

Направление: «Лингвистика»

Профиль:
«Иностранные языки и межкультурная коммуникация»

ОТВЕТЫ НА ДЕМОНСТРАЦИОННЫЙ ВАРИАНТ
АНГЛИЙСКИЙ ЯЗЫК

Задание 1.

Пример анализа текста "Why Academics Stink at Writing"

The analysis on the text "Why Academics Stink at Writing" is concerned with reviewing several categorial aspects of the text: informativeness, cohesion, modality, pragmatics and communicativeness.

Firstly, we should concentrate on the text informativeness and define the text type. The article is presented in a form of an author's monologue. We deal with the first person narration characterized by the presence of personal pronoun "I" in many sentences and by the lack of other people's utterances. In addition, the author's communicative intention determined the technique of arranging the text - this article is an example of the reasoning text (each paragraph starts with a thesis, continues with arguments and a conclusion. This assertion can be substantiated by the fact that the text contains a lot of abstract nouns (e.g. knowledge, ideas, complexity), a number of interrogative sentences or questions-in-the-narrative (e.g. "Are you having fun?"), and other composite constructions of different types.

The author gives the reader special information related to the sphere of academic discourse and writing by inserting terms (e.g. transcription factor, nominalization) professionalisms (e.g. academese), borrowed words (e.g. tete-a-tete, discourse), names of things (e.g. Priuse) and of people working within this sphere (e.g. Helen Sword). In Pinker's article we can also distinguish some pieces of conceptual information which reflect intellectual aspect of the text. This aspect is represented by declarative affirmative or negative sentences aimed at expressing author's opinion (e.g. I didn't think so).

The article belongs to the publicistic style: it is addressed to a broad auditory and focuses on important social problem, includes neutral colloquial vocabulary, emotionally coloured lexicon and slang (e.g. highfalutin, to bamboozle, gobbledygook) that helps the author to be closer to the readers and to make the article more vivid and comprehensible.

When speaking about structural aspect of the article, it is necessary to point out that this text is a work of prose containing a wide range of complex syntactic constructions: compound and complex sentences with various types of predicates (e.g. "Academics mindlessly cushion their prose with wads of fluff that imply they are not willing to say behind what they say"), elliptical elements (e.g. "Enough already") gerund and participle constructions, and sentences with direct speech (e.g. "They seem to be saying, "I couldn't think of a more dignified way of... ").

The next point of our analysis is concerned with such textual category as cohesion. The author uses special means allowing him to make the article logically connected. We come across conjunctions that create prospective and retrospective ties (e.g. still, before it, after), lexical repetitions (e.g. verbage about verbage), the use of antonyms (e.g. concise -plain) and synonyms (e.g. turgid - ponderous), the use of words and phrases belonging to one semantic field (e.g. professoriate, academese, scholar articles, academic writing) and the use of different communicative and composition types of sentences that serve to introduce new topics and arguments. Taking into account these devices, we can conclude that the text is compositionally complete - its introduction, main body and conclusion are clearly distinguishable.

One more point to be mentioned is the modality of the text. A large number of emotionally coloured words indicate that the author expresses his feeling when talking on this topic. He criticizes the existing principles of academic writing and tries to submerge the reader in the discussion. The author uses vivid, image bearing and not trite metaphors (e.g. academic writing = morass) and occasionalisms (e.g. finger-pointing, blame-shifting) that make the text original and memorable, a number of parallel constructions (e.g. unpleasant to read and impossible to understand) that help to highlight the idea suggested, personification (e.g. spry verb and lifeless noun) that gives a fresh look at the ordinary things, asyndeton and repetition (e.g. "Why should a profession that trades in words... so often turn put prose that is turgid, soggy, wooden, bloated, clumsy, obscure "), alliteration that contributes to the feeling of something complex and ropy when talking about academic writing (e.g. when the author simlize scholar articles with morass he uses repetition of consonant and vowel sounds in a row of adjectives "turgid, soggy, wooden, bloated, clumsy, obscure"), and some other devices. Thus, all these stylistic means are aimed at expressing author's attitude and feelings, on the one hand, but on the other hand, at involving the reader in the problems discussed in the article.

The next stage of our analyses deals with identifying the pragmatics of the text. First of all, we should find out the role of the title and its function because a title always creates a first impression and prepares a reader for subsequent information. As far as we have already mentioned the text is under the title "Why Academics Stink at Writing". We understand that this title is informative enough to help the reader predict the main topic of the text he is going to read and make up a list of key questions. Thus, the title already contains the central problem of the following reasoning. The author questions the way American professors write their scholar articles and insists on their being more "down-to-earth". What is more interesting the author gives an example of high-flow style within his article and thus shows the contrast between his own style and ponderous writing of his colleagues ("The preceding discussion introduced, the problem of academes. The rest of this article is organized as follows. The first section consists of a review of the major shortcomings of academic prose... Are you having fun? I didn't think so"). All in all, the author tries to make his own article an example of the desired way of writing.

The last but not least point of our analysis considers revising the communicativeness of the article discussed. The central point of this paragraph is the graphical and punctuation arrangement of the text and the use of different communicative and composition types of sentences. S. Pinker uses declarative affirmative or negative sentences to express his attitude and opinion. Furthermore, the author uses a number of interrogative sentences that help him to communicate with the reader, to keep his attention and to make the narration true to life (e.g. "Does that mean you would argue for your position if things were different...?"). The author insert several quotations that contributes to the credibility of his arguments (e.g. "They seem to be saying, "I couldn 't think of a more dignified way of putting this... "). Another component of the text is its graphical and punctuation arrangement. S.Pinker divides his article into several paragraphs each containing one idea and thus helps the reader understand the logical development of the ideas suggested by the author. Thus, the graphical and punctuation arrangement of the article makes it more logically structured and allows highlighting some key points of the problem. At the same time, different communicative and composition types of sentences serve in this text as introductions for new topics and arguments and for expressing the author's ideas.

To sum up, it is necessary to say that the analysis of the article written by S. Pinker can be extremely useful for understanding the main categorial aspects of any text and for writing your own scholar articles using this knowledge.

Задание 2.

Пример верных заголовков:

- 1- ОК;
- 2- ОК;
- 3- Interpreting is a more difficult task;
- 4- Translator as a second author;
- 5- Translators are always behind the scene.

Задание 3.

Вопрос № 1: C (advising)

Вопрос № 2: D (complaining)

Вопрос № 3: C (defending)

Вопрос № 4: A (apologizing)

Вопрос № 5: D (defending)

Задание 4.

1 - B; 2 - K; 3 - A; 4 - A; 5 - C; 6 - G; 7 - A; 8 - H; 9 - A; 10 - J.

Задание 5.

CFGKLRQSUV

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Задание 2.

Пример верных заголовков:

- 1- ОК
- 2- ОК
- 3- Anforderungen an Dolmetscher
- 4- Die gängigsten Dolmetsch-Arten
- 5- Wege der Ausbildung

Задание 3.

1 - D, 2 - E, 3 - A, 4 - E, 5 - D.

Задание 4.

1 - A, 2 - D, 3 - C, 4 - A, 5 - F, 6 - D, 7 - B, 8 - A, 9 - C, 10 - E.

Задание 5.

A, C, H, I, K, N, P, R, S, Z.

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Задание 2.

Пример верных заголовков:

1 - La nécessité de cotisations

2 - Le changement dans l'approche de l'embauche

3 - L'impact de la crise économique sur la politique salariale

4 - ОК

5 - ОК

Задание 3.

Вопрос №1: C) le conseil

Вопрос № 2: C) l'interrogation

Вопрос № 3: B) la vanterie

Вопрос № 4: A) la demande

Вопрос № 5: A) le conseil

Задание 4.

1 –С, 2 – I, 3 – D, 4 – G, 5 – А, 6 – В, 7 – J, 8 – Н, 9 – К, 10 – F.

Задание 5.

C, D, E, G, L, N, O, V, W, X.