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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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В условиях глобализации и развития науки в современном обществе увеличивается количество научных контактов, например, конференций, симпозиумов, научных семинаров, в которых принимают участие ученые со всего мира с целью обмена научными идеями. Что приводит к возрастанию значимости научного стиля речи. Ученым приходится не только объяснять свои научные исследования, но и представлять их должным образом. В связи с этим приоритетное значение приобретает изучение способов, способствующих успешности коммуникации в условиях коммуникативно-ориентированного подхода к изучению языка. Наряду с устной формой возрастает и важность публикации научного знания – идей, трудов, результатов экспериментов. К тому же, как правило, публикации издаются на английском языке, который считается межнациональным по сфере употребления.

Необходимость публикаций научных работ на английском языке в качестве общепринятого международного языка общения тоже обуславливает обращение людей, занимающихся научной деятельностью, к научному стилю письменной речи. Следует отметить, что написание статей на английском языке учеными, для которых английский язык не является родным, представляет собой довольно сложный процесс. Все это обусловило актуальность настоящего исследования.

В данной работе автор анализирует современные тенденции, возникающие в научном дискурсе. Целью данного исследования является: а) обзор характеристик, присущих научному стилю английского языка; б) обзор лексических и грамматических (морфологических и синтаксических) особенностей языка, освоив которые авторы смогут увереннее писать и говорить на английском языке.

В целом, научному стилю присущи такие характеристики, как логическое, последовательное и связанное изложение материала с указанием причинно-следственных связей, абстрактность, номинальность, точность, объективное отношение автора к фактам, информационная насыщенность материала, изложенного с помощью усложненных синтаксических конструкций, однако в сжатой форме.

Логичность и последовательность. Любой научный текст должен быть логично построен, то есть иметь хорошую структуру с признаками перехода от одной части к другой, соблюдать принцип

последовательного изложения аргументов. Каждое предложение должно быть логически соединено с предшествующим и последующим. Чтобы добиться логического изложения материала в научном стиле, используются, например, простые предложения с осложняющими конструкциями, дискурсивными маркерами. Например:

"There are two fundamental problems of knowledge at the centre of the book. First, we have the problem of induction, that is the fact that although we are only able to observe a limited number of events, science nevertheless advances unrestricted universal statements. Second is the problem of demarcation, demanding a separating line between empirical science and non-science. This book means a major contribution to the philosophy of science and is therefore essential reading for anyone interested in the field" [1]. В первом предложении автор говорит о существовании двух проблем, и далее он логично характеризует каждую из них, используя дискурсивные маркеры, что облегчает восприятие текста читателем.

Абстрактность. Еще одной чертой научного стиля является абстрактность. Данная характеристика четко проявляется на лексическом уровне – научный стиль письменной речи отличается частотой использования абстрактных существительных. Это объясняется тем, что, во-первых, при рассмотрении проблемы сначала изучаются общие понятия и только потом они конкретизируются. Во-вторых, сегодня ученые отходят от принятых стереотипов, отдавая предпочтение более сжатым структурам, которые становятся заметной чертой научного стиля (так называемая номинализация). Они считают, что научная проза должна быть настолько компактна, чтобы читатель мог быстро просмотреть статью и извлечь важную информацию [2, 227].

Объективность. Для современного научного стиля не характерны субъективные оценочные суждения, которые используются для выражения личной точки зрения автора (in my opinion, to my mind, etc). Наоборот, этому стилю присуща безличная манера изложения материала, потому что основное внимание в работе уделяется не личности автора и его мнению, а информации и аргументам, которые автор представляет читателю. По мнению И. Мартинез, «факты говорят сами за себя безличным образом» [2, 227]. И. Мартинез в своей работе рассматривает употребление безличных конструкций в исследовательских статьях, которые «позволяют авторам стратегически дистанцироваться от информации, о которой они пишут» [2, 227]. Соответственно, в академической прозе распространены безличные предложения (It is known that It can be said that ... There is an opinion that etc). Для образования безличных предложений часто используются пассивные конструкции (страдательный залог), где не важен и не указывается исполнитель действия.

Однако в любом случае автор должен показать свое личное отношение к тому, о чем он пишет, хотя бы в скрытой форме. В академическом стиле существуют некоторые способы такого выражения автором своего мнения, так называемое хеджирование (hedging), то есть смягчение ответа, уклонение от прямого ответа. Различные приемы такого уклонения позволяют автору показать свои личные чувства, отношение к происходящему, оценочные суждения, построенные на разной степени уверенности в происходящем, делать прогнозы и т.д. не очень открыто. Как утверждает И. Василева, в английском языке количество таких ограничителей (hedges) – и, соответственно, степень отстранения автора – самое большое по сравнению с некоторыми другими языками [3, 88].

Д. Байбер и другие считают, что мнение человека может быть выражено с помощью грамматических и лексических приемов (за счет выбора структур и слов, означающих оценочные суждения) либо паралингвистических (неязыковых средств речевого общения, к которым относятся фонационные приемы – степень громкости, распределение пауз и т.п., кинетические особенности мимики и жестикуляции, и графические) [4]. Лексико-грамматические средства, используемые при хеджировании, включают, в частности,

1) наречия, выражающие:

- определенность (actually, certainly, in fact, etc)
- вероятность (apparently, perhaps, possibly, etc)
- отношение (amazingly, interestingly, surprisingly, etc)
- стиль/подход (according to, generally, typically, etc)
- частоту действия (always, often, sometimes, usually, etc)

3) указатели множества (all, most, many, some, certain, etc)

4) сложные и простые предложения (безличные с инфинитивными конструкциями и придаточными с that) с использованием:

- глаголов, выражающих отношение (seem, tend, look like, appear to be, think, believe, doubt, be sure, indicate, suggest, conclude, expect, hope, etc),

например: *It might be suggested that...*

It seems/appears that/It tends to...

- прилагательных, выражающих отношение, после вводного местоимения it (certain, clear, likely, essential, important, interesting, happy, able, easy, difficult, etc), например:

It is important to develop

It may be possible to obtain ...

- существительных, выражающих отношение в конструкциях после there и it (conclusion, fact, observation, assumption, hope, tendency, obligation, etc), например:

*There is every hope that
It could be the case that...*

Рассмотрим следующие примеры:

Skeletons recently discovered in Scotland indicate that ancient Britons practiced the act of mummification at the same time as the Egyptians.

*Skeletons recently discovered in Scotland **seem** to indicate that ancient Britons practiced the act of mummification at the same time as the Egyptians [12:96]*

Академическому стилю письменной речи присущи следующие черты:

- использование нейтральной или более формальной лексики (абстрактные существительные)
- использование более формальной грамматики, например, безличных *there/it* в качестве подлежащего
- использование хеджирования
- использование страдательного залога в качестве безличных конструкций

Номинализация. Следующей чертой научного стиля в английском языке, на которую стоит обратить внимание, является номинализация. Это означает, что в современной письменной речи научного стиля развилась тенденция к большему употреблению существительных и относительно меньшему употреблению глаголов. Сравним:

*a) Most people would agree that regular exercise is important (General English).
There is a widespread agreement about the importance of regular exercise (Academic English).*

b) The only way to diagnose the disease accurately is to obtain a blood sample. An accurate diagnosis of the disease depends on obtaining a blood sample [2, 76].

Сжатость. При всей информационной насыщенности тексту, написанному в академическом стиле, присуща сжатость изложения материала, так называемая компрессия. Она может быть достигнута за счет номинализации и определенных синтаксических конструкций:

- простых предложений;
- словосочетаний имен существительных (productivity increase, quality improvement, baggage inspection procedure, justice department officials, settlements tax increases, etc);
- словосочетаний имен существительных с прилагательными (a large number, unusual circumstances, etc);
- замены придаточных предложений причастными или инфинитивными конструкциями (greenhouse gas emission driven by a surge in coal use, companies supplying energy);

- фраз с предложениями (the first step in seeking quicker treatment, to determine the effect of salt on the growth and development of paddy);
- фраз-клише особенно в устной речи (Regarding the question about ...
Относительно вопроса о... In answer to the question (enquiry) about ...
В ответ на ваш вопрос о...)

В английской системе образования уделяется большое внимание развитию академического письма. Со временем в английском языке образовался целый ряд лексико-грамматических приемов, направленных на соблюдение основных принципов научного дискурса. В отечественной системе образования, на наш взгляд, уделяется недостаточное внимание указанной проблеме, хотя, чтобы чувствовать себя вполне конкурентно способными на международном рынке, украинским ученым следует быть особенно внимательными к способам выражения научного стиля на английском языке. Далее рассмотрим более детально языковые средства, характерные для английского научного дискурса.

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ДИСКУРСИВНЫЕ МАРКЕРЫ / Discourse Markers

В настоящее время не только со стороны лингвистов, но и со стороны социологов, психологов, специалистов в сфере информационных технологий, политиков, юристов наблюдается повышение интереса к проблеме дискурса в целом и маркеров дискурса (далее ДМ), в частности. Исследователи выделяют различные типы дискурса: научный, политический, религиозный, педагогический, юридический и т. д. В лингвистической литературе можно встретить определение дискурса как «связного текста», «устно-разговорной формы текста», «диалога», «группы высказываний, связанных между собой по смыслу», «речевого произведения в письменной или устной формах» [1], «коммуникативного события между говорящим и слушающим» [2], «речи говорящего», «двух или нескольких предложений, находящихся в смысловой связи» [3], «текста, погруженного в ситуацию общения» [4], «речевой практики, способа общения, детерминированного культурно-историческими условиями его функционирования» [5].

По мнению американского исследователя Д. Шифрин, дискурс следует рассматривать в двух направлениях: повествования и дискуссии/ аргументации. Каждое из этих направлений ставит перед собой разные задачи. Повествование, например, характеризуется четырьмя задачами: начать историю, изложить события, передать суть рассказа и завершить его [6]. Дискуссия направлена на установление истины. Важнейшими отличительными чертами являются цельность и связность дискурса. Средствами, обеспечивающими грамматическую и смысловую цельность дискурса, организующими смысловую связность его единиц, являются дискурсивные маркеры. Они присутствуют в любом дискурсе и представляют собой языковые единицы, которые выполняют структурно-смысловую функцию при структурировании текста.

Как и для самого понятия «дискурс», так и для определения дискурсивных маркеров в лингвистической литературе используются различные дефиниции: «дискурсивные частицы», «дискурсивные коннективы», «прагматические частицы», «прагматические маркеры», «дискурсивные операторы» и др. [7-9]. Такое разнообразие определений дискурса и дискурсивных маркеров обусловлено наличием различных теоретических подходов к исследованию и анализу текста. К дискурсивным маркерам относят следующие группы слов: 1) союзы;

2) предлоги; 3) артикли; 4) местоимения; 5) наречия; 6) существительные, входящие в состав словосочетаний служебного характера; 7) междометия; 8) местоименные наречия; 9) именные и предложные группы; 10) глагольные формы. Дебора Шиффрин очень подробно анализирует ДМ и разграничивает их на 5 классов, принадлежащих следующим сферам: сфера обмена, где функционируют маркеры мены ролей; акциональная сфера, где ДМ поддерживают когерентную связь между речевыми актами; идеационная сфера, где ДМ определяют отношения между пропозициями; сфера взаимодействия коммуникантов, где ДМ сигнализируют об отношении коммуникантов к интенциям, интерпретации и деятельности; информационная сфера, где ДМ способствуют упорядочиванию и управлению разных видов информации в речевом потоке [10, 24-26].

Б. Фрейзер в своих работах «Pragmatic Markers» и «An approach to discourse markers» подразделяет дискурсивные маркеры на следующие группы: 1) базовые маркеры (basic markers), указывающие на характер базового сообщения (тип речевого акта, перформативы, прагматические идиомы); 2) маркеры-комментарии (commentary markers), комментирующие базовое сообщение (например: *fortunately, possibly, they say, I heard that, if I am not mistaken*); 3) параллельные маркеры (parallel markers), которые дополняют базовое сообщение; 4) дискурсивные маркеры (discourse markers), указывающие, как базовое сообщение связано с контекстом (например, *but, however, although* (контрастирующие маркеры), *in other words, particularly, also, and* (детализирующие маркеры), *that's why, so, accordingly* (маркеры вывода)) [11, 12].

Так, «дискурсивный маркер — это языковой инструмент структурирования дискурса — от фонетических и интонационных показателей до лексем и специфических синтаксических конструкций» [13]. К дискурсивным маркерам относятся слова и выражения без очевидного лексического значения. Их основная функция заключается в формировании разговорной структуры и передачи намерения говорящих. Таким образом, можно сказать, что дискурсивный маркер, скрепляет разрозненные фразы, создавая единую структуру разговора и придавая ей более понятную и отчетливую форму. Более того, подобные маркеры оживляют речь, делая ее менее косноязычной и приятной к восприятию. Без дискурсивных маркеров наши разговоры стали бы напоминать зачитываемые вслух тексты, в которых отсутствие эмоции является нормой, тогда как для человека важна эмоциональная составляющая диалога. Существуют разнообразные языковые средства, имеющие воздействующий характер, но в нашей работе мы рассмотрели именно то, как дискурсивные маркеры раскрывают свою персуазивную натуру в рамках политического

дискурса, как при помощи этих коннекторов осуществляется воздействие на адресата.

Персуазивный дискурс имеет довольно широкое применение, учитывая тот факт, что для некоторых видов текста персуазивность будет являться главным признаком. В.Е. Чернявская отмечает, что в качестве одной из характеристик публицистического текста можно выделить «воздействие в целях формирования определенного мнения читательской аудитории» [14, с. 35]. По ее словам, тексты политического дискурса также относятся к «типично персуазивным», ведь воздействию в них отводится доминирующая роль [14, с. 35]. Среди лингвистических средств с манипулятивным потенциалом В.Е. Чернявская выделяет «языковые единицы, прагматически «пустые» вне детализирующего их содержание контекста» [14, с. 56]. К таким словам она причисляет существительные, прилагательные и наречия, которые «не несут никакой новой, дополнительной информации» [14, с. 56]. Однако мы можем добавить, что по определению дискурсивные маркеры тоже подходят к классу подобных языковых единиц. Существовая вне контекста, данные маркеры не имеют определенного лексического значения. Их функциональность проявляется при формировании диалога и его структуры, что говорит об их зависимости от контекста. Итак, в настоящем исследовании термин «дискурсивный маркер» рассматривается как языковая единица, устанавливающая отношения между двумя (или более) элементами дискурса, обеспечивающая связность текста, отражающая процесс взаимодействия говорящего и слушающего, выражающая этические оценки, мнения, соотносящая, сравнивающая и противопоставляющая разные утверждения говорящего или говорящих друг с другом. Таким образом, в связи с вышеизложенным можно выделить три основные функции дискурсивных маркеров: обеспечение связанности текста, выражение отношения автора к изложенному тексту и взаимодействие автора и реципиента.

Представим дискурсивные маркеры в таблице [15]:

FUNCTION	EXAMPLE
ADDITION	Also first, second, etc. additionally besides further equally important moreover similarly furthermore in addition last but not least next not only... but also too
CAUSE-EFFECT	Then therefore as a result for this reason thus accordingly as a consequence consequently hence

COMPARISON	Also Like too As well as Both... and compared to in the same way likewise neither... nor by comparison in common with similarly in like manner
CONTRAST	however instead nevertheless on the other hand conversely in contrast to in opposition to on the contrary otherwise still whereas
TIME	after a while after that afterward at the same time concurrently previously also at last currently earlier eventually finally first, second, etc. in the future in the past last next now formerly immediately in the meantime later simultaneously subsequently
EXAMPLE	for example for instance in other words as an example as an illustration to exemplify
SUMMARY-CONCLUSION	Finally therefore after all all in all at last briefly consequently last on the whole thus accordingly as a consequence in brief in closing in conclusion in short in sum in summary to conclude to summarize

Существуют и другие классификации функций дискурсивных маркеров, например, Л. Дж. Бринтон (1990) [16]:

- to initiate discourse,
- to mark a boundary in discourse (shift/partial shift in topic),
- to preface a response or a reaction,
- to serve as a filler or delaying tactic,
- to aid the speaker in holding the floor,
- to effect an interaction or sharing between speaker and hearer,
- to bracket the discourse either cataphorically or anaphorically,
- to mark either foregrounded or backgrounded information."

C. Мюллер в работе “Discourse Markers in Native and Non-Native English Discourse” анализирует роль дискурсивных маркеров в устной речи, выделяя следующие роли:

1) Numbering and Ordering Points: first, second, third, fourth, fifth, firstly, secondly, thirdly, fourthly, fifthly, first of all, in the first place, then, next, afterwards, finally, last, lastly, last of all.

We use these discourse markers to number and order the points that we want to make in a text. They help us to understand the order of the information.

2) Adding something: also, moreover, furthermore, further, in addition, additionally, also, too, what is more, besides, alternatively, instead, on top of this/that.

We use these discourse markers to indicate that we are adding more information.

* ‘besides’ usually introduces information which supports what has already been said or written but is a different kind of point. We often use ‘besides’ when we are persuading, giving advice or arguing.

** We use ‘alternatively’ or ‘instead’ to mark that something is a different possibility i.e. an alternative.

3) Linking Similar Things Together: similarly’ and ‘likewise’.

We use ‘similarly’ and ‘likewise’ to show that something is similar to something else that has already been mentioned.

4) Introducing Contrasting Information: however, in fact, on the other hand, in contrast, actually, nevertheless, still, on the contrary, though, as a matter of fact, all the same, yet, nonetheless, anyway, at the same time.

We use discourse markers to introduce information or points of view which contrast with what we have already said or written or what we would normally expect. We use them to draw attention to (apparent) inconsistency.

5) Giving Causes and Results: so, then, therefore, hence, thus, consequently, in that case, as a result.

We can use the following discourse markers to show that something is caused by, or results from, something else.

6) Generalising: on the whole, in general, generally, by and large.

We use the following discourse markers to make it clear that something is generally true and to point out that we are not being specific.

7) Giving Examples: notably for example or instance e.g. say such as

We can use the following discourse markers to introduce examples.

8) Re-stating/Saying again: in other words that is i.e. in a sense “I mean”.

We sometimes re-state, or re-write things to make them clearer. We use the following discourse markers to show that the information is not new. These phrases mean ‘I’m going to give the same information again in a different way to help you understand what I mean’.

9) Preparing for Bad News: “I’m afraid”, “I’m sorry but”, “sorry”, “I’m sorry to say/tell you”, unfortunately, regrettably.

We can use these discourse markers to alert people that we are going to say something that they may not like.

10) Introducing Strong Points of View (perhaps when you are angry!): frankly, quite frankly, honestly.

We sometimes use these discourse markers to reinforce what we want to say.

11) Finishing and Concluding: in summary, to summarise, in conclusion, to conclude, to sum up, finally.

We can use a variety of discourse markers to close a discussion, thesis, letter or article [17].

Р. Гарликов предлагает следующую классификацию для письменной формы дискурса [18]:

1. When what you have presented leads up to, or supports, or makes a case for what you are about to say:

Therefore

Thus

Hence

Consequently

We can see from the previous that

Because of the previous [sentence, paragraph, line of reasoning, three points,...] we can see that [or, it is rational to believe that, or it is reasonable to hold that]...

In light of this we can see that

2. When you have given your conclusion first and want to then give your evidence, support, justification for it:

The evidence for ... is

The reason(s) for ... is (are)

One can see this because

This can be seen because

This is supported by

3. To do these sorts of things in one sentence, you can use words such as:

Since [x is true], [y is true]

Since [x], y ...

Because (of) x, y ...

Given that x, y ...

Factoring in that x, y...

Taking into account x, we can see that y...

As a consequence of x, y....

It follows from x, y

We can see from x, y

4. When you are going to "contradict" what has been said before [or contradict what you are about to say]:

However,

But

;

Nevertheless

In spite of this [or, in spite of the fact that ...]

Despite [the fact that ...,]

Unfortunately that does not....

Paradoxically

Contradicting that is

While it may seem that...

On the other hand

The apparent implication is that ... , but

While it may be that...,

The previous does not imply/demonstrate/show

We cannot reasonably deduce/infer/assume from this that...

Although x, y

While it is the case that..., still....

While it is the case that..., it is not the case that (or it is not true that, or it is not to be inferred that, or it does not imply that....)

5. To link together similar things (whether ideas or reasons):

You can just number them

The following n things: [and then number them, or not number them -- whichever seems more appropriate]

Similarly

In the same vein

Along with

Accompanying that

Also

And

;

Additionally

In addition

Then too

Besides

Moreover

Further

Furthermore

6. To say that something is true in "both directions"

Conversely

The converse(1) is also true

And vice versa

7. To say it is true in only one direction:

The converse is not true.

This only goes in one direction.

This is only true in this direction.

8. To explain something further:

For example

Examples of this are

To clarify, ...

To say this in another way,

In line with that, ...

9. To change topics:

Moving on to a different point

Considering something totally different now,

Let me digress for a moment...

Returning from the digression....

Returning to the above point about

Related to

Common Discourse Markers in Speech [19]:

As I was saying... (to bring the conversation back to a former point)

Anyway... (to move on to another point or to close a conversation)

Here's the thing/The thing is... (to raise an important issue)

I'm glad you brought that up because... (to add onto a point just raised)

At the end of the day... (to conclude an argument)

Common Discourse Markers in Writing [19]:

On the other hand... (to move to an opposing viewpoint)

In the case of... (to introduce an example)

In addition to... (to raise a new point or example)

From another perspective... (to introduce an opposing or different viewpoint)

In the final analysis.... (to conclude)

Discourse Markers and other expressions [20]:

Grab attention, hesitate, interject, affirm and more

In conversation, we often begin a sentence with a word that has nothing to do with the main idea of the sentence. The word relates more to the social conventions of speaking out in a group: claiming next turn, drawing attention to what one is about to say, or hesitating to collect one's thoughts before continuing.

GRABBING ATTENTION "MY TURN TO SPEAK"

So! What you are saying is that we have to have everything ready by then.
(Listen. / Pay attention.)

So... what you are saying is that we have to have everything ready by then.
(Listen. / Ready to speak.)

HESITATING" LET ME THINK"

So... what needs to be done before that time? (um...)

Well...let's think this over first.

INTERJECTING "LISTEN TO THIS!"

OK! Let's do it! (support)

Wow! So soon? (surprise)

Well! good luck. (surprise, wishing well when faced with a challenge)

Whoa! Have you thought that out carefully? (dismay – slow down, unexpected)

AFFIRMING

Yes! We can do that.

Got it! We'll be ready.

No! That is not possible.

CONCEDING

As you wish. We'll try to get it launched.

I hear you. We'll do what we can.

NEGATING / DENYING / EXCEPTING

No! It's impossible.

Unlikely! It's not possible.

Hah! It could be done next Thursday at best. (informal, possibly rude)

OTHER EXPRESSIONS

In other cases, we transition to a new sentence with a word or phrase that expresses opinion, or attitude regarding the information in the sentence. The examples below primarily occur in conversation, but may also occur in written transcripts or dialogue. Many are informal (inf.). Punctuation and dialectal usage may vary.

INFERRING "SINCE THAT IS TRUE"

So you are saying we have to have everything ready by Wednesday midnight.

Then we have to have everything ready by Wednesday midnight.

SUMMING "IN SUMMARY"

So we need to get the testing, advertising and database done. (inf.)

Okay, then you want all the details settled by Wednesday midnight. (inf.)

INTERRUPTING

Don't forget, we also have to... Inserting a another thought...

Excuse me, but we also have to...

Pardon me, I'd just like to say that...

So, I'd just like to say that...

What about marketing? Shouldn't we...

AFFIRMING / ADDING

Excellent! We'd better get moving. get moving – take action, act

Of course! We'd better get moving. "Yes, we already expected this."

All right. We'd better get moving. "I agree, I understand."

Also, we need to optimize the site's speed. "And..."

Let me add, we also have to... "Adding to that thought..."

No problem. It will be difficult, but we'll try. "It's difficult, but I agree to..."

CONCEDING / ACCEPTING RELUCTANTLY

Admittedly, he thinks it's better to be ready before the weekend. "I concede this point."

Believe it or not, it's a good idea. "I unexpectedly accept this. "

I guess you're right. We'd better get moving.

It's true that we need to launch , but we also need to have everything in place. in place – ready

So, I guess we'd better get moving. (inf.) "And so, "

Anyhow, I guess we'd better get moving. (inf.) "And so,"

OK, I'll do the database, but you have get the advertising in place.

OK. So that's that. (inf.) "I give up. I understand that it is already decided."

Well, let's get moving. "I'm concerned, but I agree to... (depends on intonation)

NEGATING / DENYING / EXCEPTING

Wait! So what YOU'RE saying is that WE have to have everything ready by then? (inf.) "I disagree."

Really? / For real? (inf.) "I am doubtful"

O...K... How are we supposed to have everything ready by then? (inf.) "I am doubtful / disagree."

Like how are we supposed to do that? (very informal – youth expression)

Whatever (very informal or impolite) – used after a series of contrary statements to which there is no possible agreement (WEV in text messaging).

LINKING WORDS AND TEXT ORGANIZERS

1. Underline the most suitable word or phrase in each sentence.

1. Many people feel nervous about flying, and worry about the possibility of an accident. *Furthermore* / *However*, according to statistics, flying is actually safer than walking down the street.

2. Our local supermarket no longer opens every day, *as* / *on account* of very few people live in our village.

3. There are a number of objections to the planned motorway. *As well as this* / *First of all*, the new road will destroy valuable farming land. *In contrast* / *In addition to this*, it will bring thousands of vehicles and tourists. *As a result* / *For example*, our peaceful way of life will be destroyed forever.

4. We conducted a survey of accommodation in the town, and came up with some interesting results. The hotels we saw were rather expensive, and *consequently* / *moreover* the actual facilities on offer were not always impressive. *Besides this* / *In contrast*, there were many guest houses, offering just bed and breakfast, which were not only good value but also had much better rooms than the hotels did. *Finally* / *Personally*, I would recommend The Oaks, a particularly impressive guest house in Long Harbour Road.

5. *Owing to* / *Since* the increased demand for parking spaces, the company has decided to enlarge the car park. *Consequently* / *Nevertheless* the exit road on the west side of the car park will be closed from Monday to allow building work to begin [21].

2. Put one suitable word in each space.

1. conclusion, I would like to thank you all for your help.
2. it's too late to finish the work today, we'll come back tomorrow.
3. The flight was delayed.....a result of the high winds.
4. This radio is expensive, but..... the other hand it has very good reception.
5. First.....all, I would like to welcome you to our annual dinner.
6. John is a hard worker. As.....as this, he is completely reliable.
7. Science has not entirely changed the way we think..... instance, we still speak of the 'sunrise' although we know it is the Earth that is moving.
8. Although this building project seems attractive, in my..... it would be a mistake to spend so much money on it [21].

3. Decide which answer (A, B, C or D) best fits each space.

Owning a car

Owning a car has several advantages. (1) you can go wherever you want, whenever you want. You don't have to depend on public transport and (2)..... you feel more independent. (3)..... you are able to give lifts to friends, or carry heavy loads of shopping. (4)....., there can be problems, especially if you live in a city. Running a car can be expensive, and you have to spend money on items (5)..... petrol, servicing the car, and repairs. You might also have problems with parking, as everywhere is becoming more and more crowded with cars. (6)....., most people feel that the advantages of owning a car outweigh the disadvantages. (7).....most young people of my age start driving as soon as they can. (8)....., I think that cars nowadays have become essential, but I also feel that they cause a lot of problems, (9)..... they are noisy and dirty. (10)....., the large numbers of cars on the road means that most towns and cities are organized for the convenience of cars, and the needs of pedestrians are ignored.

1. A First of all B As a result C Personally D Besides this
2. A however B personally C since D as a result
3. A In contrast B In my view C Besides this D However
4. A On the other hand B To sum up C Thus D For example

- 5. A as B such as C owing to D then
- 6. A Finally B Secondly C However D As
- 7. A For B Next C As well as this D Consequently
- 8. A For example B Personally C Nevertheless D However
- 9. A for example B however C thus D since
- 10. A As a result B Moreover C Personally D For example [21].

4. Complete the following sentences using an appropriate discourse marker.

- 1. nurses are overworked and underpaid.
 - a) In particular
 - b) Broadly speaking
 - c) For instance
 - d) Except for
- 2. I don't believe in ghosts. I haven't seen one yet.
 - a) I think
 - b) At least
 - c) In other words
 - d) That is to say
- 3. I think he should be acquitted. he is too young to know the difference between right and wrong.
 - a) After all
 - b) Well
 - c) Honestly
 - d) I suppose
- 4. The man was sleeping soundly on the river bank. a crocodile was creeping closer.
 - a) Despite this

- b) As a result
- c) Meanwhile
- d) By contrast

5. The child didn't get any medical attention. ————, she died soon after.

- a) Despite this
- b) As a result
- c) In this case
- d) In spite of this

6. He has been warned before., he shouldn't have repeated this.

- a) in this case
- b) instead
- c) despite this [22].

5. Choose a discourse marker and complete the sentences:

moreover besides firstly actually though whereas then on the other hand
at least however

1. I had a terrible day at work and lost my umbrella too. I spoke to that nice guy who works in the coffee shop at last!
2. Television turns people into lazy couch potatoes. there are some educational programmes on.
3. I would like to welcome you all to the conference today.
4. the film was a little boring, we still had a nice evening out.
5. I've always known Caroline as a mean person., she lent me \$10 yesterday without me having to ask twice!
6. I got up at 9 o'clock yesterday and had a cold shower. I had breakfast and left for work.
7. My brother works in a large office I work on my own at home.

8. Why do you think I don't want to go out tonight. , I would be delighted to get out of the house.

9. You should go to university as it gives you a chance to meet so many new people., it gives you the chance to get important qualifications and get a better job.

10. I don't want to go to the football game. Football bores me and I don't want to pay \$40 for a ticket.

....., look at the weather! All that rain! [23].

6. Add discourse markers to complete conversations.

1. Hello. I'd like a basket of food delivered to my house.

Hello. ___ is that for today?

ADD A TRANSITION: Inference

2. Yes, today.

___. What would you like in the basket?

ADD A TRANSITION: affirmation

3. ___ an assortment of cheese, crackers, fresh fruit and some little pickles.

ADD A TRANSITION: hesitation

4. ___ do you mean dill pickles or French-style cornichons?

ADD A TRANSITION: inference

5. I mean dill pickles. My wife is expecting, and she loves little pickles.

___ best wishes to you both.

ADD A TRANSITION: surprise

6. ___ what time do you want this delivered?

ADD A TRANSITION: summation

7. ___ immediately if possible.

ADD A TRANSITION: hesitation

8. ___ it will be difficult, but we'll try.

ADD A TRANSITION concession

9. ___ what's your address?

ADD A TRANSITION: summation or addition

10. ___ it's 155 South 2nd Street, apartment 2.

ADD A TRANSITION: hesitation

11. ___. We'll get your basket of food to you and your wife as soon as we can.

ADD A TRANSITION: affirmation

12. ___! Thanks a lot. You are good! (providing good service)

ADD A TRANSITION: surprise [24].

7. Rewrite the sentences using the connectors in parenthesis. Make the necessary changes:

1. Isabel apologized several times. Paul wouldn't speak to her. (but)

2. We decided to walk even though it was raining. (in spite of)

3. Roger works very hard to help his parents. He's also a good student. (In addition)

4. I love Ice cream. In addition, I love chocolate. (as well as)

5. I'd love to come. I really haven't got the time. (However)

6. Rome is a great place to visit, but it has got terrible traffic problems. (despite)

7. Miguel was very busy yesterday. He helped me. (Even though)

8. Sinem exercises vigorously. She can't lose weight. (However)

9. Visitors are not allowed to park here. It is a private parking area. (since)

10. Jack can't lift the box. He is very strong. (But)

11. Joanne booked a babysitter because she wanted to go out for the evening.(in order to)

12. Brenda does a lot of exercise. She is fit. (therefore)

13. Mark heard the news on the radio. He was driving home. (while)

14. Despite its popularity, the group hasn't reached any gold record yet. (In spite of)

15. John bought a couple of exercise-books. He wanted to catch up with the rest of the class. (so as to)

16. My brother doesn't earn a good wage. My sister-in-law doesn't earn a good wage. (neither...nor)

17. The accident was very serious but nobody was badly injured. (Even though) [25].

8. Fill in the gaps:

1. I get up late at weekends, _____ during cold weather.

- including
- particularly
- similarly

2. She rarely drinks, _____, not during the week.

- particularly
- in other words
- or at any rate

3. The study also mentions two other cities that are comparable to Hong Kong, _____ Singapore and Shanghai.

- namely
- in other words
- to be accurate

4. Her manner was rather offhand, _____ rude.

- at least
- particularly
- not to say

5. The tomato is not, _____, a vegetable even though it is commonly thought of as one — it is a fruit.

- by contrast
- strictly speaking
- likewise

6. Many cities, Hong Kong _____, have extensive underground railway systems for commuters.

- not to say
- including
- for example

7. Prices at the mall were exorbitant, _____, considerably higher than at other shopping centres in the city.
- or at least
 - in other words
 - not to say
8. A number of countries, _____ the USA and the UK, have banned smoking in restaurants and pubs.
- including
 - namely
 - viz.
9. Everyone knows that cigarettes cause disease. Why, _____, do so many people still smoke?
- for example
 - so
 - then
10. He needs to go on a diet, _____, cut down on sweets and cakes.
- that is to say
 - or at any rate
 - likewise
11. Her report highlighted what we all know, _____ that there have been serious problems with distribution.
- viz
 - for example
 - in particular
12. Many think English is the world's most commonly spoken language although _____, this is not true as Chinese and Spanish both have more native speakers.
- at least
 - in other words
 - strictly speaking
13. The project would not have been possible without the help of local staff, _____ David Evans, Jackie Robbins and Mike Smith.
- that is to say
 - namely
 - for instance
14. This chapter focuses on three elements that are essential for a successful product, _____ good design, quality materials and effective marketing.
- namely
 - for example

- in addition

15. The Thai language has five tones. Cantonese, _____ , uses tone to convey meaning.

- by contrast
- for example
- similarly [26].

9. a) Read the text

Why do students who are in their first year of college gain on average five pounds? Recent studies have followed freshman students through their first year in college. In these studies, health professionals measured students' food intake, analyzed their diet, and tracked their physical activity.

A number of things seem to affect student weight gain such as – college meal plans, buffet-style dining, unbalanced food choices, irregular eating habits, increased alcohol consumption, stress, and less exercise. Health professionals are doing their best to educate students to make better choices and to start healthful habits.

b) Select the connector that best completes the sentence.

1. students were gaining weight in their first year of college, health professionals decided to study the problem of the "Freshman Five", also called the "Freshman Fifteen"!
2. First, they saw that students had easy access to food college meal plans.
3. The cafeterias usually offer buffet style food with a wide variety of food, including junk food. students may make less healthful choices.
4. students are used to eating balanced meals prepared by their parents, they don't know how to balance meals by themselves when they go away to college.
5. An irregular schedule will often cause a student to skip a meal. Then, the student will binge to satisfy his or her hunger.
6. Increased alcohol consumption is another problem. there are a lot of calories in a small drink, students don't realize how many calories they are drinking.
7. Often students feel they eat a lot of snack food.

8. Finally, students get less exercise, they don't burn enough calories.
9. Students eat more and exercise less during their first year in college they gain an average of 3.5 – 4 pounds (1.6 – 1.8 k) of weight.
10. Health professionals at colleges and universities are helping to educate incoming students..... they will avoid the "freshman five " [26].

10. Select your response—correct or incorrect. Explain your response.

1. For one month, February to March 2004, Morgan decided to eat a junk-food diet in order he find out what it would do to his body and mind.

2. Morgan ate three meals and 5,000 calories per day at McD's restaurant, so he could find out the effects.

3. Morgan resulted by gaining twenty-four pounds.

4. The affect on his mental state was moodiness and irritability.

5. His liver was unhealthy due to collecting fat.

6. In fact, Morgan gained so much weight that it took him fourteen months for lose the weight and get back to normal.

7. Later, Morgan made a documentary movie called, Super Size Me, because he showed the truth about junk food.

8. The reason for his movie was the increasing rise in obesity in the U.S., so he made the movie.

obesity (N) – people who are very much overweight

9. Due to the increasing problem of obesity in the U.S, the government began to require fast food restaurants to use healthier ingredients (food) in their menus.

10. As a consequence, Morgan's experiment, people now have healthier choices on menus of fast-food restaurants [25].

11. Read for Errors

McD's toys

McDonald's announced that it will discontinue including toys in its Happy Meals because it wants to focus on its food and not its toys. Because

multiple law suits, McDonald's came to this conclusion. Happy Meals were making parents unhappy on account of they are high in fat, calories, salt and sugar. As a result, kids were more attracted to the toys than the food. A group called "Corporate Accountability" also wants McDonald's to retire its clown due to it is directed at getting children to bring their parents into the restaurant and not vice versa.

The group was complaining as a result of McDonald's use of clowns and toys to sell unhealthful food to impressionable children. McDonald's responded saying that its marketing practices are responsible, and that its food is high quality. This is a big issue for lower-income and communities of color for the reason of they "often have limited access to grocery stores and increased access to fast food stores," says the group's spokesperson (speaker). For now, everyone is happy since parents can focus on helping their children make healthful food choices, and because McDonald's can focus on their food rather than law suits [25].

12. Read the text. Add a connector to the sentences.

Vaka Canoe of Ancestors

Six "vaka moana" canoes arrived in San Francisco this morning *time-related connector* sailing across the Pacific from New Zealand to the Hawaiian Islands and to mainland U.S. *contrary cause-effect connector* the 15,00 mile ocean journey, the canoes arrived safely.

They are participating in the voyage "Te Mana o Te Moana" which translates to "The Spirit of the Sea". This voyage was made *reason connector* they wanted to raise awareness about the state of the ocean and to share the wisdom of the Polynesian ancestors who loved and respected the sea. "We are all in one canoe," they said.

The canoes, each about 70 feet long, carry a crew of 16 sailors from *paired addition connector* Tonga _____ the Cook Islands, Kiribati and Vanuatu. More than 150 crew members are participating in the voyage, which began in April in Auckland, New Zealand.

Contrary cause-effect connector the canoes were built as the traditional vaka moana canoes used by the Pacific Islander ancestors, these have some modern changes. *Contrast connector* the hulls (canoe bottoms) used to be made of wood, these are made of fiberglass. *Additional conclusive fact*, they have solar panels to power equipment on board.

Contrast connector the ancient Polynesians navigated by the stars, these modern sailors have Internet, Facebook and Twitter as well. They even have a website where you can track their progress.

The six-canoe flotilla came in through the Golden Gate a week ago and were surprised *reason phrase* the strong winds and fog in the bay. Fortunately, the fog lifted and the winds calmed down *purpose subordinator* the sailors could hold an open house and give rides to visitors.

"The Pacific is our home, our breath, our future. We can only survive *conditional connector* we come together as cultures, as crew-mates, to preserve the health of our ocean planet – Our Blue Canoe."

The flotilla will continue to Monterey, Los Angeles, and San Diego. In January of 2012, the journey will continue to the Galapagos Islands, Marquesas *paired addition* Tahiti _____ .

Vaka Moana canoe — a traditional (old-style) Polynesian boat [26].

13. Add connective (linking, conjunctive) adverbs.

Organic food is one of the fastest-growing categories in the food industry, despite the fact that it can cost more than double the price of conventional foods. 1) is it worth spending more when it comes to buying organic? And what does "organic" really mean? 2) is the "organic" label what we think it is.

1- connects a contrast; 2- connects an additional fact to support an argument.

Most consumers bought some type of organic food or beverage last year. And they probably spent a lot more for it— about 50 percent to 100 percent more. The U.S. Department of Agriculture found that certain fruits and vegetables, 3) apples, berries, grapes, spinach, and potatoes, contain high levels of pesticide residue even after you wash them. 4) bananas, mangoes, or corn do not. 5) some organic food is worth buying, while other food is not.

3- connects an example; 4- connects a second element to contrast; 5- summarizes

An item labeled "organic" must meet several requirements. 6) animals have not been treated with antibiotics, growth hormones, or feed made from animal by-products. 7) animals must have been fed organic feed for at least a year. 8) animals must have access to the outdoors. 9) food hasn't been genetically modified or irradiated. 10) fertilizer does not contain sewage

sludge or synthetic ingredients. 11) the produce hasn't been contaminated with synthetic chemicals used as pesticides [26].

14. Complete the paragraph with connectors (connectives): *still, on the contrary, as a result of, because of, due to, the main reason; why; consequently, so, still, even so, as a result, as a consequence, cause, whereas, but, due to the fact that, since, for this reason, if not, or else, an additional reason, in fact, consequently, a great deal of, a lot of, that, as a result of these causes*

I. Two 12-year-old girls are standing outside a mini-mart. They are wearing matching tube tops and short skirts like Britney Spears clones. One holds a cigarette, like an adult, where everyone can see her. She looks around to make sure other girls are noticing her. When asked why she dresses the way she does, she says that she likes it. 1) it seems that the reason for her behavior is more complex. More specifically, it has more to do with her ambiguous role as a pre-teen in society. A young girl's wanna-be look is 2) personal insecurity and peer pressure.

wanna-be (slang n.) – dressing and acting like a famous person, a pop idol: "want-to-be"; plural wanna-bes

II. 3) for mimicking teen-idols is personal insecurity. Pre-teens are in between child and adult stages. They are no longer children, 4) the ways they behaved in the past are no longer appropriate. 5) they are not yet adults; 6) they do not know the ways of the adult world. This conflict can 7) feelings of insecurity. 8) when they were younger, they could whine and cry to get attention from their parents and other children. 9) that kind of behavior would be "uncool" around their teenage peers. Often 10), the preteen does not know how to act his or her age. 11) preteens do not know what to do, they often turn to copy-cat behavior as a way to fit in and be more secure.

III. A second cause is that preteens feel they need to be popular 12) be more secure within their own age group. 13), they turn toward models of popularity — teen idols — and start dressing like them. Unfortunately, many of their idols dress and behave in ways that are not age-appropriate. Teens need better role models than Hollywood currently has to offer. 14) they interpret "dressing up" as wearing provocative, sexy clothing, rather than clothing that makes them look good and feel comfortable and secure. 15) of their need to be popular, young girls start dressing and acting as if they were much older than they really are.

IV. 16) for young girls mimicking teen idols is peer pressure. They often see the adults closest to them, their parents and teachers, as "uncool", 17) as enemies. 18) they turn to peers who pressure each other to look, act, and dress exactly alike. This peer group can exert 19) pressure 20) often preteens do things as a group that they would not normally do. One of these things is spending ridiculous amounts of money on idol clothing-lines. That's right! Young Hollywood celebrities are making money off their twelve-year old "peers" who give in to peer pressure. The peer pressure here is 21) great 22) most normal girls will succumb. 23) we can see that personal insecurity, desire to be popular and peer pressure can cause a young girl to look like a little "tart" standing outside of a mini-mart [26].

15. Read the essay and, for each blank, decide which two of the three given answers are right and which wrong.

“Who learns faster — children or adults?”

Small children seem to learn very quickly, _____ (1) adults sometimes appear to lose the ability to pick up new subjects such as languages, music, games, or computer programs. In this essay, I will discuss _____ (2) children or adults make the best learners. It is _____ (3) that children seem to learn very quickly. In just a few years, they can learn how to play a musical instrument, speak one or even two new languages, and deal with many subjects at school. They _____ (4) have time for sports and hobbies, and become experts in their favorite pastimes. _____ (5), how much of this is social pressure and how much is genetic? I am convinced that while children's brains have a natural ability to absorb new information as part of their developmental growth, much of their achievement is because of social pressure. Schools force them to take many subjects.

Parents force them to practice new sports or to learn music. Even their playmates force them to become better at computer games or to read Harry Potter novels faster. _____ (6), children may enjoy learning, but their environment also is a big motivating factor.

Adults _____ (7) are supposed to be poor learners. _____ (8), I disagree with people who say that adults cannot learn quickly. Adults have many skills that compensate for the decline in the ability of the brain to grasp and remember new material. They can organize their learning by setting times for reading or practice. They can build on skills and experiences they know already. Adults usually cannot learn to do ballet or to play the violin, but _____ (9) these physical challenges, their motivation can often be higher than a child's. _____ (10), society does not encourage many adults to learn.

People are busy with families and work, and some adults may feel that further learning is pointless, _____ (11) they have already achieved many goals at work or in their personal life. _____ (12), I feel that we cannot generalize about children or adults being better learners. It depends on the situation and the motivation of the person, and the level of enthusiasm he or she has for learning.

1. while whereas since
2. if whereas whether
3. obvious undoubtedly true completely truth
4. even even though also
5. Despite nevertheless however
6. as regards in summary to sum up
7. on the contrary opposite on the other hand
8. however although nevertheless
9. even in spite of even though even despite
10. unfortunately unluckily unlikely
11. furthermore since due to the fact that
12. in summary to cut a long story short in conclusion [27].

16. Rewrite the following short sentences by linking the two sentences with transition words.

The IT technician told us the computer was mended. It still did not work.

The evidence is not conclusive. The research must continue.

The mice who received the medication responded well. The mice in the control group did not respond.

Most children can write their name by the age of seven. In one school, 98% of seven-year-old children could write their name.

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НОМИНАЛИЗАЦИЯ / Nominalization

Под номинализацией лингвисты понимают «опредмечивание действий и процессов, т. е. выражение их посредством отглагольных существительных». Примерами таких отглагольных существительных могут быть: «выполнение», «опубликование», «повышение», «понижение», «заклучение», «подписание» и т. д. [1].

Номинализацию используют как одно из лексико-семантических средств для обезличивания действия. Семантическим итогом такой замены личных форм глаголов производными существительными является исчезновение субъекта, исполняющего действие. Это обобщенное обозначение, свободное от конкретного содержания. Например, можно сказать: «Вы поймете...» Или: «Вы обретете понимание» [2]. Во втором случае вы имеете дело с номинализацией. Номинализация звучит осмысленно, но фактически ничего не значит. Однако, если вы хотите, чтобы чье-то подсознание выполнило то или иное действие, используйте ее. Номинализация помогает воздействовать на подсознание реципиента, заставляя его наполнять сказанную вами фразу своим смыслом, не требуя дополнительных аргументов и пояснений [4]. Сравните, например:

The establishment of a different approach on the part of the committee has become a necessity. The committee must approach it differently.

Итак, номинализация (от лат. *nominatio* — (на)именование) — термин, использующийся в двух значениях: 1) означивание объекта действительности, т. е. вербализация объекта в любой знаковой форме — в форме слова, словосочетания, предложения, дискурса или текста какого угодно объема. Главным существенным признаком номинализации в этом значении является предикация; 2) свертывание (трансформация и сопряжение) тематической и рематической информации реализованной части текста и ее перевод в номинативное единство, выполняющее в последующей части текста (в очередном предложении текста) функцию темы. Во втором значении существенным признаком номинации является компрессия [5].

И. В. Полуян трактует номинализацию как превращение законченного или частичного высказывания с глаголом в понятие, которое в речи будет играть функцию подлежащего или дополнения. Это понятие может включать в себя отглагольное существительное или прилагательное + существительное, или причастие + существительное,

или существительное + предлог. Данный прием позволяет многосложное предложение или высказывание свести к двум-трем словам. В работе приведены примеры на «свертывание» и «развертывание» номинализации, которые показывают, насколько этот прием может быть востребован как в письменном, так и в устном переводе, так как он делает высказывание более емким и «экономичным». Например,

<i>В мире производится избыток нефти</i>	<i>Oil glut</i>
<i>Наблюдается очень быстрый рост населения</i>	<i>Population spurt</i>
<i>Наблюдается спад деловой активности</i>	<i>Economic downturn/slump</i>
<i>Население опасается насилия</i>	<i>Fears of violence</i>
<i>Города безудержно растут</i>	<i>Urban sprawl</i>
<i>Двигатель вышел из строя</i>	<i>Engine failure</i>
<i>Интересы Англии и Аргентины пришли в противоречие</i>	<i>British-Argentine clash</i>
<i>Почтовые работники объявили забастовку</i>	<i>Postal strike</i>
<i>Прошедшие пять лет были отмечены быстрым ростом промышленного производства</i>	<i>Five years of steady industrial growth</i>
<i>Цены на нефть непрерывно растут</i>	<i>A/the steady rise in oil prices</i>
<i>И в условиях энергетического кризиса природные ресурсы быстро истощаются</i>	<i>Crisis-driven rapid depletion of natural resources</i>
<i>Курс доллара стремительно падает</i>	<i>The diving dollar</i>
<i>Цены на нефть увеличились в 4 раза</i>	<i>Quadrupling oil prices</i>
<i>Правительство попыталось осуществить реформы</i>	<i>Attempted reforms by the government</i>
<i>Врачи и пенсионеры выступают против этой меры</i>	<i>Opposition from doctors and retirees</i>
<i>Предприниматели урезали заработную плату рабочих</i>	<i>Wage cuts</i>

Удобство этого приема в том, что многосложное высказывание может не обязательно быть отдельным предложением. Оно может входить в состав распространенного предложения, и тогда подобные «свертывания» просто необходимы. Переводчику только остается научиться «преодолевать притяжение слова» и уходить от буквализма. Это делается путем внимательного чтения англоязычной периодики и непрерывной переводческой практики. Методом проб и ошибок в итоге получится «адекватно и эквивалентно» [6].

Различают следующие типы номинализации: 1) номинализация глагольного сказуемого, 2) номинализация определения при подлежащем, если оно выражено прилагательным в сравнительной степени или причастием, 3) восстановление существительного при подлежащем или дополнении, 4) номинализация обстоятельства. Проиллюстрируем каждый случай примерами: 1) *This course aims at mastering translating skills.* – **Целью** этого курса является овладение навыками перевода. *Should the parties fail to reach an agreement a case shall be submitted, without recourse to courts of law, to the Arbitration Court.* – В случае, если стороны не придут к соглашению, то дело подлежит, с исключением подсудности общим судам, **передаче** на решение арбитражного суда. 2) *Better working conditions and higher wages* – **улучшение** условий труда и повышение зарплаты. 3) *The talks are still doubtful.* – **Проведение** этих переговоров до сих пор находится под вопросом. *All disputes and differences which may arise form the present contract or in the connection with the same contract* — Все споры и разногласия, которые могут возникнуть в ходе выполнения настоящего Контракта или в связи с **выполнением** настоящего Контракта. 4) *To improve my knowledge of English I read books every day.* – Для **улучшения** знания английского языка я ежедневно читаю английские книги. *The Seller and the Buyer will take all necessary measures to settle amicably all disputes and differences which may arise out of or in connection with the present Contract.* – Продавец и Покупатель примут все меры к **разрешению** всех споров и разногласий, которые могут возникнуть из настоящего Контракта или в связи с ним, дружественным путем.

РОЛЬ НОМИНАЛИЗАЦИИ В ЯЗЫКЕ

Роль номинализации в языке сводится в основном к двум моментам:

- 1) именные производные словосочетания являются средством реализации компрессии в синтаксисе, что ведет к экономичному построению предложения, конструктивной гибкости предложения и обогащению синонимического потенциала в синтаксисе предложения.

- 2) Номинализация является средством обогащения словаря. Предметы и явления действительности в количественном отношении больше, чем лексических единиц в языке. Этот количественный разрыв, который нельзя восполнить отдельными \отдельными\ наименованиями, восполняется за счет номинализации – a sweet smile, a clever student [7].

НОМИНАЛИЗАЦИЯ ПРИ ПЕРЕВОДЕ

Грамматические трансформации при переводе

Грамматические трансформации заключаются в преобразовании структуры предложения в соответствии с нормами языка перевода. В зависимости от того, изменяется ли структура предложения полностью или частично, грамматическая трансформация может быть полной или частичной. На применение грамматических трансформаций могут оказать влияние следующие факторы: синтаксическая функция предложения, его лексическое наполнение, его смысловая структура, контекст предложения и его экспрессивно-стилистическая функция. Среди грамматических трансформаций наиболее частыми являются: дословный перевод, членение предложений, объединение предложений и грамматические замены. Рассмотрим более подробно грамматические замены. Грамматические замены – переводческая трансформация, при которой грамматические единицы в оригинале преобразуются в другие единицы с иными грамматическими значениями, что подразумевает отказ от использования в переводе аналогичных грамматических форм. Замены – наиболее распространенный и многообразный вид переводческих трансформаций. Замене может подвергаться грамматическая категория, часть речи, член предложения, предложение определенного типа. Рассмотрим подробнее замену части речи. Это распространенный вид грамматической замены при переводе. В англо-русских переводах наиболее характерны замены существительного глаголом и прилагательного существительным. Трансформация по замене частей речи носит название **конверсия** [8].

Лингвисты отмечают, что в английском языке, как правило, преобладает глагольный способ выражения многих предикативных отношений, тогда как русский язык тяготеет к именному способу. Поэтому при переводе с русского на английский язык самое характерное преобразование — это конверсия отглагольного имени в глагольную форму – и, наоборот, при переводе с английского языка на русский, глагольные формы часто требуют именного преобразования. В учебниках по стилистике английского языка говорится о нежелательности использования абстрактных существительных в

качестве субъекта. При переводе названных высказываний необходимо сменить субъект, заменив отглагольное существительное в позиции подлежащего на конкретное имя или на глагол (именной или отглагольный предикат).

Рассмотрим фрагмент документа под названием «Стратегия контрактной деятельности» проекта реконструкции ТЭЦ [9]:

Программа прекращения производства оружейного плутония в г. Адиграт разработана с целью ускорения работ по прекращению производства оружейного плутония на территории Эфиопии.

Переводчиком предложен следующий вариант:

The Adigrat Plutonium Production Elimination Program was initiated to accelerate the elimination of weapons-grade plutonium production in Ethiopia.

С помощью конверсии, отглагольное существительное ускорение заменяется на инфинитив *to accelerate*. Еще одна иллюстрация:

После завершения реконструкции и модернизации Адигратской ТЭЦ предполагается вывод из эксплуатации двух реакторов АДЭ.

Английский перевод выглядит следующим образом:

After the Adigrat TETs is refurbished and upgraded the two ADE reactors will be shut down.

В переводе отглагольное существительное завершение трансформировано в глагол *is refurbished*, стоящий в пассивном залоге, а отглагольное существительное модернизация трансформировано в глагол *is upgraded*, стоящее также в пассиве.

Отдельно следует отметить такой тип конверсии, как замена предиката состояния предикатом действия:

He was late. – Он опоздал.

He became the ally of a boy named Andrew. – Он подружился с мальчиком по имени Эндрю.

He is a very good tennis player. – Он очень хорошо играет в теннис.

Грамматические трансформации замены нередко требуют внесения дополнительных слов или, наоборот, опущения каких-либо элементов. Иными словами, переводчик комбинирует грамматические замены (чаще всего замену части речи) с приемами опущения

(сокращения, компрессии, стяжения) и развертывания (расширения). Приемы **опущения** и **развертывания** характерны при переводе как отдельных единиц в тексте на морфологическом уровне (форм слова, словосочетаний), так и на уровне предложений (синтаксический уровень). Прием расширения (развертывания) заключается в вынужденном увеличении числа компонентов в словосочетании переводящего языка [8].

Приемы опущения и развертывания на морфологическом и синтаксическом уровнях

Прием **расширения (развертывания)** заключается в вынужденном увеличении числа компонентов в словосочетании переводящего языка. Рассмотрим группу словосочетаний, одним из элементов которых является инфинитив с суффиксом – *ize*, довольно продуктивным в американском варианте английского языка. При переводе их на русский язык мы используем расширение: *to prioritize activities* – *устанавливать очередность работ* *to televize interviews* – *показывать по телевидению интервью* *to sanitize buildings* – *улучшать санитарные условия в зданиях*. Так, при переводе английских фразовых глаголов, в которых особую роль играют грамматические формы, представляющие собой нечто среднее между наречием и предлогом, довольно часто применяется прием расширения. Например:

Construction companies deceived the investor into heated debates about installation cost.

Своим обманом строительные компании вовлекли инвестора в жаркие споры о стоимости монтажных работ.

Еще одна иллюстрация:

Antony's friends backed him up and he completed his job on time.

Своей поддержкой друзья помогли Энтони выполнить работу во время.

Фразовый глагол *backed him up* переведен с помощью отглагольного существительного *поддержкой* и местоимением *свой*.

Прием, противоположный развертыванию, называется **стяжением, или компрессией** грамматической формы [8].

При переводе с русского языка на английский трудность могут представлять субстантивные словосочетания с однообразным управлением. Например:

Целью данного проекта является создание условий для полного прекращения производства оружейного плутония на двух реакторах, расположенных в г. Адиграт.

Дословный перевод этой конструкции ведет к ее значительному утяжелению:

The objective of the Project is the creation of conditions for complete cessation of weapons-grade plutonium production at two reactors in the city of Adigrat.

В подобных случаях следует проанализировать семантические отношения между элементами высказывания и вычленив в этой длинной цепочке различные синтаксические типы словосочетаний. В данной ситуации предлагается следующий вариант перевода субстантивных словосочетаний:

The objective of the Project is to facilitate the complete cessation of weapons-grade plutonium in the city of Adigrat.

I. Номинализация глагольного сказуемого

Осуществление этого преобразования зависит от характера глагола и грамматической структуры высказывания. Прежде всего необходимо убедиться в том, что контекст позволяет произвести замену глагола существительным. Выбор последующей стратегии перевода определяется тем, какой это глагол — переходный или непереходный.

Глагол переходного вида преобразуется в отглагольное существительное, которое становится подлежащим русского высказывания, а английское подлежащее — в имя при отглагольном существительном в функции субъекта. Поясним сказанное на примере:

Such a policy may ruin the company.

Подобная реакция может привести к разорению компании.

If these documents were published, it would have caused a lot of noise.

Опубликование этих документов вызвало бы большую шумиху.

Английское сказуемое, выраженное глаголом *ruin*, переведено существительным *разорение*. Во втором примере сказуемое в пассивном залоге *were published* при переводе преобразуется в подлежащее *опубликование*, а английское подлежащее *documents* становится дополнением.

Еще одна иллюстрация этого переводческого приема:

The Rothschilds entered the scene of big business during the last years of Napoleonic wars.

Появление Ротшильдов на сцене большого бизнеса совпало с завершающим этапом наполеоновских войн.

Здесь английское сказуемое *entered* преобразуется в подлежащее появление, а английское подлежащее *the Rothschilds* становится именем Ротшильдов в функции субъекта при отглагольном существительном появлении. Перевод высказываний с глаголом переходного вида напоминает перевод высказываний с формальным подлежащим. И там и здесь подлежащее опускается. В анализируемых предложениях глагол преобразуется в подлежащее, английское дополнение становится именем при отглагольном существительном в функции объекта, и сохраняется прямой порядок слов:

Their contribution is great and those who underestimate it make a bad mistake.

Этот вклад велик, и недооценка его значения является серьезной ошибкой.

Подлежащее *those* опускается, глагол *underestimate* в позиции сказуемого преобразуется в подлежащее “недооценка”, а дополнение *it* становится именем “его значения” в функции объекта при отглагольном существительном недооценка.

Различие между высказываниями с формальным подлежащим и анализируемыми высказываниями проявляется еще и в том, что в них английское подлежащее иногда сохраняется, преобразуясь в один из второстепенных членов предложения, чаще всего в косвенное или предложное дополнение:

The current session of the UN General Assembly has come out in favor of a peace settlement in the Middle East.

Одобрение процесса мирного урегулирования на Ближнем Востоке является главной чертой деятельности нынешней сессии Генеральной Ассамблеи ООН.

Подлежащее *current session of the UN General Assembly* сохраняется, преобразуясь в косвенное дополнение *нынешней сессии Генеральной Ассамблеи ООН*.

Глагол в английских высказываниях может быть тесно связан с дополнением, образуя с ним единое смысловое целое. В таких случаях подлежащим русской фразы становится не сам глагол, а находящееся при нем дополнение:

France has always been concerned about her relations with Germany.

Для Франции взаимоотношения с Германией всегда были острой проблемой.

В переведенном предложении подлежащим становится слово *relations* (взаимоотношения), выполнявшее в английской фразе роль дополнения [2].

II. Номинализация определения

Если в английском языке определение при подлежащем выражено прилагательным в сравнительной степени, а также причастием I или II (*doing/ done*) и обозначает переход в новое количественное или качественное состояние со значением увеличения или уменьшения объема, размера или степени, то при переводе на русский язык оно (определение) субстантивируется, и наоборот. Например,

better working conditions — улучшение условий труда;

higher wages — повышение зарплаты;

shorter working hours — сокращение рабочего дня;

growing indignation — рост негодования;

longer term — продление срока;

postponed talks — перенос переговоров;

resumed talks — возобновление переговоров;

The stoppage which is in support of higher pay and shorter working hours, began on Monday — Забастовка в поддержку требований о повышении заработной платы и сокращении рабочего дня началась в понедельник.

При переводе на английский отглагольное существительное становится либо прилагательным в сравнительной степени, либо действительным или страдательным причастием.

Кроме того, необходимо учитывать, что русские атрибутивные словосочетания, как правило, соответствуют субстантивным в английском языке – и наоборот:

обеденное время – lunch time

сметная стоимость – cost estimate

проектная документация – design documentation

план строительно-монтажных работ – construction and installation plan

этические нормы – code of ethics.

Английские прилагательные, заменяемые русскими существительными, часто образованы от географических названий:

Australian prosperity was followed by a slump. – За процветанием Австралии последовал спад [2].

III. Восстановление существительного при подлежащем или дополнении

Среди отглагольных существительных различаются слова с самостоятельным смыслом типа чтение, пение, говорение, размышление, процветание и слова, лишенные самостоятельного смысла (десемантизированные), типа проведение, реализация, осуществление, оказание, создание и т. д.

Слова второго типа на английский язык, как правило, не переводятся: в английском высказывании в качестве подлежащего обычно выступает не имя действия, а его объект. Иначе говоря, английский эти слова подразумевает. В русском же языке присутствие существительных данного типа объясняется тем, что они выполняют роль формального элемента — указывают на наличие или отсутствие на данный момент того или иного предмета, события или явления [2].

Например,

A treaty will promote closer cooperation.

Заключение/подписание соглашения будет способствовать укреплению сотрудничества.

The referendum will be the first step on the way to reconciliation.

Проведение/созыв референдума явится (станет) первым шагом на пути к примирению конфликтующих сторон. (Здесь помимо прочего используем прием добавления).

The talks are still doubtful.

Проведение этих переговоров до сих пор находится под вопросом.

The humanitarian aid was stopped.

Оказание гуманитарной помощи было приостановлено.

В русском языке среди конструкций с именем при отглагольном существительном в функции объекта типа "чтение книги" имеются словосочетания, в которых отглагольное существительное является производным от глаголов, не имеющих конкретного смысла без своих объектов. В отличие от приведенного в качестве примера словосочетания "чтение книги", где исходный глагол читать имеет самостоятельное значение и без названного объекта книга (ср.: "Чтение — путь к знанию"), в них отглагольное существительное самостоятельно употребляться не может. Оно образует с другим именем фразеологически связанное словосочетание, конкретный смысл которого заключен в объекте. Примером служат словосочетания, типа: "оказание помощи", "одержание победы", "нанесение поражения", "оказание влияния (услуги, давления)", "совершение кражи (преступления, убийства)". Отглагольное существительное может быть также производным от глаголов с общим значением "действия" типа "произведение обыска (анализа)", "организация экскурсий (лекций, мероприятий)", "достижение независимости (результатов)", "созыв конференции (совещания)", "реализация планов (программ, проектов)", "заключение договора", "предоставление займа (кредита, независимости)", "возникновение опасности (войны)", "создание баз (зон)". В лингвистике существует точка зрения, что подобные словосочетания обозначают действия, относящиеся к будущему. Их смысл состоит в том, чтобы дать понять, что предмета, обозначенного вторым существительным, на данный момент в наличии нет. Так, во фразе "Заключение договора будет способствовать налаживанию более тесного сотрудничества" не "заключение договора" как действия будет способствовать расширению сотрудничества, а сам договор. Отглагольное существительное здесь выполняет роль формального элемента — отрицает наличие на данный момент того, что выражено существительным договор. Этот признак предметной ситуации при ее описании в английском языке формального выражения не имеет. В соответствующем английском высказывании в качестве подлежащего выступает не имя действия, а его объект [2]. Сравните указанную выше фразу и ее английский эквивалент:

Заключение договора будет способствовать налаживанию более тесного сотрудничества.

A treaty will promote closer cooperation.

При переводе таких высказываний на русский язык возникает необходимость восстановления при существительном в позиции подлежащего одного из названных отглагольных существительных:

A peace treaty between the warring sides will help relax tensions in the Middle East.

Заключение мирного договора между воюющими сторонами будет способствовать ослаблению напряженности на Ближнем Востоке.

В русском тексте добавляется слово заключение и, как следствие, происходит смена отправной точки при описании данной предметной ситуации.

Рассмотрение преобразований, сопровождаемых заменой подлежащего, завершим трансформацией, при которой происходит отделение признака от его носителя.

В английском и русском языках при описании окружающего мира широко используется прием метонимии, или определения по смежности понятий. Суть его состоит в том, что предмет описывается опосредованно, через другой предмет, находящийся с ним в отношениях части и целого, вида деятельности и деятеля, места и того, кто в этом месте находится. Частным проявлением этого правила являются те случаи, когда для описания человека используется один из его признаков. Например: "Впереди шел красный пиджак". Здесь один из признаков человека, часть его одежды, как бы отделяется от своего носителя и становится его заменителем. Для английского языка этот прием настолько характерен, что отделяться могут не только те или иные физические и моральные качества, но также социальные и другие характеристики человека. В русском языке такого разнообразия нет. И когда в английском высказывании описание предметной ситуации начинается с "отделенного" свойства человека, русский язык в качестве исходного пункта обычно выбирает непосредственно человека:

His inner mind had heard the faintest whisper.

Своим внутренним слухом он улавливал малейший шепот [10].

ВОПРОСЫ ДЛЯ ПОВТОРЕНИЯ

1. Что такое "номинализация"?
2. В каком языке, русском или английском, тенденция к номинализации проявляется более отчетливо?

3. В каких высказываниях глагольное сказуемое может быть преобразовано в подлежащее?
4. Какие есть разновидности у таких высказываний?
5. Что понимается под "номинализацией определения при существительном в позиции подлежащего"?
6. Какие виды определений подвергаются номинализации?
7. Что значит фраза "Восстановление имени при существительном в позиции подлежащего"?
8. При переводе каких английских высказываний используется это преобразование?
9. Какой смысл вкладывается в понятие метонимии?
10. В чем проявляется различие между русским и английским языками при описании человека через один из его признаков?

Definition

Nominalization is a type of word formation in which a verb or an adjective (or other part of speech) is used as (or transformed into) a noun. Verb: nominalize. Also called nouning [11].

In transformational grammar, nominalization refers to the derivation of a noun phrase from an underlying clause. In this sense, an "example of nominalization is the the destruction of the city, where the noun destruction corresponds to the main verb of a clause and the city to its object" [12].

Examples and Observations

"English is truly impressive . . . in the way it lets you construct nouns from verbs, adjectives, and other nouns; blogger and blogosphere are examples. All you have to do is add one of an assortment of suffixes: -acy (democracy), -age (patronage), -al (refusal), -ama (panorama), -ana (Americana), -ance (variance), -ant (deodorant), -dom (freedom), -edge (knowledge), -ee (lessee), -eer (engineer), -er (painter), -ery (slavery), -ese (Lebanese), -ess (laundress), -ette (launderette), -fest (lovefest), -ful (basketful), -hood (motherhood), -iac (maniac), -ian (Italian), -ie or -y (foodie, smoothy), -ion (tension, operation), -ism (progressivism), -ist (idealist), -ite (Israelite), -itude (decipitude), -ity (stupidity), -ium (tedium), -let (leaflet), -ling (earthling), -man or -woman (Frenchman), -mania

(Beatlemania), -ment (government), -ness (happiness), -o (weirdo), -or (vendor), -ship (stewardship), -th (length), and -tude (gratitude). . . .

"At the present moment, everybody seems to be going a bit nuts with noun creation. Journalists and bloggers seem to believe that a sign of being ironic and hip is to coin nouns with such suffixes as -fest (Google 'baconfest' and behold what you find), -athon, -head (Deadhead, Parrothead, gearhead), -oid, -orama, and -palooza" [13].

Nominalization in Scientific and Technical Writing

"The forces which operate to encourage nominalization are understandable. Dealing continually in concepts, scientific and technical writers tend to isolate activities such as 'experimenting,' 'measuring,' and 'analysing' as abstract conceptual units in their minds. They are also pushed towards passive constructions, both by tradition and by their own desire to step aside and allow their work to speak for itself. These forces produce characteristic constructions such as:

A similar experiment was carried out using the material . . .

'Sigma' preparation was carried out as described . . .

So common has 'carried out' become as a general purpose verb that it is a recognized marker of 'scientific' reporting, and television news bulletins commonly adopt the construction when reporting scientific work. . . .

"Once recognized, nominalization is easy to correct. Whenever you see general-purpose verbs such as 'carry out,' 'perform,' 'undertake,' or 'conduct' look for the word which names the action. Turning the name of the activity back into a verb (preferably active) will undo the nominalization, and make the sentence more direct and easier to read" [14].

Read the following text:

Reproduction with variation is a major characteristic of life. Without reproduction, life would quickly come to an end. The earliest single-celled organisms reproduced by duplicating their genetic material and then dividing in two. The two resulting daughter cells were identical to each other and to the parent cell, except for mutations that occurred during the process of gene duplication. Such errors, although rare, provided the raw material for biological evolution. The combination of reproduction and errors in the duplication of genetic material results in biological evolution, a change in the genetic composition of a population of organisms over time and compare it to:

All organisms reproduce and sometimes when they reproduce, the children vary. This is an important characteristic of life. If organisms did not reproduce, life would quickly come to an end. How did the earliest single-celled organisms reproduce? They duplicated their genetic material and then they divided in two. Two daughter cells resulted from this process; they were identical to each other and to the parent cell. But sometimes as the genes duplicated, they changed or mutated. These errors are not very common but they provide the basic material for life to evolve. So when the genetic material duplicates, they reproduce and they make errors. As a result, there is a change in what the genes are composed of. When these processes combine, life evolves.

The first text is more academic. The second text is longer. It has shorter sentences. It asks questions and answers them. All these features are typical of spoken language.

Compare these sentences:

Organisms reproduce. This is a major characteristic of life.

Reproduction is a major characteristic of life.

In general they mean the same, but sentence 2 is expressed more concisely. It uses the word “reproduction”, whereas sentence 1 uses the word “reproduce”. Here the word “reproduce” is a verb. It would change to “reproduces” if “organisms” changed to “an organism”. “Reproduction” is a noun made from the verb “reproduce”; we call this process nominalization [15].

Consider the following sentence:

(a) A comparison was made of the effects of pH vs temperature.

Note how the most important action, to compare, is frozen in the abstract noun comparison. Such nouns are called nominalizations, and excessive nominalization typifies academic and bureaucratic writing. To tell a simpler and clearer story, one that is less abstract, we would use the most important action in the sentence as the verb. In transitive active voice, the sentence would become

(b) We compared the effects of pH vs temperature.

And in transitive passive voice, the sentence would be

(c) The effects of pH and temperature were compared.

You might select (a) if you were trying to impress the reader (to a reader who did not know better, a comparison was made might sound more important than we compared) or if you wanted to increase the length of your paper but lacked additional information or ideas (students learn and love the academic style because it helps them inflate three pages of ideas into a five-page essay). Regarding the latter point, note that sentence (a) uses 11 words while sentences (b) and (c) use only 8. Also note that (b) and (c) but especially (b) tell a simple story that is easy to understand and that anyone who would write (a) would probably also use the other characteristics of the academic style. Also note that while (b) and (c) use the same number of words, the actor is described in (b) but not in (c) [16].

To write clearly, scientists should avoid needless nominalizations. In other words, scientists should not be needlessly abstract and should usually express the important action in the verb.

But some nominalizations are necessary or useful. Consider the following sentence: Fragmentation, grazing, forestry, and nutrient deposition are decreasing the biological diversity of many of the earth's remaining semi-natural ecosystems. Of the four subjects, fragmentation and nutrient deposition are the most obvious examples of nominalizations. But converting these abstract ideas into verbs while maintaining this sentence would be very difficult. Moreover, the main action in the sentence is not really fragmentation and deposition but decreasing. Finally, most readers of this paper would be familiar with the terms fragmentation, grazing, forestry, and nutrient deposition and would understand that the writer is using these abstractions as characters in a story. Some characters are reducing biodiversity. Which characters? Fragmentation, grazing, forestry, and nutrient deposition. In this example, the abstractions (the nominalizations) enable the writer to tell a story that would be much too long and complex if he or she expanded the nominalizations into verbs and clauses. So, use nominalizations sparingly. Do not use a nominalization until you have determined that expressing the nominalization as a verb will not improve the sentence [16].

Therefore, regardless of the controversy surrounding nominalization and complex sentences in academic writing, there's no arguing the fact that they're imperative to master if you want to be taken seriously within your field. Learn to identify nominalized expressions in writing. There are a few tricks (that are not foolproof), such as looking for "of" between two nouns or noun phrases.

Match verbs to nouns and nouns to verbs. For example, "collide" = "collision." Pay attention to the ends of words (suffixes) and you may find some patterns. For example, verbs ending in "d" are usually replaced with

the suffix “sion” when being changed into a noun. Use these little “rules” to help with spelling in all word forms.

Create your own complex noun phrases. Start by producing a simple N V N (Noun Verb Noun) structure. For example, the phrase “Study deserves success” can be built upon by using adjectives: “Diligent study deserves anticipated success.” Or use a quantifier: “Diligent study deserves much anticipated success.” Finally, add a post-modifier: “The diligent study of English deserves much anticipated success.”

Use the above noun phrase and process of nominalization to create a rich sentence packed with information. For example, you could write, “Researchers’ deductions regarding the anticipated success of the diligent study of English inspired a fresh intake of new students to the university.”

Ultimately, English text, academic or otherwise, is about communication, and a good text is not one that necessarily uses big words but rather is able to convey a complex idea clearly, such that the average person can understand and absorb it [17, 18].

The Dark Side of Nominalization

"It's not just that nominalization can sap the vitality of one's speech or prose; it can also eliminate context and mask any sense of agency. Furthermore, it can make something that is nebulous or fuzzy seem stable, mechanical and precisely defined.

"Nominalizations give priority to actions rather than to the people responsible for them. Sometimes this is apt, perhaps because we don't know who is responsible or because responsibility isn't relevant. But often they conceal power relationships and reduce our sense of what's truly involved in a transaction. As such, they are an instrument of manipulation, in politics and in business. They emphasize products and results, rather than the processes by which products and results are achieved" [20].

Types of Nominalization

"Nominalization types differ according to the level of organization at which the nominalization takes place (see also Langacker 1991). . . . Three types of nominalizations can be distinguished: nominalizations at the level of the word (e.g. teacher, Sam's washing of the windows), nominalizations which nominalize a structure that lies in between a verb and a full clause (e.g. Sam's washing the windows) and, finally, nominalizations consisting of full clauses (e.g. that Sam washed the windows). The latter two types deviate from the 'normal' rank scale of units in that they represent nominals or phrases which consist of clausal or clause-like structures. They have

therefore been regarded as problematic, and it has even been claimed that that-structures are not nominalizations (e.g., Dik 1997; McGregor 1997)" [21].

"Nominalizations properly refer to third-order entities, e.g. 'Cooking involves irreversible chemical changes,' in which cooking refers to the process as a generic type, 'abstracted' from a particular token instance at a specific time. A second kind of nominalization involves reference to second-order entities. Here reference is to particular countable tokens of processes, e.g. 'The cooking took five hours.' The third kind of nominalization has been called improper (Vendler 1968). This refers to first-order entities, things with physical substance and often extended in space, e.g. 'I like John's cooking,' which refers to the food which results from the cooking, (the RESULT OF ACTION AS ACTION metonymy)" [24].

Nominalizations: A sentence may seem unclear to a reader because verbs and adjectives (words that describe nouns) are turned into nouns.

USEFUL NOMINALIZATIONS

1. The nominalization may be a subject that refers to a previous sentence.
2. The nominalization names what would be the object of its verb.

I do not understand either her meaning or his intention.

I do not understand either what she means or what he intends.

3. A succinct nominalization can replace the fact that.

The fact that I denied what he accused me of impressed the jury.

My denial of his accusations impressed the jury.

When I denied his accusations, I impressed the jury.

4. Some nominalizations refer to often repeated concepts. Some nominalizations name ideas we can express only in nominalizations: abortion, taxation, amendment, election, revolution, freedom, death, love, hope, life.

SPOTTING AND REVISING NOMINALIZATIONS

1. When the nominalization follows an empty verb, change the nominalization to a verb that can replace the empty verb.

The police conducted an investigation of the matter.

The police investigated the matter.

2. When a nominalization follows a there is or there are, change the nominalization into a verb and find the subject.

There was considerable erosion of the land from the floods.

The floods considerably eroded the land.

3. When the nominalization is the subject of an empty verb, change the nominalization to a verb and find a new subject.

Our intention is to audit the records of the program.

We intend to audit the records of the program.

4. When you find two nominalizations in a row, make at least the first into a verb. Then either leave the second as it is or turn it into a verb in a clause beginning with how or why.

There was first a review of the evolution of the dorsal fin.

First, she reviewed the evolution of the dorsal fin.

First, she reviewed how the dorsal fin evolved.

5. We have to revise most extensively when a nominalization in a subject is linked to another nominalization in the predicate.

Subject: Their cessation of hostilities

Logical Connection: was because of

Object: personnel losses.

Follow these steps to revise such sentences:

1. Change abstractions to verbs: cessation -> cease, loss -> lose

2. Find new subjects for those verbs: they ceased, they lost

3. Link the new clauses with a word that expresses their logical connection.

To express cause: because, when

To express condition: if, provided that

To express reservation: though, although

Their cessation of hostilities -> They ceased hostilities

was because of -> because

their personnel losses. -> they lost personnel [23].

Avoid Making Nouns from Verbs

Take a look at the sentences below.

(a) A re-examination of the evidence led prosecutors to a reconsideration of the defendant's guilt.

(b) Prosecutors re-examined the evidence and reconsidered the defendant's guilt.

Most readers would say that sentence (b) is clearer than (a). The words re-examination and reconsideration are nouns. Generally, words that end in -tion are nouns. In Williams's terminology, these words are nominalizations. The verb forms, re-examined and reconsidered, seem clearer to most readers. The following table lists just a very few nominalizations and their corresponding verb forms.

In general, choose the verb form over the nominalization. But be careful. Some nominalizations are useful and necessary. Use them prudently [24].

Avoid Making Nouns from Adjectives

The same principle applies with adjectives. Avoid turning an adjective, such as careless, into its corresponding nominalization, carelessness.

Avoid: His carelessness in driving caused a multi-car accident.

Prefer: His careless driving caused a multi-car accident [25].

Nominalizations are useful for all kinds of reasons: (1) It makes you leave out the participation mentioned in a special event such as to hide their identities. (2) It makes you stand out the relations between the events as opposed to the events themselves. (3) It permits the close mention of the event which is already known by the reader. (4) It shows a lot of information compactly [26]. Halliday (2000) considered that nominalizations play very important roles in scientific and technical registers, because nominalization makes scientific and technical registers possible to construct technical terms' hierarchies and develop an argument little by little. In general, it is considered that nominalizations pack information, which is why they are particularly useful in formal text writing.

Academic writing frequently uses nominalisations; that is, the noun forms of verbs.

Some more examples of nominalisation are provided below:

Crime was increasing rapidly and the police were becoming concerned.

*The rapid increase in crime was causing **concern** among the police.*

Germany invaded Poland in 1939. This was the immediate cause of the Second World War breaking out.

*Germany's **invasion** of Poland in 1939 was the immediate cause of the outbreak of the Second World War [27].*

Here is an extract from a biology report. Nominalisation has been used frequently in this passage, creating a more academic, abstract tone.

Many Australian plant species produce seeds with fleshy appendages called elaiosomes. It was hypothesised that elaiosomes are involved in the dispersal of seeds by ants. To test this hypothesis, the removal of seeds with elaiosomes was compared to seeds from which the elaiosome had been removed and observations were made to confirm that the agents of seed removal were indeed ants. It was found that the removal of seeds with elaiosomes was significantly greater than those without elaiosomes. Observations of the seed removal process confirmed that ants were the only agents of seed removal. The frequent use of nominalisation was one factor responsible for the difference in formality between the model texts.

Formal Text Informal Text

The inequity in the distribution of wealth in Australia is yet another indicator of Australia's lack of egalitarianism. In 1985, 20% of the Australian population owned 72.2% of the wealth with the top 50% owning 92.1% (Raskall, 1988: 287). Such a significant skew in the distribution of wealth indicates that, at least in terms of economics, there is an established class system in Australia. McGregor (1988) argues that Australian society can be categorised into three levels: the Upper; Middle and Working classes. In addition, it has been shown that most Australians continue to remain in the class into which they were born (McGregor, 1988: 156) despite arguments about the ease of social mobility in Australian society (Fitzpatrick, 1994). The issue of class and its inherent inequity, however, is further compounded by factors such as race and gender within and across these class divisions.

The relative disadvantage of women with regard to their earnings and levels of asset ownership indicates that within classes there is further economic inequity based on gender.....Because only a few people have most of the money and power in Australia, I conclude that it is not an equal society. Society has an Upper, Middle and Lower class and I think that most people when they are born into one class, end up staying in that class for their whole lives. When all three classes are looked at more closely, other

things such as the differences between the sexes and people's racial backgrounds also add to the unequal nature of Australian society [27].

Noun forms of verbs to create focus

In formal writing, especially academic writing, we can use a noun form of a verb as a subject. By doing this, extra focus is given to the end of the clause. Noun phrase subjects (topics) are in bold type below; the focus of each sentence is underlined:

***The discovery of oil** brought immense wealth to the country. (Compare: Oil was discovered and this brought immense wealth to the country.)*

***His emergence as a leader** came about after the strikes of the 1980s. (Compare: He emerged as a leader (and this came about) after the strikes of the 1980s.)*

1. Translate the following sentences using the following substitutions:

Nominalization of the verbal predicate:

1. The boys talked him away and he forgot about his fears for a while.
2. Julia was paying no attention to what they said.

Nominalization of the attribute modifying the noun in subject position.

1. The solved problem had a very great influence:
2. Growing ecological movement is a sign of the time.
3. Incremental demand for energy comes predominantly from Asia.
4. Growing ecological movement is a sign of the time.
5. Continued laser weapon tests run counter to the SALT agreements.
6. The shrinking work force in the old industries indirectly increases the overall number of skilled workers in the economy as a whole.
4. Increased taxes, soaring prices, reduced production and delayed wages considerably lowered people's living standards.

Nominalization of the adverbial modifier of purpose:

1. To perform this work one must have all the necessary equipment.
2. To demonstrate this effect Table 1 is given.

Nominalization of the noun modifying the noun in subject or object position

1. Excursions to plants and farms will add up to the students' know-how.
2. These decisions would help promote the country's political and economic independence.
3. Negotiations on these issues are not only desirable but absolutely nec-essary.
4. Nuclear tests on Christmas Island would have greatly affected New Zealand.
4. A federation of Arab states is aimed at consolidating Pan Arab unity.
5. New technology substantially changes the whole system of work organization at the plant.
6. National security became a key issue in French domestic policies.
7. A well thought out program for video business would serve as a lesson to other cultural spheres of activity.

Nominalization of the feature:

1. The glance in which their eyes met in the looking glass made it clear that they understood each other.
2. Her own career has been singularly lacking in hardship.
3. The blush came and went.
4. His control of the party was almost complete.
5. Their great advantage was that they lived in Frankfurt, one of the great urban centers.
6. The establishment of his five sons in the financial capitals of Europe was his way out of the economic difficulties.
7. The two nations fell apart in thought and action, and British sympathy and even admiration for Germany found powerful expression.
8. In a decade or less the annual flood of German youth reaching the military age must be double that of France.
9. Wise policy would have crowned and fortified the Weimar Republic with a constitutional sovereign.

10. For some time, Western strategic thinking on the area has involved the notion that if Mr. Milocevic could be ousted, other problems would fall away.

Change the predicate of state into the predicate of action:

1. Billy had smiles for them all.
2. Censorship was a formative influence for this liberal school.
3. The amount of information the archives fail to give us is truly amazing.
4. He was at a banquet in honor of the Little League team of which his son was a member.
5. They were able to talk to Billy by means of a computer.
6. All the others were highly critical of the proposed agreement.
7. This is humiliating for artistic intellectuals and their work.
8. Why is this social disease getting worse?
8. Today we are witnessing the emergence of a new literature which is opposed to the old one chiefly by its readiness to communicate with any culture.
9. The stratification and decay of Official literature actually had little relevance to the future of literature.
10. This discussion, written much later, was different in tone since it dealt with contemporary events and had become obsolete in many details.
11. Much more documentary material had become available in libraries and archives when the second edition appeared in 1958.
12. All these eight years, from 1945 to 1953, don't add new elements to what had been manifest since the middle thirties [1].

2. Translate the following sentences using the following substitutions:

Nominalization of the verbal predicate expressed by intransitive verbs:

1. Our union is constantly working towards overcoming the split in the national movement of coal miners' unions.
2. Democracy in the country is expanding through the growing authority of elected government bodies.

3. Officially Eden went to Poland to exchange views.
4. Democracy aims to treat all people equally.
5. The Rothschilds started as court financial counselors in the first half of the eighteenth century.
6. They entered upon their spectacular career as financial counselors of the Kurfurst of Hessen.
7. Under the genial influence of American and British loans Germany was reviving rapidly.
8. India was in ruin and convulsion, transformed beyond all semblance of the past.
9. At the same time there is a growing number of highly skilled specialists. Without them today's economy would simply be incapable of developing.
10. The dispute between Slavophiles and pro-Westerners emerged because of the very position of Russia.

Nominalization of the verbal predicate expressed by transitive verbs:

1. Between last January and April the country lost 9,5 mln mandays due to ethnic clashes and strikes.
2. The government introduced elements of a market economy without accompanying them with adequate mechanisms for state regulation.
3. People want energy because energy means liberty, mobility, growth and the chance to improve living standards.
4. He shows concern for high ideals only when it concerns himself.
5. From the very first days the Nazi rulers were out to build up Germany's armed forces.
6. If such documents were ever to be published they would be a bomb-shell.
7. Ministries were strengthened and this led to the emergence of even bigger monopolies that could be supported only by upping prices.
8. This department was to a great extent staffed by ex-flying officers without knowledge of commercial aviation.
9. It is a prodigious task to make an army embodying the whole manhood of a mighty nation.

10. For equivalent electricity output gas generates less than half the emissions produced by coal [1].

3. Rewrite each sentence. Turn any unnecessary nominalization into its corresponding verb or adjective.

1. The steering committee raised an objection to the proposed parking garage north of the stadium.

2. When the faculty senate has made a determination about the desirability of a lecture series, a proposal will be presented to the chancellor. (Hint. Perhaps we have ONE useful nominalization.)

3. Negligence on the part of hospital workers was the reason for the failure of the kidney machine.

4. Mercy Hospital made a decision to expand its geriatric facilities.

5. It was the intention of the screening committee to interview all candidates face to face.

6. The investor made an incorrect assumption about the volatility of Brazil's emerging economy. (Some information might be missing in the original sentence. Did the investor think that the volatility of Brazil's emerging economy was high or low? How can the meaning be made clearer?)

7. The parole board did not give an explanation for the early release of such a dangerous inmate.

8. It is my hope that you apply this material.

[24, 25].

4. Rewrite each sentence, turning unnecessary nominalizations into their corresponding verbs or adjectives.

1. Marie resented that her husband always took control of their children's extracurricular activities.

2. The guidance counselor made a suggestion that graduating seniors should submit early applications to the colleges of their choice.

3. It is the judge's recommendation that the children live with their maternal grandparents.

4. When he plays soccer, Osman makes an effort to pass the ball to an open player.

5. As soon as she picked us up from school, Aunt Jessie made a decision to take us to Disney World.

6. It is the expectation of the judicial review board that the candidate answer all questions truthfully.

7. The film director's house has the appearance of a Hollywood movie set.

8. Although she never carried it out, Frances made a promise to her mother that she would call every week.

9. The critic E.M. Forster makes a distinction between round characters and flat characters.

10. Teenagers sometimes feel that their parents cause them embarrassment.

11. On his deathbed, the gangster made a confession about his theft of the Hope Diamond.

12. It was Mayor Richards's understanding that the bicycle path would be built with funding from the federal government.

13. The scholar Jackson Rowley was of the opinion that excessive in-breeding of cats led to some strains having six toes.

14. Because of the singer's persistent denials of his drug addiction, a cancellation of the tour ensued.

15. When Vincent made a declaration to me that he had a preference for comedy over drama, I laughed and expressed agreement with him.

16. It is my suggestion that you engage in the application of these principles.

[24, 25].

5. Identify Nominalisation

Before you begin to create nominalised sentences of your own, it is important that you are able to a) identify the nominalised part of a sentence and b) see the value of using nominalisation

Instruction

Read the sentences below and identify which one contains a nominalised expression.

For example:

1) *Student numbers are increasing rapidly from year to year and the University is becoming concerned that they may need to build more accommodation in order to house everyone.*

2) *The rapid increase in student numbers is causing concern at the University. More accommodation may have to be built in order to house everyone.*

1. The temperature of the planet is rising as a result of global warming.

2. The rise of the planet's temperature is a result of global warming.

3. The indication of the business report that sales figures are down 10% on last month is worrying.

4. The business report indicates that sales figures are down 10% on last month, which is worrying.

5. A team of scientists analysed the data in the lab before they wrote their report.

6. The analysis of data by a team of scientists in the lab was undertaken before writing a report.

7. The production of a mathematical formula by mathematics and physics experts has explained the modern phenomena of network science.

8. Mathematics and physics experts have produced a mathematical formula which explains the modern phenomena of network science.

6. De-nominalise the sentences

Instruction

Using the sentences from activity 3, change the nominalisations back into verbs.

For example: The nominalised sentence

The failure of local economies to sustain and stimulate economic growth resulted in foreign intervention.

becomes

Local economic strategies failed to stimulate and sustain economic growth, which resulted in foreign intervention.

1. The government ... the student intake to ascertain a realistic picture of which countries the international students have come from.

2. The report ... that business has been extremely profitable since the end of the quarter, particularly since the important sale and that expansion seems inevitable.
3. Transport for London will ... £350 million next year on refurbishment of several tube stations
4. The UK Border Agency ... entry to the UK for non EU or EEA citizens.
5. Individuals ... in this urban migration because they want to generate income through non-traditional means.

7. Nominalization Cloze

analysis indication investment Participation restrictions

1. The government ... of the student intake helped to ascertain a realistic picture of which countries the international students have come from.
2. The ... by the report that business has been profitable since the end of the quarter seems to suggest inevitable expansion.
3. Next year's ... of £350 million by TFL next will refurbish several tube stations.
4. The UK Border Agency's entry ... apply to non EU and EEA citizens.
5. ... in this urban migration is a way for individuals to generate income through non-traditional means [24, 25].

8. Create nominalised sentences

Instruction

Look at the sentences below. Change the word in bold type into a noun, thus creating a nominalised expression. If there are two sentences in the verbalised form, join them together to create one sentence.

1. The police provided the press with details of the case, which implicated Giovanni Lo Cascio of the Corleonesi clan to such an extent, that he was forced into hiding.
2. Blended learning divides students. Some accept the newer style of teaching, while others reject it.
3. Intercultural theory is very relevant to the business world. It's relevance is illustrated in chapter 3 of this book.
4. Scientists deduced that the vaccine was also having a positive effect on reducing the spread of HIV, which caused sales to rise.

5. Fossil fuels are used to power industry. Heavy usage is difficult to sustain because they cannot be replaced.

9. Complete the table below by finding nominalisations in the first text, based on the verbs in the second text.

Text 1:

Reproduction with variation is a major characteristic of life. Without reproduction, life would quickly come to an end. The earliest single-celled organisms reproduced by duplicating their genetic material and then dividing in two. The two resulting daughter cells were identical to each other and to the parent cell, except for mutations that occurred during the process of gene duplication. Such errors, although rare, provided the raw material for biological evolution. The combination of reproduction and errors in the duplication of genetic material results in biological evolution, a change in the genetic composition of a population of organisms over time.

Text 2:

All organisms reproduce and sometimes when they reproduce, the children vary. This is an important characteristic of life. If organisms did not reproduce, life would quickly come to an end. How did the earliest single-celled organisms reproduce? They duplicated their genetic material and then they divided in two. Two daughter cells resulted from this process; they were identical to each other and to the parent cell. But sometimes as the genes duplicated, they changed or mutated. These errors are not very common but they provide the basic material for life to evolve. So when the genetic material duplicates, they reproduce and they make errors. As a result, there is a change in what the genes are composed of. When these processes combine, life evolves [24, 25].

(W. K. Purves, D. Sadava, G. H. Orians & H. C. Heller, *Life: The science of biology*, W. H. Freeman, 2004).

Verb	Nominalisation
1. reproduce	reproduction
2. vary	
3. duplicate	
4. divide	
5. mutate	
6. combine	
[24, 25].	

10. Read the following text. Notice how the word "need" is used. Notice how it is modified (premodified and postmodified) and how the nominal group it is the head of functions in the clause.

The fundamental human need to belong comes from the desire to associate with others, to cooperate, to accept group norms. However, the Stanford Prison Experiment (SPE) shows that the need to belong can also be perverted into excessive conformity, compliance, and in-group versus out-group hostility. The need for autonomy and control, the central forces toward self-direction and planning, can be perverted into an excessive exercise of power to dominate others or into learned helplessness.

Consider three more such needs that can cut both ways. First, needs for consistency and rationality give meaningful and wise direction to our lives. Yet dissonant commitments force us to honor and rationalize wrong-headed decisions, such as prisoners remaining when they should have quit and guards justifying their abuse. Second, needs to know and to understand our environment and our relationship to it lead to curiosity, scientific discovery, philosophy, the humanities, and art. But a capricious, arbitrary environment that does not make sense can pervert those basic needs and lead to frustration and self-isolation (as it did in our prisoners). And finally, our need for stimulation triggers explorations and adventurous risk taking, but it can also make us vulnerable to boredom when we are placed in a static setting. Boredom, in turn, can become a powerful motivator of actions as we saw with the SPE night shift guards to have fun with their "playthings."

(The Lucifer Effect, by Philip Zimbardo, 2007, Rider Books)

11. Gap-fill exercise. Fill in all the gaps with nominalisations.

a) Diversity of Life

The [?] of life has been driven in part by [?] in the physical environment. No single kind of living thing can perform well in all environments. The differences among living things that enable them to live in different kinds of environments and adopt different lifestyles are called [?].

For a long period of time, there was no life on Earth. Then there was an extended period of only uni-cellular life, followed by a [?] of multi-cellular life. In other words, the nature and diversity of life has changed over time. [?] of the processes that result in biological [?] was one of the great scientific advances of the nineteenth century.

b) Motivation

Workers in a wide [?] of jobs are rewarded for their effort based on observed [?] of [?]. The intuitive logic for performance-based [?] is to provide [?] to individuals for an [?] in their efforts and the output of their labor.

12. In the following three examples, each sentence contains one or more nominalizations that make its story unclear. As you read, identify: the main verbs in each sentence, the nominalizations in each sentence.

A) The seizing of private property by the state should occur only after extensive oversight by independent agencies.

B) The choice of Dick Cheney as Bush's vice president was in many ways a signal to the nation that it would go to war during Bush's first term.

C) The securing of contracts can happen only after proper compliance has been achieved after having met the FDA's requirements of two rounds of testing.

13. Underline the nominalization that hides this sentence's main action and rewrite the sentence.

1. A car crash occurred.
2. The 4th of July was the date of the signing of the Declaration of Independence.
3. The Declaration of Independence was signed on the 4th of July.
4. Our investigation of these disparities in wealth will be conducted soon.
5. The protection of everyone's basic human rights is a necessary action for us to perform.
6. Auditing was conducted by the parent company before the deal was approved.

14. Underline the word or words that best show who is performing this action.

1. The decision to start his solo career was made by Lou Reed.
2. A holding of certain truths to be self-evident was done by our forefathers in the Declaration of Independence.
3. The most downloading of applications on smart phones is usually done by first-time users.

4. Demonstrations of the drug's effectiveness by the scientists have made the FDA's approval almost inevitable.

5. Passage of the motion by the board must occur before line-item changes can be adopted.

15. In these sentences, the main actions are nominalized. Change them into verbs.

1. A decision was made by the general to launch the weapons.

What's the nominalization in this sentence?

2. A decision was made by the general to launch the weapons.

Who's performing the action of deciding?

3. Patients should depend on the visitation of doctors to maintain their health.

What's the nominalization in this sentence?

4. Patients should depend on the visitation of doctors to maintain their health.

Who's performing the action of visiting?

5. Convincing meat eaters that animals have feelings couldn't be done by animal rights activists.

What's the nominalization in this sentence?

6. Convincing meat eaters that animals have feelings couldn't be done by animal rights activists.

Who's performing the action of convincing? convincing

7. In America, innovation on the part of industrial companies is a crucial component in their survivability.

What's the nominalization in this sentence?

8. In America, innovation on the part of industrial companies is a crucial component in their survivability.

Who's performing the action of innovating?

This long sentence nominalizes two key actions:

9. The decision of the General Assembly of the United Nations aims to make its members effect a necessary deployment of peacekeeping troops to troubled areas to protect human rights.

What's the first nominalization in this sentence?

What's the second nominalization in this sentence?

10. The decision of the General Assembly of the United Nations aims to make its members effect a necessary deployment of peacekeeping troops to troubled areas to protect human rights.

Who's performing the action of deciding?

Who's performing the action of deploying?

11. The decision of the General Assembly of the United Nations aims to make its members effect a necessary deployment of peacekeeping troops to troubled areas to protect human rights.

Who's performing the action of deciding? decision

Who's performing the action of deploying? deployment

[24, 25].

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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 исполняет 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 сращиваются, 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, предворяющее *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].

Предворяющее *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. – Не надо ему 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 и 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 km².

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 /gəˈzɪl jən/ — 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 urogenital 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.

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.

8. Suggest alternatives to the following.

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

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.

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

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.
-

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

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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РАСЩЕПЛЕННЫЕ ПРЕДЛОЖЕНИЯ / Cleft sentences

В настоящее время такой грамматический феномен, как экспрессивные синтаксические конструкции, представляет большой интерес для лингвистов. Это обусловлено тем, что в современной науке приоритетным направлением является изучение лексических и грамматических языковых средств в тесной связи с коммуникативной ситуацией, контекстом, речевыми стратегиями и тактиками говорящего. Иными словами, грамматические явления рассматриваются с точки зрения их функционирования в дискурсе. Прежде чем перейти к рассмотрению экспрессивных свойств расщепленных предложений, остановимся подробнее на понятии экспрессивности.

В литературе нет общепринятого определения понятия экспрессивности, а сам термин имеет различные трактовки. Экспрессивность может пониматься как стилистическая выразительность, иногда экспрессивность связывается с каким-либо аспектом выразительности, например, с образностью. Экспрессивность также связывается с функцией целенаправленного воздействия на адресата и усилением коммуникативного намерения говорящего [1; 2, 63-64]. Иногда экспрессивность понимается как коннотация, которая насаивается на основное значение языковой единицы и придает речи яркость и эмоциональность. При этом экспрессивность может проявляться на любом уровне языковой системы [3, 83].

В настоящей работе экспрессивность связана с функцией воздействия на адресата и усилением прагматических целей высказывания. Вслед за Р. Р. Чайковским, экспрессивность в синтаксисе будем понимать как «свойство синтаксических форм увеличивать прагматический потенциал высказывания сверх той степени, которая достигнута лексическими значениями элементов, наполняющих эти синтаксические формы» [4, 196].

В связи с вышесказанным, приведем точку зрения Е. С. Баскаковой. По ее мнению, синтаксическая экспрессивность заключается в способности конструкции деавтоматизировать восприятие читателей, выделяться в речевой цепи [5, 10].

Подчеркнем, что экспрессивные синтаксические конструкции рассматриваются в данной работе на фоне нейтральных синтаксических конструкций. Таким образом, расщепленные предложения представляют собой модификацию простого предложения и, следовательно, выступают

как экспрессивные структуры по отношению к нейтральному, более простому по структуре предложению. Под экспрессивными синтаксическими конструкциями будем понимать структуры, представляющие собой вариант нейтральной синтаксической структуры, выделяющиеся в дискурсивном фрагменте и тем самым усиливающие прагматическое воздействие на адресата. Наконец, рассмотрим когнитивный механизм создания экспрессивности текста при использовании расщепленных предложений. Согласно теории релевантности, разработанной Д. Шпербером и Д. Уилсон [6], говорящий строит свое высказывание таким образом, чтобы, с одной стороны, слушающий затратил минимальные усилия на его когнитивную обработку, и, с другой стороны, высказывание было максимально релевантным в данном контексте. Д. Шпербер и Д. Уилсон также подчёркивают, что адресат тратит усилия на интерпретацию только той информации, которая, с его точки зрения, заслуживает внимания.

В связи с вышесказанным, ученые вводят понятие такого коммуникативного поведения, при котором говорящий делает явным и очевидным для слушающего свое коммуникативное намерение. По нашему мнению, говорящий, выбирая для сообщения какой-либо информации более сложную расщепленную структуру, тем самым манифестирует свое коммуникативное намерение, иными словами, говорящий привлекает внимание адресата к релевантной информации. Предположим, говорящий намеревается донести до слушателя некоторую информацию, которая может быть сформулирована различными способами:

a) *He has lost interest.*

b) *What has happened is that he has lost interest.*

Высказывание b требует больше усилий на когнитивную обработку, т.к. оно обладает более сложной синтаксической структурой. Тем не менее, согласно теории релевантности, говорящий выбирает такую форму выражения, которая требует минимальных усилий для обработки высказывания и является максимально релевантным в данной коммуникативной ситуации. Таким образом, адресат задерживает внимание на данном высказывании, т.к. ему необходимо не только понять содержание высказывания, но и интерпретировать импликации, дополнительные коннотации, которые возникают в случае употребления более сложной в синтаксическом плане структуры. В результате высказывание оказывается выделенным в данном фрагменте дискурса, и повышается его прагматический потенциал [7].

Обратимся к одному из экспрессивных средств на синтаксическом уровне – расщепленным предложениям. Расщепленные предложения являются распространенным средством общения в английском языке,

так как они позволяют стилистически акцентировать тот или иной элемент, несущий весомую семантическую нагрузку. Расщепление представляет семантический процесс выдвижения на синтаксическом уровне, который заключается в том, что вследствие необходимости выделения некоторых элементов, предложение расщепляется на 2 предложения, каждое из которых имеет смысловой глагол. В результате образуется сложное предложение, состоящее из 2 частей: компонента расщепления и зависимого предложения расщепления, связанных посредством глагола связки *to be*. Интересной особенностью, по сравнению со сложными предложениями, является то, что значение предложения при этом передается основным простым предложением.

В зависимости от синтаксического строения и значения, расщепленные предложения можно объединить в следующие структурно-семантические типы:

Расщепленные предложения с начальным *it*: *It's the economy that people are going to be voting on, come November of next year*

Расщепленные предложения с начальным вопросительным словом (*wh*);

Обобщающие расщепленные предложения (*all*);

Реверсивные расщепленные предложения с вопросительным словом;

Реверсивные расщепленные предложения с опорным словом;

Реверсивные обобщающие расщепленные предложения;

Указательные расщепленные предложения;

Первая группа предложений с начальным *it* [8].

По структуре предложения, входящие в эту группу однородны, однако, исходя из информационного статуса (распределения старой и новой информации) можно выделить 2 группы: в первой группе новая информация находится в компоненте расщепления, во второй — в зависимом предложении. Как правило, в первом случае новая информация является экспрессивно окрашенной. Пример:

She is thinking of you.

При помощи расщепления мы можем акцентировать местоимения, *you* или *she*, поместив эти элементы предложения в компонент расщепления.

It is you she is thinking of.

It is she who is thinking of you.

Для первой группы расщепленных предложений характерно выделение именных фраз и именных фраз с предлогом, местоимений, имен собственных, субстантивированных частей речи, однако возможно выделение и многословных словосочетаний и даже подчиненных предложений.

It is J.K.Rolling who wrote novels about Harry Potter.

Особо следует отметить случаи, когда контекстуальное использование делает правомерным выделение прилагательных, инфинитивов, т.е. таких элементов, которые обычно не помещаются в компонент расщепления. При этом данные элементы приобретают значение исключительности, особенности.

It was yellow that they painted the fence (not green).

Для второй группы характерно помещение новой информации в зависимом предложении. При этом анафорический компонент расщепления указывает на содержащуюся в нем старую информацию. Функцией таких предложений, как правило, является обозначение некоторой информации как установленного факта, что типично для исторического описания, научной литературы, где не включается личное мнение автора.

It was 5 years ago this month that people voted for the President.

В основном сферой функционирования обеих групп расщепленных предложений с начальным *it* является научный стиль и художественная литература.

Для устной речи характерным является выделение именных фраз, состоящих из одного, двух или трех слов, в особенности местоимений, отдельных существительных, тогда как в художественной и научной литературе, в газетах могут использоваться многословные словосочетания и подчиненные предложения.

Наиболее употребительными в разговорной речи являются указательные расщепленные предложения, которые структурно относятся к типу реверсивных расщепленных предложений. В начале предложения находится компонент расщепления, местоимение *that* или *this*, которые, как правило, указывают, подтверждают информацию, присутствующую в дискурсе

That+ to be + зависимое предложение.

Синтаксической и семантической особенностью этих предложений является необратимость, что отличает их от других предложений.

That how it is. That's how it has always been.

В связи с функционированием преимущественно в устной речи, для указательных расщепленных предложений характерно их использование для подтверждения своей точки зрения.

That's exactly what they do.

That's where the money is.

Данная группа очень многочисленна и включает в себя не только предложения без опорных слов, но и могут содержать в себе опорные слова общего значения *the way, the thing, the person*, а также местоимение *all*.

That's all I want.

В случае, когда информация в зависимом предложении является старой, данные предложения. При этом от зависимого предложения сохраняется только вводное слово.

Why did you go there?—To meet with my friends, that's why (I went there).

На русский язык такие сокращенные предложения переводятся словосочетаниями: «вот почему», «вот зачем», «вот когда», «вот что» и являются характерными конструкциями устной речи, преимущественно разговорной.

Реверсивные расщепленные предложения немногочисленны. Их структурным отличием является то, что их части располагаются в обратном порядке, а именно компонент расщепления предшествует зависимому предложению.

Расщепленные предложения с начальным вопросительным словом *what, why, where, how* и др. являются другим типом предложений, широко употребляемых в разговорной речи. Чаще в зависимом предложении находятся глаголы, глагольные фразы и прилагательные. Их особенностью является то, что выделяемая информация, содержащаяся в зависимом предложении расщепления, может быть дискурсивно старой, известной, но не может быть дискурсивно новой. Так, в разговорной речи наиболее употребительной является группа металингвистических предложений, которые выполняют различные коммуникативные задачи и намерения. Они типичны для советов, рекомендаций при использовании в предложениях модальных глаголов *should, need to, to be* и др.

What you should do is read much.

What you (really) need is a bit of rest.

К прагматическим предложениям также относятся предложения, где предвосхищается последующее событие. Указывается на процесс восприятия, обдумывания, заключения, т.е. ментальную, умственную деятельность говорящего. Для подобных предложений характерно использование в зависимом предложении таких глаголов, как *consider, think, realize, say, mean, notice*.

What I'm going to tell is mouth to mouth information.

What I mean is that we have to organize the meeting with the postgraduates.

Особое внимание следует обратить на предложения, где указывается на мысли, переживания говорящего, т.е. включены личностные эмоциональные характеристики. Это так называемые *think-clefts*:

What really troubles me is that people don't pay much attention to environmental problems.

What hurts is that I know I used to be everything to you.

При помощи расщепленных предложений можно выражать желания, предпочтения с глаголами *like, want, prefer resent*.

What I want is the pleasure of shopping alone.

What she liked about me most was my family.

What I resent is this sort of behavior.

Расщепленные предложения с вопросительным словом часто используются со словами *do* и *happen*. Для предложений с *do* характерно инференциальное отношение, поскольку само слово указывает на действие, выраженное другим глаголом. А также относит к некоторому событию, процессу. Предложения с *happen* могут быть как инференциальными, так и металингвистическими, в зависимости от того, было ли упоминание некоторого действия, поступка, события в контексте, при этом происходит выделение целого предложения [1].

Металингвистическое значение:

"You think you got here about five month ago, right? You probably did. It was your jump. What usually happens is that you wake up and find yourself in a place that looks vaguely familiar except that there's hardly anybody around." (T. Palmer)

Инференциальное значение:

There was a long traffic jam because of the accident last Friday. What happened was that the car suddenly broke down on the bridge.

В начале зависимого предложения могут находиться и другие вопросительные слова *who, why, how, where*, но они являются менее употребляемыми.

Расщепленные предложения с опорными словами, которые в начале предложения содержат слова обобщающего значения, такие как *the thing, the one? The way, the person, the time, the reason, the kind, the place*, образующие единство с последующим сравнением с другими видами расщепленных предложений они не столь многочисленны.

The thing that he said made me upset.

The reason (that) you are not the member of our team is your age.

Основной особенностью таких предложений является то, что они могут быть соотнесены семантически с *wh*-предложениями, однако с некоторым изменением смысла, которое заключается в уточнении, спецификации. При замене *the thing that* на *what? The reason (that)* на *why* приходим к следующим предложениям:

What he said made me upset.

Why you are not the member of our team is your age.

Обобщающие расщепленные предложения являются сходными семантически с расщепленными предложениями с вопросительным словом. Вначале таких предложений стоит местоимение *all*. Данный тип предложений характерен для разговорной речи, а также, например, для текстов песен.

All she wants is another baby.

All you need is love.

Обобщающие предложения можно использовать также при выражении неудовольствия, раздражения.

Роль обобщающих предложений заключается в спецификации значения выделенного элемента.

Менее употребительными являются реверсивные предложения. Чаще встречаются расщепленные предложения с опорным словом *the one*:

I'm the one who is responsible for this.

You are the one who's supposed to be the problem solver.

Для расщепленных предложений также можно выделить ряд ограничений. Например, в некоторых типах продолжений используются только динамические глаголы (высказывание типа *What she did was feel nervous* является грамматически некорректным); в расщепленных предложениях с вводящим *it* в качестве фокусного элемента могут использоваться только определенные грамматические структуры (именные и предложные словосочетания, наречные группы и обстоятельственные предикативные единицы) [9].

Как показывает анализ, различные типы предложений объединяет их дискурсивная функция. С одной стороны, синтаксическое выделение посредством расщепления указывает на локально значимую информацию, с другой — при дискурсивном исследовании можно выделить их основную связывающую функцию посредством референции и способов привлечения внимания слушающего, т. е. обозначения глобально значимой информации.

Таким образом, включение расщепленных предложений в речь позволит сделать ее коммуникативно направленной, логически построенной, а также более живой, что приблизит ее к аутентичной речи, что, как следствие, будет способствовать успешности общения.

EXPRESSIVE PROPERTIES OF CLEFT SENTENCES IN THE MODERN ENGLISH LANGUAGE

General Information

Cleft means 'divided' and in a cleft sentence a single message is divided across two clauses. We use cleft sentences, especially in speaking, to connect what is already understood to what is new to the listener. By doing this we can focus on the new information. This complex sentence is divided into a main clause and a dependent clause. These two parts have their own verb. Clefts are typically used to give extra emphasis to a part of the sentence. They are mainly used in the written language because we cannot give an extra emphasis to a part of the sentence through the intonation. Although they are very common in spoken English as well. English is very rich in cleft constructions. There are different types of cleft sentences:

1. It-clefts are relatively frequent in academic texts. In these sentences, the focus is on the *it*-clause and this is where we put the new information. We use that to connect another clause containing information which is already understood by the listener:

It was the lecturer who started the experiment.

2. Wh-cleft sentences are introduced by a wh-word, usually what. The old information is in the wh-clause and the new information is at the end:

What I object to is violence on TV, are most common in conversation.

Cleft structures with what-clauses are also often used with does/do/did and with the verb happen when we want to give emphasis to the whole sentence, rather than a particular clause [9].

Compare the following:

The police interviewed all the witnesses to the accident first.

What the police did first was (to) interview all the witnesses to the accident.

You should invest all your money in telecoms companies.

What you should do is (to) invest all your money in telecoms companies.

What you should invest all your money in is telecoms companies.

She writes all her novels on a typewriter.

What she does is (to) write all her novels on a type writer.

Their car broke down on the motorway so they didn't get to Jo's wedding on time.

What happened was that their car broke down on the motorway so they didn't get to Jo's wedding on time.

For example:

The conservative government increased the taxes. (non-cleft)

It was the conservative government that increased the taxes. (it-cleft)

What the conservative government did was increase the taxes. (wh-cleft)

It-cleft sentences are common in academic writing. For example:

It was this government which ruled Britain until May 1940, when yet another coalition, governed Britain until 1945.

Both continued to develop; but it was the commemoration of the martyrs that came to swamp the Christian calendar during the fourth century.

They are often used to link clauses:

For centuries, London had been growing as a commercial port of world importance. But it was in the north of England that industrial power brought new prosperity to the country.

OR:

For centuries, London had been growing as a commercial port of world importance. It was, however, in the north of England that industrial power brought new prosperity to the country.

The purpose of the cleft is to focus on or draw attention to one part of the clause, perhaps in contrast.

It was the conservative government that increased the taxes. (it-cleft)

What the conservative government did was increase the taxes. (wh-cleft)

It-cleft sentences consist of "it" as the subject of the clause, a form of the verb "BE", the focused item, with a relative clause appearing at the end.

It was this government which ruled Britain until May 1940, when yet another coalition, governed Britain until 1945.

Both continued to develop; but it was the commemoration of the martyrs that came to swamp the Christian calendar during the fourth century.

It is often the case that a number of different cleft sentences can be formed from the same basic sentence, depending on your focus:

The government increased the taxes in the budget last week.

It was the government that increased the taxes.

It was the taxes that the government increased in the budget.

It was last week that the government increased the taxes.

It was in the budget that the government increased the taxes [10].

In the clauses that follow it + be + phrase, we can use the same relative pronouns (who, whom, whose, which, that) and relative adverbs (where, when, why) that we normally use in defining relative clauses.

However, if we bring a whole adverbial phrase into focus, we use that:

It was in 1864 that Dmitri Mendeleev invented the periodic table.

If we use a personal pronoun after it + be, it will be in the object form:

It was him who invented the periodic table in 1864.

It is also possible to expand the phrase in focus with a non-defining relative clause:

It was Dmitri Mendeleev, who was a Russian chemist, that invented the periodic table in 1864.

It is possible to use the thing, the one thing, something in cleft sentences (*It was in June we got married.*)

The thing

We can use the thing in front position plus a form of the verb be to bring attention to an item in the clause. It means the same as what plus be, but it is more informal (the focus in each sentence is underlined below):

The thing I like most about Italy is the food. (or What I like most about Italy is the food.)

We can use a singular verb even if the item we focus on is plural:

The thing I like most about Scotland is the castles.

When we focus on a that-clause, we can omit that in informal situations:

The thing you need to remember is (that) all of the files from before 2008 are stored in Shona's office.

When we focus on an infinitive clause, we can omit to in informal situations:

The thing I didn't want to do was (to) queue all day just for a ticket, so I booked it online.

One thing, the one thing

We can emphasise thing with one. The one thing is even stronger:

You'll meet a lot people when you're travelling but one thing you must never do is give your address to a complete stranger.

The one thing I should never have done was trust Marlene.

Something

We can use something in front position plus a form of the verb be to bring attention to an item in the clause (underlined). It is less specific and less direct than using the thing, and means 'one thing among others':

Something I mustn't forget is my umbrella. (or What I mustn't forget is my umbrella.)

Something you need to know is that Kate is not very well at the moment.

To create extra focus on time adjuncts (yesterday, in the morning, at 4 am), we can front them using phrases such as it is/was not until, it is/was only when. In the case of not until, the negative verb comes in the until-clause, not the main clause:

It wasn't until the bill came yesterday that we realised what an expensive hotel it was. (Compare: Until the bill came yesterday, we didn't realise what an expensive hotel it was.)

It was only when I woke at 8 am, that I realised the alarm hadn't gone off!

(Compare: When I woke at 8 am, I realised the alarm hadn't gone off.)

Somebody, someone

The headmaster believes strongly in discipline. (subject)

The headmaster is somebody who believes strongly in discipline.

I trust her implicitly. (object)

She is someone (who) I trust implicitly.

I find it easy to talk to Pete. (prepositional object)

Pete is somebody (who) I find it easy to talk to.

All

I want a new coat for Christmas (non-cleft)

All I want for Christmas is a new coat.

A new coat is all I want for Christmas.

I touched the bedside light and it broke.

All I did was (to) touch the bedside light and it broke.

Finally, we can also use preparatory it in cleft sentences and join the words that we want to focus onto the relative clause with that, who or when. In the example which follows, note how this construction enables us to focus on different aspects of the information, which may be important at the time:

It is/was

They are formed with the following structure:

IT + TO BE + FOCUS

My brother bought his new car from our next-door neighbour last Saturday.

It was my brother who bought his new car from our neighbour last Saturday.

It was last Saturday when my brother bought this new car from our neighbour.

It was a new car that my brother bought from our neighbour last Saturday.

It was our next-door neighbour that my brother bought his new car from last Saturday.

Cleft structures include

the reason why

the thing that

the person/people who

the place where

the day when

I've come to discuss my future with you.

The reason why I've come is to discuss my future with you.

Your generosity impresses more than anything else.

The thing that impresses me more than anything else is your generosity.

The jewels are hidden under the floor at 23 Robin Hood Road, Epping.

The place where the jewels are hidden is under the floor at 23 Robin Hood Road, Epping.

Under the floor at 23 Robin Hood Road is the place where the jewels are hidden.

Mary works harder than anybody else in this organisation.

The person who works harder than anybody else in this organization is Mary.

Mary is the person in this organization who works harder than anybody else.

The Second World War ended on 7 May 1945 in Europe.

The day (when) the Second World War ended in Europe was 7 May 1945.

7 May 1945 was the day (when) the Second World War ended in Europe [17].

Sometimes sentences with wh-words are called pseudo-cleft sentences.

Another common way to give prominence to one part of a sentence is to use the structure *Whatis/was ...*, often called a pseudo-cleft sentence. Like cleft sentences, pseudo-clefts make explicit the separation between the new and the given part of the message. The emphasized element is usually found at the end of the sentence, though some emphasis is also put on the initial clause. Typically, pseudo-clefts have the wh-element as subject, though this is not necessarily so:

What I need now is a glass of wine.

A glass of wine is what you need now.

This structure is used to emphasize the subject or object of a sentence:

My left leg hurts. What hurts is my left leg

I like her style. What I like is her style

In order to make a verb stand out the construction *what ... do* must be used; different verb forms will be found, according to context. Infinitives with or without *to* are possible. If the wh-clause contains a verb in the progressive aspect the complement also has a verb in the *-ing* form:

What they do is dump their products

What I did was (to) call the police

What he was trying to do was just earning your trust

Where and when clauses can be used in a similar way to what clauses, especially in informal English. This occurs much less frequently than for the pseudo-cleft sentence “proper”, and mainly when the wh-clause is used as subject complement:

Greece is where the Olympic Games took place in 2004

February is when most students get the flu

Other wh-words are rarely employed in pseudo-cleft constructions (once again, they are informal and tend to be avoided at the beginning of a sentence). Different expressions are used in their stead, for example the person who and the reason why in lieu of who and why respectively:

Lack of money is the reason why I decided to postpone my research trip to the States

The person who accused him has now been arrested

Structures beginning with all (that) and expressions containing the word “thing” can be used in a similar way to pseudo-cleft sentences:

All (that) I’m asking for is group solidarity

The best thing you can do is apologize

Reversed pseudo clefts

Sometimes we might want to put the expression we are focusing on at the beginning of the sentence, in which case we can use what is known by linguists and grammarians as a reversed pseudo cleft.

Reversed pseudo clefts are not used as much as normal pseudo clefts, and can sound rather formal, except perhaps for constructions with 'the person' or something similar, which are quite common — see next section.

He wanted to buy a new computer game. (normal sentence)

What he wanted to buy was a new computer game. (pseudo cleft)

A new computer game is what he wanted to buy. (reversed pseudo cleft)

You need to see Diana about that. (normal sentence)

The person (who / that) you need to see about that is Diana. (pseudo cleft)

Diana is the person (who /that) you need to see about that. (reversed pseudo cleft)

We're leaving early because of the traffic. (normal sentence)

The reason (why / that) we're leaving early is the traffic. (pseudo cleft)

The traffic is the reason (why / that) we're leaving early. (reversed pseudo cleft) [15].

Emphasis in cleft sentences with it

By using a cleft sentence with preparatory *it*, we can emphasise a noun, often in contrast with what has just been said:

I like Paris a lot, but it's Marseilles that I like the best.

The basic structure is:

It is / was + emphasised noun phrase + *who* / *that* + rest of the sentence

We often use an *it*-cleft to correct wrong information. When speaking, we stress the emphasised noun phrase. Note that we can stress different parts of the sentence: the subject, the object, a prepositional phrase for example.

Jenny has bought a house in London

No, it's Sally who/that has bought a house in London.

(emphasises the subject)

No, it's a flat (that) Jenny bought in London.

(emphasises the object)

Jenny went to visit her sister on Wednesday.

No, it was on Thursday (that) she went to visit her sister.

(emphasises an adverbial of time)

No, it's in Brighton (that) Jenny has bought a new house.

(emphasises an adverbial of place)

Notice that the use of pronouns is similar to but not exactly the same as in defining relative clauses:

who or *that* for people

that is usually used for things and after prepositional phrases

As in defining relative clauses, *who* and *that* can be left out when they refer to the object or the object of a preposition.

By far the most common pronoun used to introduce the relative clause part is *that*, and it is also possible to use *who* to refer to people. One grammar book suggests that we tend to use *that* after proper nouns (names), and my own feeling is that we tend to use *who* after pronouns:

It was Paul that gave the game away, wasn't it?

It's you who should be apologising, not her.

You will occasionally see other wh-words in it-clefts, but they are rather rare, and you are probably better avoiding them, especially in tests and in writing:

which (for things)

It was his attitude which annoyed me.

more usual:

It was his attitude that annoyed me.

whose (for possession)

It wasn't David whose pen you borrowed, you borrowed mine.

more usual is to use a possessive and that or zero pronoun

It wasn't David's pen (that) you borrowed, it was mine.

whom (very formal, and seen by many as rather old-fashioned and stilted)

In the end it was Peter whom I asked to be my best man.

much more natural is to use who, that or perhaps best, nothing.

In the end it was Peter (that/who) I asked to be my best man.

when, where (sometimes used in an informal style, often without a preposition)

It's Tuesday when they're coming, isn't it?

It was the Black Swan where I saw you last night, wasn't it?

When using that or nothing we may need to include a preposition

It's on Tuesday (that) they're coming, isn't it?

It was in the Black Swan (that) I saw you last night, wasn't it?

A bit more on it-clefts

In spoken English we often use tag questions after it-clefts:

It was you who left the door open, wasn't it?

It's tomorrow we're having an extra class, isn't it?

Sometimes we stress *is/was* rather than the emphasised word, when we want to confirm something we already think is probably true:

It was you who left the door open, wasn't it?

It is tomorrow we're having an extra class, isn't it?

We use a third person verb after *who/that*, agreeing with the subject:

It's you who has just got into Oxford, isn't it? (one of you — singular)

It's you children who have hidden my glasses, isn't it? (plural)

We can also use negative structures:

It isn't Peter who you should be blaming, but George.

It wasn't in Bristol he made his fortune, although that's where he was born.

When the context is clear, we can miss out the relative clause part:

A: I wonder who wrote that on the board.

B: Well, it certainly wasn't me! (who wrote that on the board)

A: Do you know when the exhibition starts?

B: It's on Friday. (that the exhibition starts)

When we emphasise a subject pronoun, we usually use an object pronoun after *is/was*. In a very formal style, a subject pronoun can be used. If you want to avoid being too informal, you can use a structure with *person/one*:

It's me who does all the cooking. (informal)

It is I who does all the cooking. (very formal)

I'm the person/one who does all the cooking. (neutral)

It wasn't her who told me. (informal)

I was not she who told me. (very formal)

She's not the person/one who told me. (neutral)

When we use a simple *wh*-pronoun, we have a nominal relative clause. But when we use a 'long expression', we have a defining relative clause.

What we need is a corkscrew. — nominal relative

The thing (that) we need is a corkscrew. — defining relative

To-infinitives after do in pseudo clefts

Look at these example sentences from previous sections:

What Sally did was (to) dump me.

All Oliver Twist did was (to) ask for more.

The best thing (that) we can do is (to) forget about it.

When we have a to-infinitive after the verb do in a pseudo cleft sentence we can leave out to. This is almost always done in North American English, and is increasingly the case in British English as well, especially in spoken language.

Questions with it-clefts

Look at these two questions and their answers:

Did you tell James, or did you forget?

It's OK, I told him.

Did you tell Peter, or was it somebody else?

No, it certainly wasn't me.

In the second example, where you is stressed, and where we mean 'was it you or somebody else?', we often use an it-cleft question structure, stressing the word(s) we want to emphasise:

Was it you who / that told Peter?

I don't know who it was, but it certainly wasn't me.

Notice that the part after who / that is in normal positive form (without do/did in simple tenses) and in the third person.

Is it you who's just been promoted? (singular)

Is it you two who have been making so much noise? (plural)

The main difference between it-clefts and wh-clefts

Look at these sentences:

Cezanne's use of colour astonishes the viewer (normal sentence)

It is Cezanne's use of colour that astonishes the viewer (it-cleft)

What astonishes the viewer is Cezanne's use of colour. (what-cleft)

In an it-cleft, the emphasis is near the beginning of the sentence. In a what-cleft, it's the end of the sentence that takes the emphasis. This is where we often prefer to put new information or a long subject.

A group of wild horses galloping through the clearing caught our attention.

What caught our attention was a group of wild horses galloping through the clearing.

A what-cleft can also have an announcing function; it is like answering a question we might expect our listener is wondering about. It's often used by a speaker to introduce their talk or lecture.

Audience — I wonder what he's going to talk about.

Speaker — What I want to talk about today is the state of the economy.

This and that are often used in cleft sentences:

(On a bus) We get off here

This is where we get off. (OR Here's where we get off.)

(Pointing) The shop is over there.

That's where the shop is. (OR There's where the shop is.)

These are cleft sentences where this / that / these / those + verb be is followed by a nominal relative clause. In these sentences, this, that etc refer back to something that has just been said, or something that you are looking or pointing at or is obvious at the time.

A: We really need to leave.

B: That's what I've been saying for the last half-hour!

(= I've been saying for the last half-hour that we need to leave.)

Some more examples:

A: Bla, bla, bla ... B: That's what I've been saying all along.

Bla, bla, bla ... This is why it's so important you're on time.

Bla, bla, bla ... That's how we've been able to stay ahead of the competition.

Bla, bla, bla ... This is when good timing is the key to success.

(looking at something) These are just what I was looking for [16].

1. Identify the focused element in these sentences:

1. For it was the general election of 1931 which so drastically altered the balance of parties in the House of Commons.
2. It was on the King's suggestion that the Cabinet considered including a plea to unite.
3. It was generally believed that they were proposing to seek an electoral pact with the Conservatives.
4. It was for this reason that he felt compelled to offer the Liberals the alternative vote.
5. It was recognized by all concerned that it would take at least three for any of the Brabazon types to come into production.
6. It was not until 1838 that there was general acceptance that the two diseases were distinct.
7. But, though it was Euclid's method that first inspired him, the subject-matter of geometry also caught his interest and was something he worked on throughout his life.
8. There is, however, one way in which A's intentions can be given validity at least in part, and it was this route which was followed: the senate ruled that a provision of this sort could be interpreted as a trust on B to make over A's estate to C.
9. It was in part to answer these questions that the California State Legislature in the Autumn of 1976 passed a law called the Natural Death Act.
10. It was by stressing the chance element in destiny that he was led to the hedonistic philosophy of "eat, drink and be merry for tomorrow we die!" [10].

2. Read the reworded paragraph for errors.

Reworded (with errors)

How the J Street Band got together is an interesting story. It was lead singer Jeremy put the band together. What he did was held a blind audition for interested musicians. It surprising who he chose. The guitarist who he selected was 70-years old. It made no difference he was older—the guy rocked!

It hard to say what makes a band successful. What matters most is that the fans like the band's songs and style. What is required are both talent and hard work. What most people don't realize is how long musicians work in the shadows before achieving recognition.

achieve (V) – reach (a goal)

in the shadows (expression) – not in the spotlight of fame

recognition (N) – having others note the accomplishments of someone

talent (N) – skill, experience, natural and practiced ability

3. Is the sentence grammatically correct or incorrect?

1. How the J Street Band got together is an interesting story.
2. It was lead singer Jeremy put the band together.
3. What he did was held a blind audition for interested musicians.
4. It surprising who he chose.
5. The guitarist who he picked was 70-years old.
6. It made no difference he was older—the guy rocked!
7. It hard to say what makes a band successful.
8. What matters most is that the fans like the band's songs and style.
9. What is required are both talent and hard work.
10. What most people don't realize is how long musicians work in the shadows before achieving recognition.

4. Select the response from the list that best completes the sentence.

1. That they play or What they play is mostly their own songs.
2. What is unique or What unique is their style of music.
3. Eric is who or is the person who or is the person that has written the lyrics.
4. What they want or What is it that they want is a number one hit.
5. The year that or When or The year in which they had a number one hit was 2013.

6. Their ability to appeal to mixed audiences is what makes them different or is it makes them different.
7. It is encouraging or What is encouraging that cheering fans greet them everywhere.
8. What is appreciated is or It is appreciated is that fans are buying their recordings.
9. San Jose where or is the place where or is it where they will start their national tour this year.
10. Why they go on tour or The reason they go on tour or What they go on tour is because they love what they do.

5. Rewrite the sentence to a sentence beginning with the given word.

1. What surprised the band was fans jumping on the stage.

USE: that

What it was that

2. Fans jumping on the stage was surprising to the band.

USE: what (the action which)

Fans jumping on the stage was what

3. Fans jumping on the stage was surprising.

USE: where

On the stage was where

4. Fans jumping on the stage was surprising.

USE: that

It was surprising

5. Fans jumping on the stage surprised the band.

USE: when (at the moment which)

It was at the moment when.

6. Complete the sentences so that they have the same meaning as the sentences before them.

1. You can eat in this restaurant after 8.00 p.m.

It's only after 8.00 p.m. ... in this restaurant.

2. She always pretends she hasn't heard me when I ask her to help me.

What ... pretend she hasn't heard me when I ask her to help me.

3. Monica studied English at La Laguna university.

It was at Laguna university ... English.

4. I had a party last Friday, not last Saturday.

It was ... I had a party.

5. I don't like his clothes.

... I don't like.

6. I just need ten minutes to finish this task.

All ... ten minutes to finish this task.

7. I washed all the clothes except the blouse.

The only thing ... the blouse.

8. I came back because I had forgotten to close the windows.

The reason ... I had forgotten to close the windows.

9. You should go on a diet.

What you ... on a diet.

10. I like the wonderful beaches in Tenerife.

What I like about Tenerife.

11. When I got home I realised that I had left the TV on.

It was ... I realised that I had left the TV on.

12. Monica (not Ana) studied English at La Laguna university.

It was ... English at La Laguna university.

13. She is always telling lies, not John.

It's ... is always telling lies.

14. Ana started the trouble.

It was ... the trouble.

15. I would like to go to Paris on my next holiday.

The place ... on my next holiday is Paris.

7. Rewrite each sentence to emphasize the relevant noun, starting with It was ... — where possible leave out the pronoun.

Example: Susie married Mike. — Not Mike, but Steve

No, it was Steve Susie married.

1. Mike bought her a ring for her birthday. — Not Mike but Steve.

No,

2. He bought her a ring for her birthday. — For their anniversary.

No,

3. He bought the necklace for Susie. — His daughter.

No,

4. He bought a guitar for Rick. — A drum kit.

No,

8. Rewrite each sentence to emphasize the underlined phrase, starting with It was.... You will need to add that to each sentence. Look carefully at the underlined words in the last two questions.

Example: She liked the smell of hyacinths the best.

It was the smell of hyacinths that she liked the best.

1. He found studying maths most difficult at school.

2. He first heard about it from Pamela.

3. She got the job because she was the best qualified.

4. Mike first met Susie when they were both studying in London.

5. I only realised who he was when he started speaking.
6. I did not hear about it until yesterday.

9. Rewrite each question to emphasize the underlined word or phrase, starting with Was or Is and including the word given. If it's (-), don't include any relative pronoun. Use contractions where appropriate.

1. Did Shakespeare write Hamlet? (that)
2. Are they coming on Monday? (that)
3. Did you meet your husband in London? (that)
4. Is Isabel your boss? (that's)
5. Do you prefer coffee? (-)
6. Have you just come back from Thailand? (-)
7. Did you put diesel in the car? (-)
8. Have you pinched my pen? (who's)

10. Fill each gap with ONE suitable word.

1. What I liked most about the movie ... (1) the music.
2. What she... (2) was ... (3) look for another job.
3. ... (4) I said ... (5) that he was a bit late, and he bit my head off.
4. What ... (6) then ... (7) that all hell broke loose.
5. All that has happened is ... (8) the police ... (9) given me a warning.
6. (10) really annoys me ... (11) that he's always right.
7. All I ... (12) ... (13) to ask for a clean cup, and the waiter went berserk.
8. What ... (14) happened was that she'd completely forgotten about it.
9. Your attitude is exactly ... (15) I was wanting to talk to you about.

11. Rewrite the sentences exactly as in the examples, following the three patterns you've just looked at.

Example: Did you say you wanted me to get some flowers? (flour).

No, what I said was that I wanted you to get some flour.

1. Did she mean that we're to meet her at the cinema? (pick her up from home)
2. Did you think that I was driving you to the shops. (the bus stop)
3. Did he feel he had done the right thing. (could have done better)
4. Did you tell her it was your fault. (your fault)

Example: Did you phone her? (send / a text)

No, what I did was to send her a text.

5. What did you do next? (next / call / police)
6. Did you buy a new laptop? (No / new tablet / instead)

No,

7. What did you do after that? (after that / go / bed)
8. Did you take the bus to work today? (cycle to work)

No,

Example: Tell me what happened. (first / we / have / a row)

What happened first was that we had a row.

9. And so? (next / she / kick / me out)
10. So what did you do? (then / I / find / somewhere to stay)
11. Any luck? (a friend / offer / me / his sofa / a few days)
12. And what now? (now / I / have to look / somewhere more permanent)

12. Complete each gap with one of the words in the box. Where necessary add that.

day · person · place · reason · stuff · thing · way

1. The... you really need to speak to is George, the guy standing by the fire.
2. One ... I've asked you here today is to talk about last week's sales.
3. The ... really got my goat was that he never even apologised.
4. The main ... I want to talk to you is to discuss your future.

5. The ... it works is that you press this button here and hey presto!
6. The ... we got married was the happiest day of my life.
7. One ... I'll never forget is Niagara Falls.
8. The ... works the best for that is this cleaning jelly.
9. The ... you need to remember is that he's only a child.
10. The ... impressed me the most was Silvia; she really knew her stuff.
11. The ... you need for cleaning oil off your hands is Swarfega.
12. One ... to get it through the door is to put it on its end.
13. The ... made the most lasting impression was the Temple of Venus.
14. The ... works best for me is to write down new words in context.
15. The ... I admire most is my grandfather.

13. In each of the sentences one of the underlined words or phrases is wrong. Write the number in the first box and the correct word or phrase in the second box. Use contractions where possible and capital letters where necessary.

Example: What (1) surprised me most was when (2) she didn't seem to recognise me, even when (3) I asked her how she was. 2 that

1. Where (1) you went wrong was that (2) you didn't ask the right questions. It was (3) not so much who you ask as (4) what you ask.
2. All that (1) happened was what (2) they got a ticking off from two policemen, who just happened (3) to be passing at the time.
3. It was (1) when (2) I was talking to Pete when (3) I noticed that he seemed to be a bit depressed.
4. One person (1) who could help you is (2) Mandy. That was (3) who I would ask.
5. It's (1) classical music she (2) says she likes , and (3) I know that what (4) really turns her on is (5) some hard techno.
6. All I (1) love about her is (2) the way (3) she never gets fazed by anything.
7. It was (1) only until (2) she finally smiled that (3) I realised she had been having me on all the time.

8. What (1) we need to do is find (2) more customers. These are (3) what we should be concentrating on doing.

9. What (1) she did next was (2) to say that it was my fault that we were always late. But it was (3) always her who (4) takes ages to get ready.

10. The thing (1) to remember is that (2) learning a language properly is a thing (3) that can take a long time.

14. Complete each gap with ONE word. Contractions count as one word.

1. ... Rick you should really speak to.

2. The best ... would be to have a chat with Rick.

3. The best ... to talk to would be Rick.

4. Probably ... I would do is speak to Rick.

5. ... Rick who deals with this sort of thing.

6. ... to speak to might be Rick.

7. Rick's the ... you should speak to.

8. What ... next is that you go and find Rick.

9. you could consider is having a word with Rick.

10. Why not speak to Rick. ... what I would do.

11. I advise is that you speak to Rick as soon as possible.

12. Look, here it is. ... is where Rick has his office.

13. Look at these figures! ... is why it's so important you speak to Rick.

14. The best ... to catch Rick is just after lunch.

15. The ... I would do it is to tell Rick you need his expertise.

15. Complete the sentences as cleft sentences focusing on the underlined phrases and including any words in bold. After It's, only use that where necessary. Don't use any final punctuation.

1. I really enjoy a long walk in the country.

It's

What

(is) A long walk

(That's) A long walk in the country

2. I dislike his rudeness the most.

What

(what) His rudeness

It's

(That's) His rudeness

3. His sense of irony makes me laugh.

(what) His

(That's) His sense of irony

It's

What [16].

16. Read the sentences. Then complete the replies. Each reply must contain a cleft sentence.

1. Nick was late because he overslept, wasn't he?

No, it _____ that he was late.

2. How on earth did Nick let the boss know he'd be late?

Well, what _____ call her from his mobile phone.

3. Wasn't Nick late on Wednesday?

No, _____ that he was late.

4. Nick's boss had to start the meeting without him, didn't she?

No, what she _____ the afternoon.

5. Didn't Nick get stuck in a traffic jam in the town centre?

No, not in the town centre; it _____ got stuck.

6. I heard the boss was a little annoyed with Nick for being late.

No, she wasn't "a little annoyed". What _____!

17. For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the words given in bold.

1. We just need 5 minutes to fix it.

ALL _____

2. I'm not questioning his dedication.

ISN'T _____

3. These men are totally ruthless.

WHAT _____

4. We inherited everything except the house.

ONLY THING _____

5. You know the sales assistant told me exactly the same thing.

THAT'S _____

6. We're taking the au-pair with us.

DOING _____

[22].

18. Put the parts of the following sentence in order to form a sentence.

1. I need a good rest

Begin: What....

2. I watched a crime thriller. I couldn't understand how they escaped from prison.

Begin: What...

3. You're arguing with your brother. He wants you to tidy up but he made the mess. What do you say?

Begin: It...

4. You're gossiping with your friend. She says that Tom asked Janet out for dinner, but you know it was the other way round. What do you say?

Begin: It...

19. Put the parts of the following sentence in order to form a sentence that answers the question: What do you like most about being a teacher?

Begin: What ... [17].

20. Fill in all the gaps.

1. Mr Palmer saw I could also act.

It ... I could act

2. I didn't invite them.

It ... invited them

3. I began to suspect something at that moment.

It ... something

4. Money is the thing people care about nowadays.

It ... about nowadays

5. His attitude towards other people really annoys me.

It ... that really annoys me.

6. I didn't decide to take a short cut across country!

It ... a short cut across country!

7. The demonstrators didn't start the trouble.

It ... started the trouble.

8. I didn't suggest having a barbecue!

It ... having a barbecue!

9. The computer gives me a headache.

It ... me a headache.

10. My uncle Tom came on Thursday.

It ... on Thursday [20].

21. Read the following sentences and circle the cleft phrases. If applicable, underline the other phrases that you can emphasize by rearranging the sentence.

1. It was Gina who read a poem to Tom in front of their entire class.
2. What I wanted was to take a long nap once I came home from school.
3. It was several hours before I finished writing my essay about Bram Stoker's Dracula.
4. Where I wanted to go on vacation was Hawaii.
5. It was with joy and pride that Bryan held his newborn son for the first time.

22. Rewrite the following cleft sentences.

1. Who I never thought would betray me was my best friend Julia.
2. It was Walter who used to give me a ride home from work every night.
3. What I expected to happen was that everyone cheer for me when I crossed the finish line.
4. What I wanted was to eat pizza and fall asleep on the couch.
5. It was Sarah who gave me directions to San Francisco.
6. It is time to save water.
7. It is clear that you need a new distributor cap [21].

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ДОПОЛНИТЕЛЬНЫЕ ЗАДАНИЯ / Examples of Academic Discourse and Supplementary Exercises

1. Назовите лексические и грамматические средства, указывающие на принадлежность следующих текстов к научной речи.

I. LEVELS OF FLUIDITY

At an institutional level, fluidity signals a society's capacity to adapt to changing circumstances, its ability to absorb adaptations productively, and its openness to new ideas. Institutions are here taken to mean "durable systems of established and embedded social rules that structure social interactions." According to Nobel laureate Douglass North, these include both formal (rules, laws, constitutions) and informal (norms of behavior, conventions, self-imposed codes of conduct) constraints, as well as "their enforcement characteristics."

If the laws and conventions of a society – and the regulations and habits of economic activity – fail to account for a changing reality, the society will become frozen. Obviously, if the institutions do not maintain a measure of stability and permanence, a society will neither absorb adaptations nor be able to adapt in the first place. As Heraclitus observed, "On those stepping into rivers staying the same other and other waters flow." For example, American universities have continuously adapted themselves as the needs and demands of society have changed, yet they have also maintained a level of institutional permanence. Adaptation and absorption require openness to those marginal ideas that often form the foundation of economic progress.

II. Organizationally, fluidity means minimal bureaucracy. Though necessary and perhaps inevitable to some degree, bureaucracy is, in its essence, "a means of communication whose purpose is to reduce risk. Within organizations, the risk-averting dialogue is articulated in rules that bound the behaviors of people and control processes."

In terms of economic growth, bureaucracy often hinders progress because it seeks predictable, low-risk outcomes – notions that are antithetical to dynamic, entrepreneurship-driven growth. Rules and structure, however, are inevitable and even desirable because they can help to propagate new ideas and innovations.

Within a business firm, a facilitative bureaucratic structure can increase the “technology adoption investment” that is key to growth.

Problems and barriers arise when bureaucracy – in a firm, in government, in a university – sees its goal as perpetuation of the status quo rather than adaptation. The fluidity of a society’s organizations – their ability to minimize bureaucracy and adapt their structure – is often a prime determinant of economic growth.

The third level of economic fluidity is that of the individual: the ability of individual economic actors to freely decide their line of work, move between jobs, and, crucially, start new businesses. In last year’s Index of Economic Freedom, Johnny Mattias Munkhammar highlighted constrictive labor laws that continue to hamper economic growth even in Europe. Similarly, the most recent Nobel laureate in economics, Edmund Phelps, has done extensive research into how the “corporatist” economic structure of Western Europe limits individual mobility: “high corporatism is strongly correlated with stifled entrepreneurship and obstructive job protection.” Here, a nation’s bankruptcy laws, ease of business formation, tax treatment of capital gains, and, informally, receptivity to new ideas are all important.

III.

Magnetic-particle imaging shows how blood flows.

Over the past three decades it has become possible to peer inside the human body and discern ever finer details of its functions. The technology for this relies on magnetism, namely, magnetic-resonance imaging (MRI). Now a new type of scanner is being developed to work alongside MRI that will also use magnetism to allow doctors to watch how blood flows through organs. This will yield even more informed pictures and help improve medical diagnosis and treatment.

MRI works in an ingenious way, winning Nobel prizes for its architects. It relies on the fact that the human body is mostly water, and that different organs contain different arrangements of the wet stuff. Placing a person in a strong magnetic field causes the hydrogen nuclei of water to align with the magnetic field. The person is then zapped with a carefully chosen pulse of electromagnetic radiation – specifically, radio waves. This causes the hydrogen nuclei to flip over. As they subsequently realign themselves with the magnetic field, they emit radio signals that have the same the frequency as the radiation they had just absorbed. These signals are detected and interpreted by the scanner, which uses them to build up a picture of the person’s insides.

The new technology, called magnetic-particle imaging, is being developed by Jürgen Weizenecker of Philips Research in Hamburg, Germany, and his colleagues. It measures the magnetic properties of tiny particles of iron oxide that are injected into the bloodstream. Iron oxide, or rust, to give its common name, is already used in medical imaging to enhance the contrast between damaged and undamaged parts of the liver, for example, in an MRI scan. The new technique creates a three-dimensional image of the flow of the magnetic particles injected into the bloodstream. This can then be overlaid on an anatomical map of the body provided by an MRI scan. ("Tracing the bloodstream", The Economist, 11.03.2009)

2. Выберите предложения, которые можно отнести к научному стилю речи.

- a) In the past 2 years essays on entrepreneurship and labor freedom in America have evinced a growing recognition that developments on the micro-level are centrally important to economic freedom.
- b) We can book accommodation for you in Rizza Hotel and in economy accommodation Belvedere.
- c) Training is very dear to my heart – about 25 per cent of our training budget goes on technical skills as the rest is on attitude and motivation.
- d) If you want to recruit students, negotiate business partnerships, meet prospective clients and decision makers of education in the Middle East, provide new systems and solutions, enter new markets, develop your existing network of contacts, Expo 2002 will help you achieve this aim.
- e) As North observed, “conditions of uncertainty... have characterized the political and economic choices that shaped (and continue to shape) historical change.”
- f) The average Westerner produces over 500kg of municipal waste a year – and that is only the most obvious portion of the rich world’s discards. In Britain, for example, municipal waste from households and businesses makes up just 24% of the total (see chart 1).
- g) Rubbish may be universal, but it is little studied and poorly understood. Nobody knows how much of it the world generates or what it does with it.

3. Проанализируйте следующий текст с точки зрения принадлежности к научному стилю.

For two hundred years, the White House has stood as a symbol of the Presidency, the United States government, and the American people. Its

history, and the history of the nation's capital, began when President George Washington signed an Act of Congress in December of 1790 declaring that the federal government would reside in a district "not exceeding ten miles square...on the river Potomac." President Washington, together with city planner Pierre L'Enfant, chose the site for the new residence, which is now 1600 Pennsylvania Avenue. As preparations began for the new federal city, a competition was held to find a builder of the "President's House." Nine proposals were submitted, and Irish-born architect James Hoban won a gold medal for his practical and handsome design.

4. Установите вводное предложение, в котором формулируется тема сообщения, затем расставьте предложения в логическом порядке.

It was not until 1800, when the White House was nearly completed, that its first residents, President John Adams and his wife, Abigail, moved in. It is also the only private residence of a head of state that is open to the public, free of charge. Construction began when the first cornerstone was laid in October of 1792. Although President Washington oversaw the construction of the house, he never lived in it. Since that time, each President has made his own changes and additions. The White House is, after all, the President's private home.

5. Разбейте текст на абзацы. Помните, что новый абзац должен начинаться с вводного предложение, которое подготавливает читателя к восприятию дальнейшей информации.

The White House has a unique and fascinating history. It survived a fire at the hands of the British in 1814 (during the war of 1812) and another fire in the West Wing in 1929, while Herbert Hoover was President. Throughout much of Harry S. Truman's presidency, the interior of the house, with the exception of the third floor, was completely gutted and renovated while the Trumans lived at Blair House, right across Pennsylvania Avenue. Nonetheless, the exterior stone walls are those first put in place when the White House was constructed two centuries ago. Presidents can express their individual style in how they decorate some parts of the house and in how they receive the public during their stay. Thomas Jefferson held the first Inaugural open house in 1805. Many of those who attended the swearing-in ceremony at the U.S. Capitol simply followed him home, where he greeted them in the Blue Room. President Jefferson also opened the house for public tours, and it has remained open, except during wartime, ever since. In addition, he welcomed visitors to annual receptions on New Year's Day and on the Fourth of July. In 1829, a horde of 20,000 Inaugural callers forced President Andrew Jackson to flee to the safety of a hotel while, on the lawn,

aides filled washtubs with orange juice and whiskey to lure the mob out of the mud-tracked White House.

6. Озаглавьте каждый параграф следующего текста.

The History of Pizza.

Paragraph 1: heading:

Pizza, like so many other foods, did not originate in the country for which it is now famous. Unless you have researched the subject, you, like so many people, probably always thought Pizza was strictly an Italian creation. In reality, the foundations for Pizza were originally laid by the early Greeks who first baked large, round and flat breads which they topped with various items such as olive oils, spices, potatoes and other things. However, tomatoes were not known in Greece at that time or, very likely, the Greeks too would have used them to garnish Pizza as we do today.

Paragraph 2: heading:

Eventually the idea of flat bread found its way from Greece to Italy where, in the 18th century, the flat breads called "Pizzas" were sold on the streets and in the markets. They were not topped with anything but were enjoyed au naturel. Since they were relatively cheap to make and were tasty and filling, they were sold to the poor all over Naples by street vendors.

Paragraph 3: heading:

The arrival of the tomato in Italy and the visit of a queen to Naples contributed to the Pizza as we know and enjoy it today. In about 1889, Queen Margherita, accompanied by her husband, Umberto I, took an inspection tour of her Italian Kingdom. During her travels around Italy she saw many people, especially the peasants, eating this large, flat bread. The queen, who was in Naples at the time, was curious and so ordered her guards to bring her one of these Pizza breads. The Queen loved the bread and would eat it every time she was out amongst the people, which caused some consternation in Court circles. It was not seemly for a Queen to dine on peasant's food.

Paragraph 4: heading:

Despite people's scandalized reactions, the queen continued to eat the bread and at a certain point she decided to take matters into her own hands. Summoning Chef Rafaella Esposito from his Neapolitan pizzeria to the royal palace, the queen ordered him to bake a selection of pizzas for her pleasure. To honor the queen who was much beloved by her subjects, Rafaella decided

to make a very special pizza just for her. He baked a Pizza topped with tomatoes, Mozzarella Cheese, and fresh Basil (to represent the colors of the Italian flag: Red, white, and green).

Paragraph 5: heading:

This became Queen Margherita's favorite pizza and when word got out that this was one of the queen's favorite foods, she became even more popular with the Italian people. She also started a culinary tradition, the Pizza Margherita, which lasts to this very day in Naples and has now spread throughout the world.

7. Проанализируйте следующие тексты с точки зрения принадлежности к научному стилю.

Energize with Iron

Iron is known for building muscle, but it also helps us have enough energy to do what we want in our daily lives. If we think about the symptoms of anemia, we will know why an iron deficiency makes us feel tired and want to nap more. The reason for this is that iron helps build red blood cells that transport oxygen into our cells. If our cells do not have enough oxygen, we feel fatigued. A few other factors include lack of hydrochloric acid and vitamin B12; both are needed for our bodies to absorb iron. Iron deficiency is one of the most common known deficiencies. The elderly, especially those with low income or those in nursing facilities, are increasingly at risk because of poor nutritional status. The green tops of radish are richer in iron than a piece of red meat of equal size. Using kelp (a seaweed) in your cooking by adding it to cooking water (like rice, stews and soups) can also boost iron intake. My favorite tip is to cook in a cast iron pan.

Keep Your Mind Fit with B12

We now know that vitamin B12 is important for iron absorption, but it is also important to brain health. The brain is particularly sensitive to nutritional deficiencies, especially that of vitamin B12. So profound is the effect of vitamin B12 that some people with mental disorders like Alzheimer's can experience complete remission upon taking vitamin B12 with folic acid. Rich sources of vitamin B12 are animal proteins like liver (especially lamb), clams, oysters and sardines. The most effective form of supplementation for the mature adult is vitamin B12 injections, that can be administered by a medical doctor. Most vitamin deficiencies can be detected by blood tests, but if you would like to do a quick self test at home, here is what to look for:

1. A thick white coat over the tongue.

2. White specks (not the half moon that is at the top of your cuticle) on your fingernails.

If you suspect that you have a deficiency, consult with a health care professional to suggest a course of action.

The Rotation of the Earth

You do not feel it, but Earth moves. It rotates around an axis, which is an imaginary line through the center of Earth. It takes 24 hours, or one day, for Earth to rotate one time. As Earth rotates, half of it faces the sun and has day. The other side has night. As Earth continues to rotate, the light side becomes dark. The dark side becomes light. The cycle of day and night repeats every 24 hours.

As Earth rotates, it also revolves around the sun. Because Earth's axis is tilted, the sun hits Earth at different angles. Each of Earth's hemispheres, or halves, gets different amounts of sunlight. The tilt of Earth's axis and Earth's revolution around the sun cause the four seasons.

As Earth rotates on its axis around the sun, Earth's hemispheres get more or less sunlight. In June the North Pole tilts toward the sun and the South Pole tilts away from it. It is summer in the Northern Hemisphere and winter in the Southern Hemisphere. In December the North Pole tilts away from the sun and the South Pole tilts toward it. It is winter in the Northern Hemisphere and summer in the Southern Hemisphere.

Tornadoes

Tornadoes begin with warm, humid air. Humid air is air that holds a lot of moisture. This humid air meets up with colder air. As the air masses come together, the warm air rises. As the warm air moves upward, it holds more and more moisture. Huge, dark clouds called thunderheads begin to develop. These clouds can spread as wide as 100 miles (161 km) across the sky. There is so much moisture in the clouds that it can't just evaporate into the air. So it falls as rain. The thunderheads produce giant storms with thunder and lightning. These storms are called supercells. Winds high up in the storm clouds blow faster than the winds lower down. The winds also blow in different directions. This causes the air to spin. Then, as the winds spin, they form a long funnel cloud. However, one last thing needs to happen for the funnel cloud to become a tornado. It needs to touch the ground.

X-Rays in Medicine

X-rays are valuable in medicine because they can see through certain parts of the body. Doctors can take pictures of bones, teeth and tissue. They use these

pictures to see which bones are broken or to find out which teeth have holes in them.

To produce X-ray pictures you need two things: a special plate that can capture X-rays is placed behind a part of a person's body. A machine that produces X-rays is put in front of the person.

The X-rays are strong enough to pass through the skin and muscles but they cannot pass through hard objects like bones. In the picture you see hard objects, like bones, as white areas. Objects that X-rays go through are dark. There are some situations in which X-rays cannot give you a clear picture. Some organs, for example, may block X-rays from showing a broken bone. For this reason computed tomography (CT) was invented. A person is put inside a scanner, which is a large tube-shaped machine. Then he is X-rayed from all sides. A computer puts together all of these images and can show doctors more than a normal X-ray can. CTs are used for brain diseases and head injuries.

X-rays, however, can also do harm to your body. Patients must wear special protection for the parts of their body that are not X-rayed. Doctors and helpers who work with X-ray machines must wear lead aprons and stand behind screens.

X-rays are sometimes used to in the fight against cancer. Doctors often beam X-rays at cancer cells in order to destroy them.

Cloning animals

Animals have billions of cells. The nucleus of such a cell has genetic information called DNA. All the nuclei of an animal have the same information. But each cell only uses a part of this information in order to work properly. The other part of the DNA is not active. But because a single cell holds all the DNA of an animal, scientists can make physical copies of an animal from only one cell.

They transfer the nucleus of an animal's cell into an egg cell of another animal. This egg cell has the same genetic information as that of the donor animal. The cell then grows into an embryo. Scientists must then activate the DNA that was not active in the parent cell. Otherwise a full organism would not develop.

Clones do not behave in an identical way – this is because they live in different environments. Researchers have found out that identical twins that carry the same DNA are different because they grow up differently.

Darwin and DNA: How genetics spurred the evolution of a theory

By Peter Bowler

Our understanding of evolution today stems from the combination of two very different ideas. One came from a monk who studied pea plants in a Moravian monastery in the 1850s. The other came from a Victorian gentleman who spent five years as a naturalist on a voyage around the world, 20 years previously.

Although Gregor Mendel and Charles Darwin were alive at the same time, they never met and Darwin wasn't aware of Mendel's work. With hindsight, the union of the two men's work seems like a marriage made in heaven (or hell, if you're a creationist). In fact, for many years, it wasn't obvious that Mendel's studies of heredity had any relevance to Darwin's theory of evolution by natural selection. It would take nearly 60 years for this jigsaw to be pieced together and give rise to the "modern synthesis" of evolution, which framed Darwin's idea in terms of genetics.

How exactly did this new understanding arise? And why did it take so long?

The explanation starts with natural selection itself. According to this, only the fittest – the best adapted to the local environment – survive and breed, and in this way the population as a whole gradually transforms. The idea of evolution was already accepted by many biologists in the mid-19th century, but there was considerable opposition to the notion that it happened by means of natural selection.

The plausibility of this mechanism rests on the assumption that beneficial characteristics are passed more or less intact from one generation to the next. But it was not clear how this might happen.

8. Переведите следующие тексты, установите грамматические трансформации при переводе.

1) Our galaxy's impossible collision could break gravity

by Stuart Clark

The end of the Milky Way is already scheduled, and will be marked with fireworks. Some 4 billion years from now, the night skies will be lit by the glow of hundreds of billions of stars as the nearby Andromeda galaxy bears down on us. The two celestial giants will become one and stars, planets and gas clouds will be hurled into intergalactic space by titanic gravitational forces. Surviving stars and planets will be pitched into a jumbled cloud flaring up with new stars – floating into a long future not in the Milky Way, nor Andromeda, but a monstrous "Milkomeda" galaxy.

It's a well-established picture of our galaxy's cataclysmic future. More controversially, it might also be a vision of its past.

Observations indicate that the eviscerated remains of a past encounter between two celestial giants encircle our galaxy's neighbourhood. Forbidden alignments of satellite galaxies, globular clusters and streams of stars trailing in our galactic wake all hint that our local cosmic history needs a rewrite. And not only that: to explain what our telescopes are telling us, we may need to rethink that most mysterious of substances, dark matter – and perhaps our entire conception of how gravity works, too.

Like many big problems, this one started out small: in a strange configuration of tiny dwarf galaxies surrounding the Milky Way. In 2012, astronomer Marcel Pawlowski, then of the University of Bonn in Germany, dubbed it the “vast polar structure“. This was for the way the dwarfs line up in a ring that circles the galaxy at right angles to the main disc of stars, which contains our sun.

Other experiments employ a large number of anchor-buoy stations which allow hundreds of instruments to be simultaneously operated for collecting data on the state of water masses over extensive areas. Of these one may mention the MODE (Mid-Oceanic Dynamic Experiment) whose first stage is now being carried out by American scientists together with representatives of other countries including those of Russia. Deep-sea drilling calls for sophisticated equipment which allows the drilling vessel to be kept in the predetermined place with great accuracy without anchoring it and which enables the drilling tool to be accurately replaced in the bore hole through a water layer 5 – 6 km deep. (“National Scientific”, 2005, № 2, c. 57-58)

2) For a neutron gun they used a small sealed glass tube containing beryllium powder and a radioactive gas (radon) that, like radium, emitted alpha particles (nuclei of helium), which were needed to obtain free neutrons. Alpha particles (approximately one per hundred thousand) hit the nucleus of a beryllium atom, uniting with it to form a carbon nucleus and liberate a neutron. Fermi and his colleagues needed free neutrons as projectiles to force their way into Nature's main citadel, the atomic nucleus. (“National Scientific”, 2004, № 3, c. 98)

3) Many glasses are known to form during a sharp cooling of melt. True, a metal glass can be made when the liquid is cooled down at a rate of the order of a million degrees per second. Basing their view on this, some researchers maintain that glass is a hard non-crystal substance which is formed by the above-described method of hardening. A metal glass can also form when the crystal is subject to intense low temperature deformation. However, crystal turns into glass and vice versa when these substances are solid and when

they are subject to pressure, slow increase or decrease in temperature, or, finally, radiation. We also know that glasses can be made by precipitation of atoms from a gaseous phase. (“National Scientific”, 2003, № 1, c. 39)

4) To build a vacuum energy generator, the following characteristics to physical vacuum are used: – The critical level of vacuum excitation at which vacuum generates elementary particles. – The ability of vacuum to produce electric energy by generating electrical charges – electrons and positrons. – The transition of vacuum into the excited state when a certain energy density is achieved. (“Academic Research Journal”, 2006, № 6, c. 69)

5) The use of the listed characteristics of vacuum produce vacuum energy effects, which is provided by the appropriate design of the vacuum generator and electronic influence on the environment. The existence of a critical level of excitation for vacuum and a natural background of electromagnetic fields and cosmic radiation, which result in a background level of the excited state of vacuum, create conditions for receiving a larger load energy than spent by the primary energy source. The necessary addition is not taken from thin air, but draws on natural energy reserves. (“Academic Research Journal”, 2006, № 6, c. 70)

9. Назовите лексические и грамматические средства, указывающие на принадлежность следующих текстов к научной речи.

I. THE ROTATION OF THE EARTH

by Matt Williams (27 May, 2016)

By definition, the Earth’s rotation is the amount of time that it takes to rotate once on its axis. This is, apparently, accomplished once a day – i.e. every 24 hours. However, there are actually two different kinds of rotation that need to be considered here. For one, there’s the amount of time it take for the Earth to turn once on its axis so that it returns to the same orientation compared to the rest of the Universe. Then there’s how long it takes for the Earth to turn so that the Sun returns to the same spot in the sky.

Solar vs. Sidereal Day:

As we all know, it takes exactly 24 hours for the Sun to return to the same spot in the sky, which would seem obvious. 24 hours is what we think of as being a complete day, and the time it takes to transition from day to night and back again. But in truth, it actually takes the Earth 23 hours, 56 minutes, and 4.09 seconds to turn rotate once on its axis compared to the background stars.

Why the difference? Well, that would be because the Earth is orbiting around the Sun, completing one orbit in just over 365 days. If you divide 24 hours by 365 days, you'll see that you're left with about 4 minutes per day. In other words, the Earth rotates on its axis, but it's also orbiting around the Sun, so the Sun's position in the sky catches up by 4 minutes each day.

The amount of time it takes for the Earth to rotate once on its axis is known as a sidereal day – which is 23.9344696 hours. Because this type of day-measurement is based on the Earth's position relative to the stars, astronomers use it as a time-keeping system to keep track of where stars will appear in the night sky, mainly so they will know which direction to point their telescopes in.

The amount of time it takes for the Sun to return to the same spot in the sky is called a solar day, which is 24 hours. However, this varies through the year, and the accumulated effect produces seasonal deviations of up to 16 minutes from the average. This is caused by two factors, which include the Earth's elliptical orbit around the Sun and its axial tilt.

Orbit and Axial Tilt:

As Johannes Kepler stated in his *Astronomia Nova* (1609), the Earth and Solar planets do not rotate about the Sun in perfect circles. This is known as Kepler's First Law, which states that "the orbit of a planet about the Sun is an ellipse with the Sun's center of mass at one focus". At perihelion (i.e. its closest) it is 147,095,000 km (91,401,000 mi) from the Sun; whereas at aphelion, it is 152,100,000 km (94,500,000 mi).

This change in distance means that the Earth's orbital speed increases when it is closest to the Sun. While its speed averages out to about 29.8 km/s (18.5 mps) or 107,000 km/h (66487 mph), it actually ranges by a full km per second during the course of the year – between 30.29 km/s and 29.29 km/s (109,044 – 105,444 km/h; 67,756.8 – 65,519.864 mph).

Earth's axial tilt (or obliquity) and its relation to the rotation axis and plane of orbit as viewed from the Sun during the Northward equinox. Credit: NASA

Earth's axial tilt (or obliquity) and its relation to the rotation axis and plane of orbit as viewed from the Sun during the Northward equinox. Credit: NASA

At this rate, it takes the Sun the equivalent of 24 hours – i.e. one solar day – to complete a full rotation about the Earth's axis and return to the meridian (a point on the globe that runs from north to south through the poles).

Viewed from the vantage point above the north poles of both the Sun and Earth, Earth orbits in a counterclockwise direction about the Sun.

This Earth's rotation around the Sun, or the precession of the Sun through the equinoxes, is the reason a year lasts approximately 365.2 days. It is also for this reason that every four years, an extra day is required (a February 29th during every Leap Year). Also, Earth's rotation about the Sun is subject to a slight eccentricity of (0.0167°), which means that it is periodically closer or farther from the Sun at certain times of the year.

Earth's axis is also inclined at approximately 23.439° towards the ecliptic. This means that when the Sun crosses the equator at both equinoxes, it's daily shift relative to the background stars is at an angle to the equator. In June and December, when the Sun is farthest from the celestial equator, a given shift along the ecliptic corresponds to a large shift at the equator.

So apparent solar days are shorter in March and September than in June or December. In northern temperate latitudes, the Sun rises north of true east during the summer solstice, and sets north of true west, reversing in the winter. The Sun rises south of true east in the summer for the southern temperate zone, and sets south of true west.

Rotational Velocity:

As stated earlier, the Earth's is spinning rather rapidly. In fact, scientists have determined that Earth's rotational velocity at the equator is 1,674.4 km/h. This means that just by standing on the equator, a person would already be traveling at a speed in excess of the speed of sound in a circle. But much like measuring a day, the Earth's rotation can be measured in one of two different ways.

Earth's rotation period relative to the fixed stars is known as a "stellar day", which is 86,164.098903691 seconds of mean solar time (or 23 hours, 56 minutes and 4.0989 seconds). Earth's rotation period relative to the processing or moving mean vernal equinox, meanwhile, is 23 hours 56 minutes and 4.0905 seconds of mean solar time. Not a major difference, but a difference nonetheless.

However, the planet is slowing slightly with the passage of time, due to the tidal effects the Moon has on Earth's rotation. Atomic clocks show that a modern day is longer by about 1.7 milliseconds than a century ago, slowly increasing the rate at which UTC is adjusted by leap seconds. The Earth's rotation also goes from the west towards east, which is why the Sun rises in the east and sets in the west.

Earth's Formation:

Another interesting thing about the Earth's rotation is how it all got started. Basically, the planet's rotation is due to the angular momentum of all the particles that came together to create our planet 4.6 billion years ago. Before that, the Earth, the Sun and the rest of the Solar System were part of a giant molecular cloud of hydrogen, helium, and other heavier elements.

As the cloud collapsed down, the momentum of all the particles set the cloud spinning. The current rotation period of the Earth is the result of this initial rotation and other factors, including tidal friction and the hypothetical impact of Theia – a collision with a Mars-sized object that is thought to have taken place approx. 4.5 billion years ago and formed the Moon.

This rapid rotation is also what gives the Earth its shape, flattening it out into an oblate spheroid (or what looks like a squished ball). This special shape of our planet means that points along the equator are actually further from the center of the Earth than at the poles.

The Geocentric View of the Solar System

The geocentric model of the universe would also be challenged by medieval Islamic and Indian scholars. For instance, In 499 CE, Indian astronomer Aaryabhata published his magnum opus *Aryabhatiya*, in which he proposed a model where the Earth was spinning on its axis and the periods of the planets were given with respect to the Sun.

The 10th-century Iranian astronomer Abu Sa'id al-Sijzi contradicted the Ptolemaic model by asserting that the Earth revolved on its axis, thus explaining the apparent diurnal cycle and the rotation of the stars relative to Earth. At about the same time, Abu Rayhan Biruni (973 – 1048) discussed the possibility of Earth rotating about its own axis and around the Sun – though he considered this a philosophical issue and not a mathematical one.

At the Maragha and the Ulugh Beg (aka. Samarkand) Observatory, the Earth's rotation was discussed by several generations of astronomers between the 13th and 15th centuries, and many of the arguments and evidence put forward resembled those used by Copernicus. It was also at this time that Nilakantha Somayaji published the *Aryabhatiyabhasya* (a commentary on the *Aryabhatiya*) in which he advocated a partially heliocentric planetary model. This was followed in 1500 by the *Tantrasangraha*, in which Somayaji incorporated the Earth's rotation on its axis.

In the 14th century, aspects of heliocentrism and a moving Earth began to emerge in Europe. For example, French philosopher Bishop Nicole Oresme (ca. 1320-1325 to 1382 CE) discussed the possibility that the Earth rotated

on its axis. However, it was Polish astronomer Nicolaus Copernicus who had the greatest impact on modern astronomy when, in 1514, he published his ideas about a heliocentric universe in a short treatise titled *Commentariolus* (“Little Commentary”).

Like others before him, Copernicus built on the work of Greek astronomer Aristarchus, as well as paying homage to the Maragha school and several notable philosophers from the Islamic world (see below). Intrinsic to his model was the fact that the Earth, and all the other planets, revolved around the Sun, but also that the Earth revolved on its axis and was orbited by the Moon.

In time, and thanks to scientists such as Galileo and Sir Isaac Newton, the motion and revolution of our planet would become an accepted scientific convention. With the advent of the Space Age, the deployment of satellites and atomic clocks, we have not only confirmed that it is in constant motion, but have been able to measure its orbit and rotation with incredible accuracy.

In short, the world has been spinning since its inception. And, contrary to what some might say, it actually is slowing down, albeit at an incredibly slow rate. But of course, by the time it slows significantly, we will have likely ceased to exist, or slipped its “surlly bonds” and become an interplanetary species.

II. HOW NEGATIVE INTEREST RATES CAN AFFECT BOND PRICES

by Richard Best (August 30, 2016)

How Negative Rates Came About

Following a weak recovery from the global recession of 2007-2009, much of the eurozone has been languishing in a slow-growth, nearly stagnate economy. With rates of inflation hovering near zero and threatening to go negative, the European Central Bank (ECB) cut the deposit rate to zero to spur growth. With the cost of lending reduced to zero, banks are supposed to be encouraged to lend money instead of hoarding it, thus leading consumers to spend their money rather than save it.

To keep the yield on Eurozone debt down, the ECB initiated an aggressive bond-buying program, similar to the quantitative easing programs executed by the Federal Reserve in the United States. As a result, the inventory of government bonds has been depleted, which has driven yields below zero.

Several countries, including Sweden, Switzerland, Spain, Italy and Denmark, have actually cut their deposit rates to below zero. In many of these

countries, bond yields have followed suit and are now trading at negative nominal yields. In July 2016, Deutsche Bank AG (NYSE: DB) was the first non-finance company to issue negative-yield bonds.

How Negative Rates Affect Bonds

In a negative-yield environment, banks actually pay borrowers for the privilege of lending them money. When investors buy negative-yield bonds, they end up paying the borrower, which is the issuer of the bonds. An investor who buys a bond issued with a negative yield receives total interest and principle payments that are less than the price of the bond at the time it was purchased. For example, in a normal interest-rate environment, an investor buys a German treasury bill at a discount, paying \$99.50, for which he receives \$100 at maturity. With negative rates, the investor might pay \$101 and receive \$100 at maturity. The investment is made knowing it will result in a loss.

Why Investors Still Buy Negative-Yield Bonds

Investors in Europe might be more willing to invest in negative-yield bonds than store their money in cash because cash can present a higher risk under certain circumstances. Whether they have a positive yield or a negative yield, bonds still provide the best counterweight to equity risk in a diversified portfolio, whereas cash does not. In a low- or negative-inflation environment, bond investors, especially institutions, are willing to pay a slight premium for the safekeeping of their capital. Cash can be expensive and risky to store.

What About U.S. Bonds?

Although Federal Reserve Chair Janet Yellen has indicated, as of August 2016, that a change in circumstances could put negative rates on the table, economic conditions would have to deteriorate significantly for it to be considered. The U.S. economy is faring better than the European economy, and the Federal Reserve is on-route to normalize interest rates after nearly a decade of near-zero rates. However, U.S. government bonds are not immune to the negative interest-rate activity occurring in Europe. Because they still offer positive yields, U.S. bonds are an attractive alternative for European investors. This increasing demand for U.S. bonds drives their prices higher, which puts downward pressure on their yields. Shorter-term bonds selling on the secondary market can be especially susceptible to negative yields.

Generally, long-term government and corporate bonds in the United States are more affected by economic conditions than the incremental maneuvers of the Federal Reserve. If the outlook for economic growth remains positive,

with the prospect of higher inflation in the near future, bond prices are likely to decline, pushing yields higher.

In the problem solving strategy, you spend a lot of time exploring ideas. Companies are always looking for new ideas, too. That's because every product starts as an idea. Someone may suggest an idea or invent something to solve a particular problem. Many companies have special research and development (R and D) departments. The people who work in R and D look for new ideas, find them they develop them into products. Of course, not every idea works. Only one out of every five ideas actually works. Research helps us gather information. There are two kinds of research basic research and applied research. Basic research is gathering information that helps us understand things about the world around us. Sometimes the information cannot be used right away. For example, people learned how to make a laser in the 1960s, but they did not know what to do with it. Today we use lasers for many things, from supermarket pricing to surgery. Applied research is the kind of research done to solve a particular problem. The information can be used right away. For example, people wanted to make computers smaller and more portable. To do that they needed to put more components (parts) in a smaller space. The microchip (a tiny silicon chip containing thousands of electronic circuits) was invented to solve this problem. Basic and applied researches use the same two methods to get information – retrieving and experimenting. Retrieving is gathering already – known information from sources such as books, people, and computers. The information is part of the knowledge base. Using this kind of information saves time because you do not have to start from scratch every time.

10. Прочитайте текст, определите коммуникативные блоки, соответствующие описанию научной проблемы.

Machiavelli does not make it entirely clear why the preservation of the political order outweighs any other known good, but we may understand his thinking as a response to the rise of the modern, centralized state. In a world of absolute sovereign states, no structure exists to which appeal can be made over the heads of the princes. The state, therefore, becomes the only hope for the survival of any conception of the good life. A transitional figure, Machiavelli reflected the tension between the old and the new ways of thinking about justice. On the one hand, he recognized the good in the traditional sense – that there are certain qualities of character that are worth having for their own sake, and goods that are self-evident in the sense that no argument or further justification is necessary for them. On the other hand, he believed that necessities of state require the sacrifice of some of these principles (in particular, the prohibition against murder) for a greater good.

Machiavelli's thought was brought to completion in the 19th century by philosophers like Jeremy Bentham and John Stuart Mill whose work faced up to the pure consequentialism of much modern politics. In its mature 19th-century formulations, consequentialism was a theory devised, in part, to deal with the perceived disappearance of generally agreed-upon moral standards. The skepticism brought on in some quarters by the rise of empiricism, Darwinism and various forms of atheism led to the search for some standard that would unite radically heterogeneous values. Mill and others fixed upon certain subjective ends, styled variously as «happiness» or «pleasure» As the aforementioned belief in divine providence continued to decline, the terrible burden of completely securing the future seemed to fall entirely upon human shoulders. In principle, no possible course of action could be ruled out as wrong or impermissible in itself and no sacrifice of known goods could be regarded as too great if it would secure greater happiness in the future. Thus, in the search for a means of maximizing the good, moral rules lost their categorical force. Given the pervasiveness of this moral theory and its impact upon the common person, it is no accident that our own century is replete with political movements that require or threaten the destruction of known values in order to create a future of unlimited happiness. The belief in the mutability of moral obligations is one of the main arguments for terrorism. If there are no absolute human rights, the innocent are in danger. «Calculations» about whether or not to kill an innocent person become no more than arguments of advocacy based on hypothetical scenarios of the future. Terrorists the world over have appropriated concepts and military strategies (consider the nuclear bombing of Hiroshima and the fire bombing of Dresden) that originated in the West. This fact should not, however, in any way debilitate us in our fight against terrorism. No government, no matter what its own past transgressions, should fail to protect its own citizens. If anything positive can be said about this grim and ironic situation, it is that as victims of terrorism we may be forced to rethink our own policies on the use of force (including nuclear force) in order to bring them into line with our moral denunciations of terrorism.

Интернет-ресурсы (открытый доступ):

1. https://macmillanmh.com/ccsreading/treasures/grade4/ccslh_g4_ri_2_1e_11.html
2. <http://www.english-online.at/biology/cloning/cloning-reproduction.htm>
3. <http://refleader.ru/jgejgebewjgeotr.html>
4. <http://www.universetoday.com/47181/earths-rotation/>
5. <http://www.investopedia.com/articles/company-insights/083016/how-negative-interest-rates-can-affect-bond-prices.asp>
6. <http://5fan.ru/wievjob.php?id=94884>

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НАУЧНОГО ДИСКУРСА

Учебное пособие для студентов старших курсов,
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