. (The “maximum choice” implied by *may* is also the most polite form.)

*Examples:*

*The amount of cholesterol may be determined from a blood sample.*

*The pressure may be calculated by means of the formula  $P = T/V$ .*

The modal *shall* is used by convention in building codes and design specifications, indicating that the instructions must be followed exactly.

*Examples:*

*The condensers shall be adequately sized to operate satisfactorily from 50°F to 110°F ambient temperature.*

*The critical speed of the fan wheel shall not be less than 25 percent above the maximum specified speed.*

The various grammatical forms of the modals of obligation are shown in the table below. The star (\*) indicates that the action described by the verb did not actually happen or, with a negative verb, that it did actually happen. In Table 1 below, the modal paraphrase of *may* shows the correct sense of *may* but is rarely used.

**Table 1. Modals of Obligation**

MODAL	NEGATIVE	PAST	PAST NEGATIVE	PARAPHRAS
<b>may</b> <b>should</b> <b>must</b> <b>shall</b>	----- <b>should not</b> <b>must not shall</b> <b>not</b>	<b>may have</b> <b>should have*</b> <b>had to</b> <b>had to</b>	----- <b>should not have*</b> <b>did not have to</b> <b>did not have to</b>	<b>(has the option)</b> <b>is recommended</b> <b>is required</b> <b>is required</b>

**Exercise 1. Directions: Add the appropriate modal of obligation {may, should, must, shall} to the blanks.**

*Example: A radiation badge \_\_\_\_\_ be worn in the reactor control room.*

*Answer: A radiation badge must be worn in the reactor control room.*

1. Researchers concluded that gas stoves \_\_\_\_\_ be used without adequate ventilation.
2. Cold box temperatures in the specified refrigeration unit \_\_\_\_\_ be between  $-40^{\circ}$  and  $-80^{\circ}\text{F}$ .
3. The index of refraction for gases \_\_\_\_\_ be written as  $n - 1 +$
4. For an exact description of the cost calculations, the reader \_\_\_\_\_ consult the appendix.
5. Metallic sodium \_\_\_\_\_ be allowed to come into contact with water; otherwise, it will react violently.
6. All specified ductwork exposed to weather \_\_\_\_\_ be insulated with 3-inch thick insulation and \_\_\_\_\_ be weather proofed.
7. The contrast at any point on the screen \_\_\_\_\_ be defined as the ratio of the fractional change in illumination to the general illumination.
8. Patients with acute renal failure \_\_\_\_\_ be given both antibiotics and intravenous and urinary catheters since dialysis alone will not reduce this complication.
9. It \_\_\_\_\_ be noted that the deflection of the light ray is a measure of the average density gradient integrated over the X coordinate.
10. Vertical bracing \_\_\_\_\_ be so arranged that the entire width of all walkway areas have a minimum clear vertical opening of 7 feet.

### **Hedging**

Until a fact is absolutely proven, scientists can only make sophisticated guesses based on their research. When reporting the results of such research, scientific writers must be careful to indicate whether their results are proven facts or probable facts. They do this by means of hedging, the qualification of the truth of a statement.

Hedging is accomplished by means of 1) modals or 2) the statement of probability with a subordinate clause.

## MODALS

The modals used in hedging are those concerned with probability. Look at this example:

FACT:

Cancer is caused by a faulty gene. – Truth probability - 98-100%

HEDGE	Truth Probability
Cancer must be caused by a faulty gene.	80-98%
Cancer should be caused by a faulty gene.	40-70%
Cancer may be caused by a faulty gene.	20-40%
Cancer might\could be caused by a faulty gene.	5-20%

**Exercise 2. Directions: Rewrite the following “facts” using a modal based on the degree of probability indicated.**

*Example: The center of the Milky Way galaxy is a black hole (20-40%).*

*Answer: The center of the Milky Way galaxy may be a black hole.*

1. The common cold is caused by a virus. (80-98%)
2. Anomalons, atomic nuclei that interact with other nuclei more readily than they should, exist. (40-70%)
3. Alcoholics use a unique physiological pathway for the breakdown of alcohol. (20-40%)
4. Dreaming results from the brain’s random firing to debug its overloaded cortex. (5-20%)
5. Photosynthesis originated with life itself. (20-40%)

6. Fragments of the earth's early crust still exist. (40-70%)
7. There is a special genetic marker for brain genes. (80-98%)
8. The Mauna Loa volcano on Hawaii will erupt soon. (40-70%)
9. Factor VIII, the clotting factor missing from the blood of most hemophiliacs, will be produced by genetic engineering. (5-20%)
10. Noise causes cardiovascular-related deaths. (20-40%)

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