

LEXICAL AND GRAMMATICAL FEATURES OF ENGLISH SCIENTIFIC DISCOURSE

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## ЛЕКСИКО-ГРАММАТИЧЕСКАЯ ОРГАНИЗАЦИЯ АНГЛИЙСКОГО НАУЧНОГО ДИСКУРСА

ЛЕКСИКО-ГРАММАТИЧЕСКАЯ ОРГАНИЗАЦИЯ АНГЛИЙСКОГО НАУЧНОГО ДИСКУРСА

УЧЕБНОЕ ПОСОБИЕ  
ДЛЯ СТУДЕНТОВ  
СТАРШИХ КУРСОВ,  
АСПИРАНТОВ  
И НАУЧНЫХ РАБОТНИКОВ

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Профессиональное развитие в современных условиях предполагает интеграцию в международное сообщество, что обуславливает потребность в различных формах коммуникации: телефонное и e-mail общение, конференции, проекты и т.п. Иноязычная компетенция рассматривается как необходимая интеллектуальная характеристика высококвалифицированного работника, способствующая успеху в выбранном направлении деятельности.

Совершенствование и дальнейшее развитие иноязычной профессиональной коммуникативной компетенции является основной целью пособия. В работе представлен как теоретический материал, так и практические задания, ориентированные на изучение особенностей английского научного стиля речи и продуцирование научного текста.

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## ВВОДНЫЕ THERE И IT/ INTRODUCTORY THERE AND IT

Для изложения новой информации часто используется оборот *there be*. В указанном обороте слово *there* десемантизировано, но выполняет грамматическую функцию подлежащего в предложении.

*There are sure to be casualties.*

Оно вводит предложения со значением существования, в котором сказуемое предшествует подлежащему. Такие бытийные предложения обычно содержат обстоятельство места. Поэтому *there* может появляться и в конце оборотов, но уже в своём прямом наречном значении.

*There is a timetable on the wall — На стене висит расписание*

*There is some milk in the glass — В стакане немного молока*

*There are flowers in the vase — В вазе стоят цветы*

*There are many chairs in the room — В комнате много стульев*

Бытийные предложения могут также содержать глаголы *exist*, *live*, *occur*, *remain*.

*There exist many wonderful folk dances in the world — В мире много удивительных народных танцев*

*There remained some milk in the jar — В кувшине оставалось немного молока*

*There remain several important issues to be discussed — Остаётся обсудить несколько вопросов*

*There is/are* обычно срачиваются, даже при наличии отрицательной частицы *not*.

*There's not a single cloud in the sky — На небе ни облачка*

*there* + личная форма *to be* + *nothing like* + дополнение

*There's nothing like fresh air — Нет ничего лучше свежего воздуха*

В отсутствие действующего исполнителя подлежащим также может становиться и вводное (introductory) местоимение *it*.

*it* + личная форма *to be*

Безличное местоимение *it* описывает время, погоду и оценку.

*It is midnight — Полночь*

*It is snowing — Идет снег*

*It's getting dark — Становится темно*

*It is cold — Холодно*

*It was very hot yesterday — Вчера было очень жарко [1].*

### **Сложные обороты с вводными *there* и *it***

*It* и *there* могут вводить придаточное дополнительное предложение, начинающееся инфинитивом, герундием, и придаточное относительное (*that*-clause, *wh*-clause):

*It's easy to do this work — Это лёгкая работа*

*It was nice to see you again — Приятно было снова с вами встретиться*

*It's dangerous crossing the street with red lights on — Опасно переходить улицу на красный свет*

*It's surprising that he didn't take your advice — Удивительно, что он не принял твой совет*

Указанные обороты заменяют придаточное дополнительное предложение в функции подлежащего. Сравните примеры с точки зрения стиля:

*It is amazing what you learn from hanging about bars (neutral).*

*What you learn from hanging about bars is amazing (formal).*

*It frightens me that there are so many unknown people around (neutral).*

*That there are so many unknown people around frightens me (formal).*

Следует отметить, что вводное местоимение *it* широко используется в страдательных конструкциях, которые переводятся на русский язык неопределенно-личными или личными предложениями с вводными словами.

*It is said that . . . Говорят, что . . . It is thought that . . . Считают (полагают), что . . . It is expected that . . . Ожидают (ожидается), что . . .*

*It is thought that many people have been injured.*

Помимо пассивных конструкций, предваряющее *it* сочетается с глаголами в активном залоге:

*It seemed useless to go on. Казалось, продолжать было бесполезно.*

*It seems a pity not to use it. Жаль, что нельзя это использовать.*

*It seemed (to me) a bold plan to advance against such strong opposition. Замысел двигаться вперед, несмотря на такое сильное сопротивление, казался (мне) очень дерзким.*

*It doesn't seem much good going on. Продолжать, по-видимому, бесполезно.*

*It appears unlikely that we shall arrive in time. Кажется, мы вряд ли прибудем вовремя.*

*It doesn't seem much use for us to try to catch the two o'clock train. По-видимому, нам бесполезно пытаться успеть на двухчасовой поезд [2].*

Предваряющее *it* выполняет в предложении не только функцию подлежащего (см. приведенные выше примеры), но и дополнения:

*I found it easy to understand the speaker. Мне было легко понимать докладчика.*

Если вводное *it* выступает в функции дополнения, то, как правило, используется следующая конструкция: глагол + *it* + существительное/прилагательное. Наиболее частотными для таких конструкций являются глаголы *believe, consider, feel, imagine, think, suppose, judge, count, reckon, guess*.

Отметим следующие конструкции, которые имеют в составе *there* и *it*:

1) *it* + личная форма *to be* + оценочное прилагательное + *of* + подлежащее + *to*-инфинитив

*It was so polite of her to offer this. – Было так вежливо с её стороны предложить это.*

2) *it* + личная форма *to be* + *worth/useless/pointless* + герундий

*Was it worth seeing? – Как фильм?*

3) *there* + личная форма *to be* + *no need* + *to*-инфинитив

*There's no need to tell him this. – Ненужно это сообщать.*

4) *there* + личная форма *to be* + *no point* + *(in)* + герундий

*There was no point in waiting any longer, so we went. – Ждать дальше не имело смысла, и мы ушли.*

5) *it/there* + личная форма *to be* + *no use/sense/good* + *(in)* + герундий ( *It/there* взаимозаменяемы в отрицательных оборотах).

*There's no sense going there – Какой смысл туда ходить? [3].*

Запомните как клише:

*There is no point in worrying.*

*It is no use crying over spilt milk.*

*It is no good having regrets now.*

*There is nothing to be gained by feeling sorry for yourself.*

*It occurs to me/ It strikes me that they are here.*

*It has just dawned on me what he meant.*

### **Introductory "There"**

An English sentence such as "A discrepancy was in the experimental results." is possible but unusual. The conventional academic way of putting it is to begin the sentence with "there" and postpone the indefinite subject. In this way you can focus on the existence or occurrence of something. Although simple sentences are possible - "There are, however, some discrepancies." - it is more usual to expand the nominal group by post-modification or an adverbial group [4].

*"There was a discrepancy in the experimental results".*

Here are several common patterns:

*There were several people in favour of the proposal.*

*There is no single issue in contemporary human affairs that is of greater importance.*

*In the late thirteenth century, there were repeated efforts to drive back the counter-offensive.*

*There was a large amount of work for the team to carry out.*

*But in the Zaire basin there are only 38 million people occupying an area of 3 million km<sup>2</sup>.*

*There are no constraints placed upon the timing of the volunteer's activities.*

*There were many citizens who believed that ...*

*These can be seen to be derived from simpler sentences:*

*Several people were in favour of the proposal.*

*No single issue in contemporary human affairs is of greater importance.*

*In the late thirteenth century, repeated efforts existed to drive back the counter-offensive.*

*A large amount of work existed for the team to carry out.*

*No constraints are placed upon the timing of the volunteer's activities [4].*

*Many citizens believed that...*

They can be described as follows:

There + be + NomGrp + complement

There + be + NomGrp that clause

There + be + NonGRp + to-infinitive clause

There + be + NonGRp + for someone to-infinitive clause

There + be + NomGrp + ing participle

There + be + NomGrp + en participle

There + be + NomGrp + who clause

There are other possibilities, including variations on "be" - "used to be" "may be" "seems to be", "seems to have been", "is supposed to be", "is said to be", etc.

Introductory "there" is usually used in academic writing to introduce the existence or occurrence of something. This can be then taken up as the theme of the next sentence (See: Writing Paragraphs Flow).

For example:

*More has been written on the party history of the period. There is Robert Skidelsky's history of the second Labour government and Stuart Ball's excellent account of the Conservative party in opposition, a book which casts an enormous amount of light on the inner life of the party. There is no equivalent history of the Liberal party during this period. The three main works - by Trevor Wilson, Roy Douglas, and Chris Cook - are all rather slight when they come to tackle the complexities of the Liberal attitude during the crisis. There is however, an excellent Cambridge Ph.D. thesis by Philip Williamson [5].*

### **There to create focus**

We can use there at the start of a clause as a type of indefinite subject. This means that we can put the actual subject at the end of the clause and so give it emphasis or focus:

*There was a strange smell coming from the room. (Compare: A strange smell was coming from the room.)*



*There are many people willing to travel to the concert. (Compare: Many people are willing to travel to the concert.)*

### **Introductory “It”**

We begin a sentence with it when the real subject is an infinitive phrase. So instead of saying, ‘To accept your advice is difficult’, we say, ‘It is difficult to accept your advice’.

Structure: It + verb + subject complement + infinitive phrase (real subject)

*It is easy to learn English. (= To learn English is easy.)*

*It is easy to find fault with others. (= To find fault with others is easy.)*

*It is difficult to know his motive. (= To know his motive is difficult.)*

*It is difficult to find a good job during these troubled times.*

*It is dangerous to play with fire.*

*It could be dangerous to drive so fast.*

Note that when we wish to emphasize the infinitive phrase, it may be put at the beginning, especially when it is short.

*To err is human. (OR It is human to err.)*

*To become a well known writer was his life-long ambition. (OR It was his lifelong ambition to become a well known writer.)*

*To invest all your money in shares is foolish. (OR It is foolish to invest all your money in shares.)*

When the real subject is a phrase that includes a gerund, it is used as a provisional subject to begin the sentence. So instead of saying ‘Your trying to fool us is no good’, we say, ‘It is no good your trying to fool us.’

*It won't be any good complaining to the manager. (Complaining to the manager won't be any good.)*

*It is silly throwing away this opportunity. (Throwing away this opportunity is silly.)*

*Will it be any good my talking to him about it? (Will my talking to him about it be any good?)*

*It is no fun having so many children to look after. (Having so many children to look after is no fun.)*

Note that it is possible to change the gerund into an infinitive.

*It won't be any good for me to complain to the manager.*

*It is silly (for you) to throw away this opportunity.*

*Will it be any good for me to talk to him about it?*

*Many of these sentences can also be re-written as exclamatory sentences.*

*How silly of you to throw away this opportunity! [6].*

**1. Identify the Nominal Group which is functioning as the postponed subject and its expansion (There is no single issue in contemporary human affairs that is of greater importance.)**

1. There are many students in financial trouble.
2. He was still convinced that there was something wrong.
3. There were no endowments to finance the upkeep of the building and the work inside it.
4. They do not for the most part take a position like that of Boas which rejects the very notion that there are general laws governing human history.
5. There is an odd ambivalence directed to matters sexual in what is recognized as a staunchly Roman Catholic country.
6. In addition, there are a few patients who have survived after inflicting deep cuts, usually of the throat and neck.
7. There were deliberate attempts for the government to develop elements of both high and popular culture in music, poetry, dance, and games.
8. There is a network of clinics throughout Italy - all towns with more than 50 000 inhabitants having one.
9. There is a lot of evidence that such internal restrictions occur in all the accounts of descent groups amassed by anthropologists.
10. There are experiments using the condition suppression procedure that have succeeded in showing a loss of the CR with a change of context.

**2. Rewrite the highlighted section of the following sentences, starting with "There".**

1. Quite a few animal species are in danger of extinction.

2. A person stays indoors because he was misled into believing that **poisonous fumes are outside**.
3. Before continuing with our main theme **a few points may need clarifying**.
4. An exception arises only where **concomitant changes confer an advantage on the rarer types**.
5. **Deliberate attempts were made to develop elements of both high and popular culture in music, poetry, dance, and games**.
6. Before the Act there **a grey area of uncertainty surrounding these problems existed**.
7. **No evidence bears on this suggestion** and the matter must remain unresolved for the time being.
8. This is because, as I said earlier, **so many different constituencies are involved in the process**.
9. **Very few people are at present at their full potential for good health and good looks**.
10. **Four types of social organization exist:** isolated animals with mother, monogamous pairs, groups or bands with their parents, and colonial animals living in burrow systems [5].

**3. Find the subject and verb in these sentences.**

1. There may not be time for an encore.
2. In the mail box, there was no mail.
3. There has been no letter today.
4. There weren't many men at the meeting.
5. In the snow there were many tracks [7].

**4. Replace ?with the correct verb structure with there. Answer with used to, present perfect or will for future (in affirmative or negative forms according to the grammar and context of the sentence). You can use the contracted (I'm) form or the complete (I am) form of the verb.**

Example:

There ?a little village here. Now it's disappeared.

Answer:

used to be

1. There ?some good films on television this week.
2. There ?better weather tomorrow.
3. There ?more bicycles in my town when I was a little girl.

4. There ?a number three bus yet.
5. There ?electricity in my house when I was young.
6. There ?a problem with this car since I bought it.
7. There ?any newspapers tomorrow due to the strike.
8. There ?a water mill here years ago.
9. There ?a lot storms this year. There is flooding everywhere.
10. There ?less pollution here when they pull down that factory [8].

### 5. Completes the sentences.

1. Each year, there ... 150 million computers that end up in our garbage.
2. There... no way to upgrade some of the early models.
3. For many computers, there... service centers which will upgrade the memory or hard disk capacity.
4. However, there really... no upgrade solution that is cost-effective.
5. Each year, there... a number of new models that make us want to upgrade our equipment.
6. Each year, there... better technology which produces smaller computers.
7. Each year, there... more to learn.
8. There... a new device that is replacing the telephone, computer and navigational system.
9. It is an iPad. There... thousands of applications.
10. Among the apps, there... navigation systems, translators, calculators, shopping helpers, games and much more.
11. Among my phone apps, there... a map, an address book, a camera, an image editing program, GPS navigation, and gazillion games [9].

*gazillion* /gə'zɪljən/ — an informal and funny expression that means "a lot of" (with emphasis).

### 6. Identify the hedging expressions in the following sentences.

1. There is no difficulty in explaining how a structure such as an eye or a feather contributes to survival and reproduction; the difficulty is in thinking of a series of steps by which it could have arisen.
2. For example, it is possible to see that in January this person weighed 60.8 kg for eight days,
3. For example, it may be necessary for the spider to leave the branch on which it is standing, climb up the stem, and walk out along another branch.
4. *Escherichia coli* , when found in conjunction with urethritis, often indicate infection higher in the uro-genital tract.

5. There is experimental work to show that a week or ten days may not be long enough and a fortnight to three weeks is probably the best theoretical period.
6. conceivably, different forms, changing at different rates and showing contrasting combinations of characteristics, were present in different areas.
7. One possibility is that generalized latent inhibition is likely to be weaker than that produced by pre-exposure to the CS itself and thus is more likely to be susceptible to the effect of the long interval.
8. For our present purpose, it is useful to distinguish two kinds of chemical reaction, according to whether the reaction releases energy or requires it.
9. It appears to establish three categories: the first contains wordings generally agreed to be acceptable, the second wordings which appear to have been at some time problematic but are now acceptable, and the third wordings which remain inadmissible.

**7. Suggest improvements to the following sentences.**

1. You can apply the same theory of learning to small children.

---

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2. You can only do this after the initial preparation has been conducted.

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3. The figures are accurate to within 1%, but you should note that local variations may apply.

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4. In the second section of the report, we will consider the environmental consequences.

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## 8. Suggest alternatives to the following.

1. In this essay I will discuss the main differences between the English and Scottish legal systems.

---

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2. I have divided my report into five sections.

---

---

3. I will conclude by proposing that all drugs should be legalized.

---

---

4. The opinion of the present author in this essay is that the importance of the monarchy should be reduced.

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---

5. In the third part of the essay, we will look at the reasons for public hysteria over the SARS virus.

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### **It as introductory / preparatory subject**

When a noun clause is the subject, we often prefer not to put this at the beginning. This is especially true when we want to give emphasis to an adjective.

Noun clauses include:

to-infinitive clauses: It's important to hear all sides of the argument.

that-clauses: It's likely that he'll be late.

wh-clauses: It annoys me when he behaves like that.

-ing clauses: It's pointless denying it. I saw you do it!

Notice how introductory it is used in those sentences. The real subject is underlined.

**9. Rewrite these sentences so that they start with It ... as in the examples above. Use contractions where possible.**

1. To tell me so quickly was good of you.
2. To put me up for the night is very kind of her.
3. To visit New York has always been my dream.
4. To become a top athlete was clearly her destiny.
5. That our team will lose again is only too likely.
6. That Mike will get the job is a foregone conclusion.
7. That you do so little work worries me.
8. What you think is neither here nor there.
9. When you lose your wallet is always really annoying.
10. How much money I manage to spend always amazes me.
11. Working with you has been really great.
12. Trying to wriggle your way out of it is no use.

**10. Where possible, rewrite the sentence using there. Otherwise leave it unchanged.**

For this exercise, don't use contractions

Remember about tense

Remember to use final punctuation

1. A woman is waiting to see you.
2. The new computer is on the desk in the study.
3. Nobody was in the room.
4. Something strange was crawling up his leg.
5. My glasses are in the other room.
6. Nothing was in the room except for a simple bed.
7. Is any information on the sign about opening times?
8. Steve's car is in his garage.
9. A bowl of fruit is on the table.
10. Your supper is on the table.
11. Have any thunderstorms been recently?
12. A lot of people were at the bus stop.

**11. Fill the gaps with it, there, it's, there's or there are, as appropriate. Remember to use a capital letter if the gap is at the beginning of the sentence.**

1. ... used to be a cinema here but ... got turned into a bingo hall.
2. ... used to be much quieter here. ... a lot more cars nowadays.
3. ... looks busy, but ... no harm in asking if they've got a table free.
4. ... no point in crying over spilt milk. ... just a waste of time.
5. ... a good chance it might rain, ... dark clouds on the horizon.
6. ... just a shame that you won't be here to see your cousin.
7. ... several reasons why ... important to look after your health.
8. ... no good asking him; ... no way he'll know the answer.
9. ... not a lot more I can say. ... all depends on your point of view.
10. ... more things to life than earning lots of money.

**12. Read the text, then fill each gap with one word.**

It is said ... (1) the only mammal naturally capable of true and sustained flight is the bat. Other mammals said ... (2) fly, such as flying squirrels and gliding possums glide rather than fly, and can only glide for short distances.

Bats ... (3) thought to represent about 20% of all classified mammal species worldwide and ... (4) are calculated to be about 1,240 bat species in the world. There ... (5) sometimes thought to have been one single common bat ancestor, from which all bat species have evolved.

It ... (6) believed that about 70% of bats are insectivores, with most of the rest thought... (7) be fruit eaters and a very few carnivores. There ... (8) thought to be bats in almost every habitat available on Earth, with the exception of the two polar regions. In many places they ... (9) considered to play a vital role in pollinating seeds and controlling the numbers of insects pests.

It has... (10) contended that Kitty's hog-nosed bat is the smallest extant species of mammal, although claims have also been made for the Etruscan shrew.

.... (11) is generally agreed that the largest species of bat is the giant golden-crowned flying fox, which ... (12) said to have a wingspan of 1.5 m.

**13. Some verbs are often followed by it + adjective / noun complement + to-infinitive / other type of clause. Fill the gaps with adjectives and noun complements from the box.**

*an honour · best · fascinating · hard · our duty · rude · strange · wise*



1. Some experts believe it ... not to plant tomatoes too early.
2. People often consider it ... not to answer emails quickly.
3. I'd count it ... to be your best man.
4. We feel it ... to keep the countryside tidy.
5. You may find it ... to believe, but
6. I've found it absolutely ... talking to you, Professor.
7. In the circumstances, he judged it... not to say anything.
8. I thought it a bit ... that he hadn't told anyone else [12].

**14. Rewrite parts of the following sentences in one alternative passive form, beginning your sentences with "it".**

1. We understood that Mr Smith was willing to meet the British Prime Minister.
2. People consider that this surgeon is a brilliant practitioner.
3. When Chain came in on Sunday morning and saw the result, people say that he danced.
4. Somebody claims that the drug produced no undesirable side effects.
5. People expect that the electricity supply industry will be running into surplus capacity by next year.
6. Most people now think that only a small fraction of the nitrous oxide emitted to the atmosphere each year comes from fossil-fuel use, primarily coal.
7. At the present time, researchers believe that the only problem with daytime sleep is that it is too short.
8. Although the government expects the patient to pay for his treatment, he will be reimbursed via the state medical insurance scheme.
9. If one person chooses to cause serious injury to another, we should presume that he or she realises that there is always a risk of death.
10. Someone also alleged that he amassed wealth by exploiting his high credit with the Palmyra court [13].

**15.a) Which of the following verbs can be used in this structure:**

It can be ---- that ----?

From all these recent studies it can be ---- that the peer group pressure is a very important factor in adolescent drug taking.

See, learn, find, know, discover, argue, believe, suggest, conclude, decide

**b) Now rewrite the following sentence.**

If we can examine these statistics, we can learn that the number of young female smokers is increasing.

**16. How would you muse it is/seems (-ed)... that in the following:**

1. I'm sure that this kind of methodology caused the uneven results.

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2. I guess that aboriginal design will be incorporated into mainstream Australian art in the near future.

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**17. Rewrite the following text using an impersonal style.**

I want to argue that all children in Australia have the right to be educated in their mother tongue. I expect that many children in the past spent many months or years in school but did not understand their lessons. I am convinced that many migrant children are failing in our education system because we do not have bilingual education programs. If we look at the U.N. report on language and education we can discover that children who become literate in their own language have the greatest chance of educational success. People have been discussing the latest figures on university entrance recently and you can tell that migrant children do less well than 'Anglo' children at present. I suspect that this is because they have difficulty with English and I would claim that that the government has done little to help these children. Surely the best way to achieve this in Australia is for the State governments to set up bilingual education programs for all migrant children. I would suggest this is the number one important issue for multicultural Australia [14].

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