

Задание 1. Подг

Задание 1. Подготовить опорный конспект на основе чтения текстов и просмотра видеороликов по теме.

1. КЛЮЧЕВЫЕ ПОНЯТИЯ И ОБЩЕТОРЕТИЧЕСКИЕ ПОЛОЖЕНИЯ

Дайте определения следующим понятиям:

Scientific style –

A style of writing characterized by a neutral tone, an objective approach, informativeness, structured text, the use of terminology, and specific linguistic

Scientific text –

A summary, result, or report on research activities, created for a qualified audience. It is a published or publishable work that aims to be as informative

Tone – The manner of expression in writing. Scientific writing has a tone that is straightforward, specific, and concise.

Clarity –

The quality of being easily understood. In scientific writing, clarity is prioritized over poetic language to reduce the chance of misunderstanding.

Precision – The quality of being exact and accurate. Scientific and technical writing is precise to have the desired effect on the reader.

Objectivity – An approach that is impartial and based on facts rather than personal feelings or opinions. It is a key characteristic of scientific writing.

Verbosity – Wordiness; the use of more words than necessary. It should be avoided for a simple and clear style.

Jargon –

The technical terminology or specialized language used within a particular field or profession. It is useful for communication within that field but can be

Colloquial diction – Language that reads like spoken English. It is considered inappropriate for scientific reporting, which requires a formal, public style.

Cliché – A trite, overused expression or phrase that has lost its original impact due to overuse.

Signposting –

The use of discourse markers or linking words and phrases to show the relationship between sentences and ideas, guiding the reader through the text.

Subordination –

The grammatical technique of putting less important ideas in subordinate clauses to highlight the main thought in the principal clause, improving clarity

Quote –

A direct quotation from another source. It is rare in scientific papers and typically used only if the original wording is particularly powerful and precise.

Reading a scientific paper/document – A multi-

step process involving previewing the source, reading for understanding and analysis, and then reflecting and taking notes.

Layout –

The standardized structure or organization of a technical document, often following a pattern like IMRaD (Introduction, Methods, Results, and Discussion)

Heading –

A standard feature of technical documents that provides an organizational overview, shows logical development and hierarchical relationships of ideas,

Key term –

A highly specific vocabulary word essential for understanding the content of a technical document. Its meaning must be understood in the context of the text.

Statement – A clear, concise, and debatable central argument or claim of an essay, known as the thesis statement.

Justification – The reasoning provided for selecting a particular subject or point of view, often explaining why it is important or topical.

Essay –

A short piece of writing that explains, analyzes, and interprets a topic. It is an explanatory and analytical summary where the author expresses an opinion

Exemplification – The act of incorporating examples to showcase the main ideas presented in a text, such as in the introduction of an essay.

Outline –

A structured plan created before writing an essay to organize ideas, ensure a logical flow of information, and make the writing process more manageable.

2. НАУЧНЫЙ СТИЛЬ. ОСНОВНЫЕ ОСОБЕННОСТИ И ЧЕРТЫ НАУЧНОГО СТИЛЯ

List the main stylistic features of the scientific style:

- Logically
- Generalization
- Accuracy
- Objectivity
- Evidence-based arguments
- Use of terminology
- Use of words with abstract meaning
- Monologue narrative
- More nouns and adjectives, fewer verbs
- Complex sentence construction
- Long sentences
- Absence of rhetorical devices
- Freedom from emotional words

- Correct word order

- Strict order of information presentation.

Objectivity, clarity, and precision are important for scientific style because *they ensure the information is reliable, easily understood by the specialized audience*

Lexical features of scientific style:

- Use of terminology

- Use of general scientific words

- Use of words with abstract meaning

- Preference for nouns and adjectives

- Use of concrete words (for clarity)

- Avoidance of verbosity

- Discreet use of jargon

- Avoidance of colloquial diction

- Avoidance of clichés

- Use of synonyms and noun substitution for signposting.

It is important not to forget about the signposting language, which *provides the linking of sentences and shows the relationship between ideas*. They are used to connect ideas and provide context.

Citations in a scientific text *must be included for any information paraphrased from research sources and all sources cited in the text must also appear*.

3. ЧТЕНИЕ НАУЧНЫХ СТАТЕЙ. КОМПОЗИЦИОННО-СМЫСЛОВАЯ СТРУКТУРА НАУЧНОГО ТЕКСТА. КОМПРЕССИЯ НАУЧНОГО ТЕКСТА.

Reading a scientific article is a multi-step process that requires critical and efficient engagement.

Reading and studying a scientific article consists of the following stages:

- Preview the source (e.g., read the abstract)

- Read for understanding and analysis (section by section)

- Reflect on the reading

- Take notes (using a template to organize information)

The scientific article consists of the following main sections:

- Introduction

- Methods

- Results

- Discussion

Scientific text compression is important because it helps to identify and summarize the most essential information (the main goal, method, and finding).

The process of reading a scientific article is different from reading a technical document in its specific focus on the standardized IMRaD structure (Introduction, Methods, Results, Discussion).

When compressing text, it is used techniques such as identifying the main idea, key issues, and author's conclusions, and summarizing them concisely.

Cliched phrases help to structure the review or discussion of an article by providing ready-

made expressions for introducing the work, stating its topic, analyzing the author's position, and presenting conclusions.

4. ЭССЕ КАК УЧЕБНЫЙ И НАУЧНЫЙ ЖАНР.

The essay as a scientific and educational genre is a short piece of writing that explains, analyzes, and interprets a topic and it is necessary for developing critical thinking skills.

The main parts of the compositional and semantic structure of the essay:

- Introduction

- Body

- Conclusion

- References

Following a plan when writing an essay is important because it helps organize ideas, ensures logical flow, and makes the writing process more manageable.

The main steps in writing an essay:

- Understand the essay prompt or question

- Choose a topic and narrow it down

- Conduct preliminary research

- Create an outline

- Develop a strong thesis statement

- Find and evaluate sources

- Write the introduction

- Write the body paragraphs

- Write the conclusion

- Revise and edit

5. РЕФЛЕКСИЯ

Сформулируйте кратко вывод, который Вы сделали лично для себя после чтения текстов по данной теме.

My main takeaway is that both writing and reading in an academic context require a structured and critical approach. Clarity, precision, and a clear understanding of the subject matter are crucial for effective communication.

Задание 2. Ответьте на вопросы по изученному теоретическому материалу.

**1. What is a scientific style and why is it important to understand its features and characteristics? What is the unique feature of the scientific style compared to other genres?

The scientific style is a formal style of writing used to present research findings and scientific information in a clear, objective, and structured manner. It emphasizes objectivity, clarity, and precision.

2. What are the lexical, morphological and stylistic features of the scientific style? What is citation, is it necessary in scientific writing?

- **Lexical:** Use of terminology, abstract nouns, formal vocabulary, and avoidance of phrasal verbs and colloquialisms.

- **Morphological:** Preference for nouns and adjectives over verbs, frequent use of passive voice where appropriate, and impersonal constructions.

- **Stylistic:** Logical structure, clarity, conciseness, and objectivity.

Citation is the practice of acknowledging sources used in the research. It is necessary to avoid plagiarism, give credit to previous work, and support

**3. Why is it important to read the latest scientific papers on your professional subject? What is the first thing you should pay attention to when review

**

Reading the latest scientific papers helps researchers stay updated with recent developments, avoid redundancy, and build on existing knowledge. The compositional structure of a scientific text typically follows **IMRaD**: Introduction, Methods, Results, and Discussion. Semantically, it is organized based conclusions.

**4. What is text compression and why do I need to use it? What types of scientific text compression exist? What should I remember when preparing to

**

Text compression is the process of summarizing a text while retaining its essential meaning. It is used to present information concisely, such as in abstr

**5. What is an essay? Why is it important to be able to write an essay? What skills does this genre allow you to develop? What are the main parts of the

**

An essay is a short piece of writing that explains, analyzes, and interprets a topic. It helps develop critical thinking, analytical, and communication skills.

- **Introduction** (hook, thesis, background)

- **Body** (arguments, evidence, analysis)

- **Conclusion** (summary, restated thesis, final reflection)

Steps to write an essay:

1. Understand the prompt
2. Choose and narrow the topic
3. Research
4. Create an outline
5. Write the introduction, body, and conclusion
6. Revise and edit

**6. Why is it important for representatives of the scientific community to be able to communicate competently? What is the relationship between scie

**

Competent communication ensures that scientific knowledge is accurately shared, understood, and applied. Science, marketing, and the public are inte

- Education

- Information

- Persuasion

- Inspiration

- Entertainment

Promoting scientific ideas is important to influence policy, inspire future generations, and combat misinformation. Promotion can be done through jour

Задание 3. Выполнение тестирования по изученному материалу.

Ответьте на вопросы и выполните задания в тестовой форме по теме № 2:

Часть 1: Задания в закрытой форме. Выберите один правильный вариант ответа.

1. C Off shore oil and gas platforms
 2. A are
 3. C the complete results of the study
 4. B past simple
 5. A present simple
- Часть 2: Задания в открытой форме. Впишите правильную форму глагола в скобках.
6. have registered
 7. conducted
 - 8.is
 - 9.are
 - 10.found

Часть 3: Задания на установление правильной последовательности.

11. They randomly assigned numbers to the test subjects.
12. The new findings will help people of that region considerably.
13. We definitely wish to conduct the experiment again.
14. The distance had already been calculated by the researchers.
15. The chemicals in the test tube suddenly began to bubble.

Часть 4: Задания на установление соответствия

16. B

17. D

18. A
19. E
20. C

Конечно, вот анализ предложений и их исправления с указанием нарушенных принципов научного стиля.

Пример 1 (Нарушенный принцип: **Конкретность (e)**)

Исходное предложение слишком расплывчено. «Высокий уровень» и «20 животных» — это количественные данные, которые должны быть точно)

1) We "exposed 20 animals" to "high levels" of chloromethane.

* **Улучшение:** We exposed 20 rats to 500 ppm chloromethane for 4 hours.

* **Нарушенный принцип:** **Конкретность (e)**. Указаны конкретные вид животных, концентрация вещества и длительность экспозиции.

2) Cardiac output was "drastically compromised".

* **Улучшение:** Cardiac output decreased by 60%.

* **Нарушенный принцип:** **Конкретность (e)**. Эмоциональное наречие «drastically» заменено на точный количественный показатель.

3) "With" the administration of amiodarone, the frequency and length of runs of tachycardia decreased.

* **Улучшение:** Administration of amiodarone decreased the frequency and duration of tachycardia episodes.

* **Нарушенный принцип:** **Лаконичность (d)**. Более лаконичная и прямая конструкция.

4) An "elderly patient" presented with "abnormal heart sounds".

* **Улучшение:** A 72-year-old patient presented with a grade 3/6 holosystolic murmur.

* **Нарушенный принцип:** **Конкретность (e)**. «Пожилой» заменен на конкретный возраст, «аномальные звуки» — на конкретное описание

Принцип, проиллюстрированный группой Пример 1: Конкретность (e)

Пример 2 (Нарушенный принцип: **Простота (a)** и **Лаконичность (d)**)

Предложения содержат многословие, жargon или избыточные формулировки, которые можно упростить.

1) "The vast majority of" patients had "suffered" traffic accidents.

* **Улучшение:** Most patients had traffic injuries.

* **Нарушенный принцип:** **Лаконичность (d)**. Упрощение формулировки.

2) the incidence of type ii diabetes is increasing in "the pediatric population".

* **Улучшение:** The incidence of type II diabetes is increasing in children.

* **Нарушенный принцип:** **Простота (a)**. Специализированный термин «pediatric population» заменен на более простой и понятный «child

3) We studied "16 male and 14 female patients" with congestive heart failure.

* **Улучшение:** We studied 30 patients (16 men, 14 women) with congestive heart failure.

* **Нарушенный принцип:** **Плавность (b)**. Данные о поле пациентов вынесены в скобки для улучшения читаемости основного предложения

4) "Monitorization of the patients' vital signs was carried out by the nursing team".

* **Улучшение:** The nursing team monitored the patients' vital signs.

* **Нарушенный принцип:** **Лаконичность (d)**. Замена пассивной громоздкой конструкции на активный и краткий вариант.

Принцип, проиллюстрированный группой Пример 2: Лаконичность (d)

Пример 3 (Нарушенный принцип: **Лаконичность (d)**)

Предложения содержат слова, не несущие смысловой нагрузки («была выполнена», «наличие», «цвет»), или избыточные определения.

1) CT "was performed and" revealed "the presence of" massive subarachnoid hemorrhage.

* **Улучшение:** CT revealed massive subarachnoid hemorrhage.

* **Нарушенный принцип:** **Лаконичность (d)**. Удалены лишние слова «was performed and» и «the presence of».

2) Bilirubin causes the urine to become "a dark brown color".

* **Улучшение:** Bilirubin causes the urine to become dark brown.

* **Нарушенный принцип:** **Лаконичность (d)**. Слово «color» является избыточным.

3) The purpose of a Rapid Response team is to support "the" hospital personnel "outside of" the ICU and "the" ED.

* **Улучшение:** The purpose of a Rapid Response team is to support hospital personnel outside the ICU and ED.

* **Нарушенный принцип:** **Точность (f)**. Удалены лишние артикли и предлог «of» для грамматической корректности и лаконичности.

4) "Two distinct" studies are "currently underway" to explore this phenomenon.

* **Улучшение:** Two studies are underway to explore this phenomenon.

* **Нарушенный принцип:** **Лаконичность (d)**. Слова «distinct» и «currently» являются избыточными в данном контексте.

Принцип, проиллюстрированный группой Пример 3: Лаконичность (d)

Пример 4 (Нарушенный принцип: **Плавность (b)**)

Предложения страдают от непоследовательности терминов (1), использования жаргона/ нестандартного написания (2), громоздкого построения (3) и сложных аббревиатур без расшифровки (4).

- 1) "Cognitive impairment" is common... "These neuropsychological deficits"... "Neurocognitive deficits"... "ability to perform tasks of daily living"...
 - * **Улучшение:** Cognitive impairment is common in ICU patients. These deficits can persist long after discharge and affect the patient's ability to
 - * **Нарушенный принцип:** **Плавность (b)**. Устранена непоследовательность терминологии для плавного изложения.
- 2) At our "center, haemopexin" levels are often "utilised" to diagnose "hemolytic anaemia".
 - * **Улучшение:** At our center, haemopexin levels are often used to diagnose hemolytic anemia. (Или: At our centre, hemopexin levels are often us
 - * **Нарушенный принцип:** **Точность (f)**. Устранена смесь британского и американского вариантов написания («center/centre», «utilised/us
- 3) When "heart rate increases, there is usually an increase" cardiac output, too.
 - * **Улучшение:** An increase in heart rate usually increases cardiac output.
 - * **Нарушенный принцип:** **Плавность (b)** и **Лаконичность (d)**. Предложение перефразировано для более прямого и четкого выражения следственной связи.
- 4) She spoke at the "critical patient rights protection regulations consensus conference".
 - * **Улучшение:** She spoke at the Consensus Conference on Critical Patient Rights Protection Regulations.
 - * **Нарушенный принцип:** **Простота (a)** и **Плавность (b)**. Длинное название отформатировано с использованием заглавных букв для i

Принцип, проиллюстрированный группой Пример 4: Плавность (b)

Пример 5 (Нарушенный принцип: **Тональность (c)**)

Предложения содержат эмоциональные или необоснованно уверенные/ неуверенные формулировки, гендерный стереотип или неуместные социальные детали.

- 1) These results "clearly demonstrate" an "unambiguous improvement".
 - * **Улучшение:** These results demonstrate an improvement.
 - * **Нарушенный принцип:** **Тональность (c)**. Удалены эмоционально окрашенные усиители «clearly» и «unambiguous». Данные должны говорить сами за себя.
- 2) Our results "could suggest" that this treatment "might possibly have some" benefit.
 - * **Улучшение:** Our results suggest that this treatment may have benefit.
 - * **Нарушенный принцип:** **Тональность (c)** и **Лаконичность (d)**. Устранена избыточная осторожность («could suggest», «might possibly»).
- 3) When a "urologist" interprets the PSA, "he" takes many factors into consideration.
 - * **Улучшение:** When urologists interpret the PSA, they take many factors into consideration.
 - * **Нарушенный принцип:** **Тональность (c)**. Замена гендерно-специфичного местоимения «he» на нейтральное «they».
- 4) A 20-year-old "male Gypsy" presented with a knife wound.
 - * **Улучшение:** A 20-year-old man presented with a knife wound.
 - * **Нарушенный принцип:** **Тональность (c)**. Удалена неуместная и потенциально стигматизирующая этническая принадлежность, если она не имеет отношения к факту.

Принцип, проиллюстрированный группой Пример 5: Тональность (c)

Пример 6 (Нарушенный принцип: **Точность (f)**)

Предложения содержат жаргонизмы (1,2), семантически неподходящие слова (3), ошибку в построении предложения (4) или нестандартные термины.

- 1) In "general medicine" you inject acts faster than medicine you swallow.
 - * **Улучшение:** In general, injected drugs act faster than oral drugs.
 - * **Нарушенный принцип:** **Точность (f)**. Разговорное «medicine you inject/swallow» заменено на точные термины «injected/oral drugs».
- 2) Nearly half of our patients had "cardiopathies".
 - * **Улучшение:** Nearly half of our patients had heart disease. (Или конкретное заболевание, например, «coronary artery disease»).
 - * **Нарушенный принцип:** **Точность (f)**. Расплывчатый жаргонизм «cardiopathies» заменен на стандартный термин.
- 3) Abused "infants" often "corroborate" their caretakers' lies.
 - * **Улучшение:** Abused children often repeat their caretakers' lies.
 - * **Нарушенный принцип:** **Точность (f)**. Слово «corroborate» (подтверждать) семантически не подходит; «repeat» (повторять) передает смысл.
- 4) "Looking through the microscope, islands of trophoblastic cells" were surrounded by extensive necrosis.
 - * **Улучшение:** Looking through the microscope, we observed that islands of trophoblastic cells were surrounded by extensive necrosis. (Или: Mic
 - * **Нарушенный принцип:** **Точность (f)** (Ошибка — dangling modifier). Исправлена грамматическая ошибка: субъект действия («we») должен быть ближе к глаголу.

Принцип, проиллюстрированный группой Пример 6: Точность (f)

Of course! Here is the analysis of the provided samples, identifying the features of the scientific style in each.

Analysis of Scientific Style Features

Sample 1:

* ***"Vision, among all other senses, provides the link to the outside world which is extremely important for survival of species and is much valued by humans."

Features of Scientific Style Present:

1. **Generalization and Objectivity:** The sentence makes a broad, general statement about vision applicable to all species and humans as a whole, no
2. **Use of Nouns and Abstract Terms:** It uses abstract nouns like "vision," "survival," and "species" instead of more concrete or emotional language.
3. **Logical Structure:** The sentence is structured logically: it identifies the subject (vision), its function (provides the link), and its significance (import

Explanation: This sentence is a typical introductory statement found in scientific literature. It sets a general, objective context for a discussion on vi

Sample 2.

- * ***As it was mentioned before, lens regeneration first was observed in adults' newts (Colluci, Wolff).***

Features of Scientific Style Present:

1. **Accuracy and Reference to Sources (Citation):** This is the most prominent feature. The sentence provides a specific scientific fact and immediate
2. **Use of Terminology:** It employs specific scientific terminology like "lens regeneration" and "adults' newts."
3. **Structured Presentation (Signposting):** The phrase "As it was mentioned before" acts as a discourse marker, connecting this sentence to previous

Explanation: This sentence exemplifies the core scientific principles of accuracy and evidence-based writing through its use of a citation. It integrates a specific fact into the larger structure of the text.

Sample 3.

- * ***It is our firm belief that regeneration therapies will be a reality for diseased eyes in the future.***

Features of Scientific Style Present (and Violated):

- * **Feature Present (to a degree):** The sentence discusses a future-oriented scientific concept ("regeneration therapies").
- * **Feature Violated (Lack of Objectivity):** This sentence **deviates** from a key principle of the scientific style. The phrases "It is our firm belief" and

Explanation: While the topic is scientific, the phrasing is more characteristic of a popular science article or an opinion piece. In a formal scientific pa

Sample 4.

- * ***The phenomenon of the transformation of knowledge into the primary productive force was predicted in the 1960-70s in the works of Peter Drucker, Daniel Bell and Alvin Toffler. The competitive advantages of the firm began to be interpreted in relation to the ability of commerce, to attract and retain "knowledge workers" and create a "learning organization". It is no coincidence that one of the most fruitful achievement

Features of Scientific Style Present:

1. **Use of Terminology and Abstract Concepts:** This text is rich with specialized terms from economics and management science, such as "productivity," "knowledge workers," "learning organization," "resource approach," "knowledge creating company," and "intellectual capital."
2. **Logicality and Structured Argument:** The paragraph presents a logical argument about the historical development of an economic concept. It includes a clear cause-and-effect chain.
3. **Reference to Existing Literature/Theories:** It grounds its argument in the works of specific theorists (Drucker, Bell, Toffler) and established concepts.
4. **Generalization:** The text makes broad statements about economic trends and theoretical developments, not about a single case study.
5. **Objectivity (mostly):** The tone is generally objective, presenting a historical and theoretical analysis. The phrase "It is no coincidence" introduces a causal link between the prediction and the observed reality.

Explanation: This sample is a clear example of scientific or academic writing in the social sciences (e.g., economics, management). It effectively uses specialized vocabulary and logical arguments to present a complex concept.

Конечно, вот переработанный текст в научном стиле с объяснением внесенных изменений.

Исходный текст (смешанный стиль):

>Causes of Writing Errors

Research has shown (James) that learners of English find writing the most difficult thing they've got to do. There are 3 main types of error that the learners make. The biggest sort of error leads to misunderstanding or a total breakdown in communication. There are lots of causes of this: the biggest is the use of translation approaches.

Переписанный текст (научный стиль):

Causes of Writing Errors

Research indicates that writing is often perceived as the most challenging skill for learners of English (James). Typically, learner errors can be categorized into three main types.

The most severe category of errors results in miscommunication or a complete communication breakdown. Several factors contribute to this phenomenon:

- Forgetting basic grammar rules
- Using incorrect word forms
- Employing a word-for-word translation approach frequently leads to the use of incorrect grammatical structures and inappropriate lexical choices. A further contributing factor is the lack of understanding of idiomatic expressions.

Объяснение изменений в соответствии с принципами научного стиля:

1. **Формальность и объективность:**

- * **Было:** 'the most difficult thing they've got to do', 'the biggest sort of error', 'lots of causes', 'the biggest [cause]'.
- * **Стало:** 'the most challenging skill', 'the most severe category of errors', 'several factors', 'a predominant cause'.
- * **Объяснение:** Разговорные и субъективные выражения заменены на более формальные, точные и объективные формулировки.

2. **Точная терминология:**
* **Было:** `mother tongue`, `wrong sentence patterns (grammar)`, `wrong words (vocabulary)`.
* **Стало:** `first language (L1)`, `incorrect grammatical structures`, `inappropriate lexical choices`.
* **Объяснение:** Общие слова заменены стандартными лингвистическими терминами. Использована общепринятая в научной литературе альтернатива.
3. **Лаконичность и устранение разговорных элементов:**
* **Было:** `with far too many supplementary clauses`, `The longer the sentence the bigger is the chance`.
* **Стало:** `containing numerous subordinate clauses`, `There is a positive correlation between sentence length and the probability of errors`.
* **Объяснение:** Разговорные выражения (`far too many`) и упрощенные конструкции заменены на более сжатые и формальные формулировки.
4. **Использование пассивного залога и безличных конструкций:**
* **Было:** `you shouldn't write sentences longer than 3 lines`.
* **Стало:** `it is recommended that writers... avoid constructing sentences exceeding three lines`.
* **Объяснение:** Прямое обращение "you" и повелительное наклонение заменены безличной конструкцией, что характерно для научного стиля.

5. **Грамматические и структурные улучшения:**

- * Цифра "3" заменена на слово "three".
- * Предложения перестроены для большей логической связности и плавности изложения (например, использование "This word-for-word translation approach" для связи с предыдущей мыслью).
- * Убраны скобки `(grammar)` и `(vocabulary)`, так как введенные термины являются стандартными и не требуют пояснения в таком контексте.

Таким образом, переработанный текст соответствует ключевым требованиям научного стиля: он объективен, точен, формален, лаконичен и логичен.

Отличное задание! Вот мой анализ, основанный на признаках научного стиля, которые мы разбирали, а также на типичных чертах, характерных для него.

Вердикт:

- * **Sample 1:** Написан русским автором.
- * **Sample 2:** Написан нерусским автором (скорее всего, носителем английского языка).
- * **Sample 3:** Написан русским автором.
- * **Sample 4:** Написан нерусским автором.
- * **Sample 5:** Написан русским автором.

Объяснение по каждому образцу:

Sample 1: Русский автор

- * **Признаки:** В тексте чувствуется калька с русского синтаксиса и лексики.
- * **Конкретные указания:**
 1. **Стилистическая неуклюжесть:** Фраза `questions on people's interpersonal relationships arise more acutely` звучит очень странно и абстрактно.
 2. **Нестандартные сочетания:** `increase people's informatization level` — термин "informatization" сам по себе редко используется в английском языке.
 3. **Логическая связь:** Связь между облачными вычислениями и «межличностными отношениями» указана очень туманно (`"Questions... arise from cloud computing and interpersonal relationships..."`).

Sample 2: Нерусский автор (носитель языка)

- * **Признаки:** Текст демонстрирует идиоматичный, лаконичный и увереный академический английский.
- * **Конкретные указания:**
 1. **Идиоматичные выражения:** Фразы `crime is not uniformly distributed`, `play a fundamental role`, `elevated crime risks`, `has implication`.
 2. **Лаконичность и точность:** Предложения построены очень плотно, каждое слово на своем месте. Например, `Thus, it is reasonable to expect that this will lead to significant improvements in public safety`.
 3. **Структура аргументации:** Классическая для западной науки: констатация факта → приведение данных и ссылок → логический вывод (`Thus...`). Все очень четко и последовательно.

Sample 3: Русский автор

- * **Признаки:** Явные следы синтаксиса и лексики, характерных для русского академического письма.
- * **Конкретные указания:**
 1. **Калькованные конструкции:** `chaotic scenario of the development of the discipline` — типичная для русского языка номинативная конструкция.
 2. **Использование кавычек для выделения концепта:** `The second "contradiction"` — такой прием (кавычки у термина при повторном упоминании).
 3. **Синтаксис:** Длинное, сложноподчиненное предложение `If the period from 1930s... were defended in one council...` грамматически не correct.
 4. **Лексика:** `the imposition of a unified research agenda` — слово "imposition" имеет негативный оттенок; носитель, возможно, использовал термин `imposition` в контексте политики.

Sample 4: Нерусский автор

- * **Признаки:** Живой, современный академический английский с четкой структурой и уместным использованием специализированной лексики.
- * **Конкретные указания:**
 1. **Естественные академические обороты:** `This paper looks at...`, `It proposes to see... not as a challenge but, rather, an opportunity...`, `proposes to...`.
 2. **Точное использование терминов:** Использование таких социологических понятий, как `everyday peace practices`, `durable peace`, `socio-cultural context`.
 3. **Ясность и лаконичность:** Тезисложен предельно четко в первых двух предложениях. Нет лишних слов или неуклюжих формулировок.

Sample 5: Русский автор

- * **Признаки:** Очень характерный "русский" акцент в построении фраз и использовании лексики, особенно в технических текстах.
- * **Конкретные указания:**
 1. **Формулы и текст:** Типичная для русскоязычных технических статей манера вставлять математические выражения прямо в середину предложения.

2. **Калькированные фразы:** "the physical meaning of the above solution is tunnelling of a charge..." — грамматически верно, но носитель част

3. **Лексика:** "heat pulse technology has been established" — глагол "established" здесь немного неуклюж; более естественно звучало бы "ha established".

4. **Вводные фразы:** "In view of that we consider..." — фраза грамматически правильная, но несколько книжная и формальная, что характер-