

Academic Writing – Autumn semester 2005

**Handout 5**

2/16 December 2005 (group B), 9 December 2005 (group A)

**Scientific vocabulary**

**Task 1:**

Replace the **highlighted expressions** in the text by the appropriate scientific/formal terms or phrases. Use the pattern below.

If **you place** some bean seeds on damp cotton-wool, **in a few days** you will see that they have begun to change. If you **make them soft** by **leaving them for a time in water** first, the changes will **start to happen** sooner.

The **outside** skin of the bean seed, **which is called** the seed-coat, splits, and a small root begins to grow downwards. **A little later** a tiny shoot **comes out** backwards from between the seed-leaves, and begins to grow upwards. The shoot **slowly // grows longer** and turns green while the root grows downwards. **Smaller roots on the sides** begin to appear on the **most important and largest** root.

**It doesn't make any difference which** way you plant the bean seed on the cotton-wool or in the soil; the root **always** grows downwards while the shoot grows upwards. As the leaves open on the shoot, the seed leaves begin to **dry up**, and, **in the end**, they disappear.

If you grow a bean seed in the dark, it **begins to grow // in the usual way**, but the shoot does not turn green and, **in the end**, the plant dies. This **shows** that green plants need light to make them green, and that they cannot **stay alive** for long **without it**.

If some \_\_\_\_\_ on damp cotton-wool,  
\_\_\_\_\_ they will \_\_\_\_\_. If they \_\_\_\_\_  
\_\_\_\_\_ by \_\_\_\_\_, the changes  
\_\_\_\_\_.

The \_\_\_\_\_ skin of the bean seed, \_\_\_\_\_ the  
seed-coat, splits, and a small root begins to grow downwards. \_\_\_\_\_ a  
tiny shoot \_\_\_\_\_ backwards from between the seed-leaves, and  
begins to grow upwards. The shoot \_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ downwards. \_\_\_\_\_ begin  
to appear on the \_\_\_\_\_.

\_\_\_\_\_ way the bean seed \_\_\_\_\_ on the cotton-  
wool or in the soil, the root \_\_\_\_\_ while the shoot  
\_\_\_\_\_. As the leaves open on the shoot, the seed leaves  
\_\_\_\_\_, and \_\_\_\_\_ disappear.

If \_\_\_\_\_ in the dark, \_\_\_\_\_  
\_\_\_\_\_, but the shoot does not turn green and  
\_\_\_\_\_ dies. This \_\_\_\_\_ that \_\_\_\_\_  
\_\_\_\_\_ to make them green, and that they cannot \_\_\_\_\_  
\_\_\_\_\_ for long \_\_\_\_\_.

## **Task 2:**

Translate the Czech words or phrases given in brackets into English.

Syntactically \_\_\_\_\_ (*fungující slovosled*) is but one of the many aspects of grammatical structure that are, \_\_\_\_\_ (*do značné míry*), arbitrary in the sense that they \_\_\_\_\_ (*nedají se vysvětlit*) in terms of more general logical and psychological principles (\_\_\_\_\_ (*srov.*) 1.5).

And yet the young child, in the normal \_\_\_\_\_ (*průběhu osvojení jazyka*), succeeds in learning, \_\_\_\_\_ (*aniž by ho kdokoli učil*), the grammatical rules of \_\_\_\_\_ (*své rodné řeči*). This is all the more astonishing in that natural languages, \_\_\_\_\_ (*na základě/kvůli*) their grammatical structure, also have the \_\_\_\_\_ (*vlastnost*) of productivity. The task that \_\_\_\_\_ (*stojí před*) the young child during the period of language-acquisition is that of \_\_\_\_\_ (*vyvozování z*) a large, but finite, \_\_\_\_\_ (*vzorku promluv*), those largely arbitrary grammatical principles by virtue of which \_\_\_\_\_ (*nekonečně velká*), and perhaps infinite, set of word-strings are grammatical and another, even larger, set of word-strings are \_\_\_\_\_ (*gramaticky špatně tvořené*).

It was Chomsky who, in the mid-1950s, first \_\_\_\_\_ (*docenil význam/důležitost*) of the child's mastery of the syntactic determinants of grammaticality. It was he, too, who \_\_\_\_\_ (*navrhl/předložil to, co se ukázalo být*) the most influential theory of syntax so far developed \_\_\_\_\_ (*v jakémkoli období jazykovědy, at' starověké či moderní*). Chomskyan syntax is formalized \_\_\_\_\_ (*v rámci*) generative grammar and, especially in its more recent versions, \_\_\_\_\_ (*spojuje/sdružuje syntax s*) phonology and semantics \_\_\_\_\_ (*ve/do všeobecné/jednotné teorii/e*) of the structure of language. We \_\_\_\_\_ (*nemůžeme se pouštět do*) the more technical details of generative grammar. However, we \_\_\_\_\_ (*budeme věnovat/zasvětime jeden oddíl/úsek*) of this chapter to a \_\_\_\_\_ (*netechnickému popisu/vysvětlení*) of the main principles of Chomskyan generative grammar (4.6) and, in a later chapter, \_\_\_\_\_ (*se zaměříme/podíváme na to, co budu nazývat*) generativism in its historical context.

Generativism, \_\_\_\_\_ (*na rozdíl od*) structuralism, functionalism, historicism, etc., is what most people \_\_\_\_\_ (*mají na mysli*) when they \_\_\_\_\_ (*správně hovoří o / narážejí na*) the Chomskyan revolution.

(John Lyons: *Language and Linguistics*, Cambridge 1981)