

De rol van specificiteit en possessiviteit in het gebruik van lidwoorden in L2-Engels: een corpusgebaseerd onderzoek

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1 Introductie

In de literatuur over lidwoordverwerving in L2-Engels door sprekers van een moedertaal zonder lidwoorden is veelvuldig onderzoek gedaan naar de rol van definietheid en specificiteit. Ionin et al. (2004) onderzochten met behulp van L1-Russisch- en L1-Koreaans-sprekende proefpersonen wat de rol van specificiteit is bij het gebruik van en het kiezen tussen het definiete lidwoord *the* en het indefiniete lidwoord *a*. Daarbij werd een verklaring gezocht voor overproductie van *the* in indefiniete contexten en overproductie van *a* in definiete contexten. Er werd gebruik gemaakt van een elicitationstudie en door de proefpersonen geschreven teksten. Ionin et al. vonden bewijs voor de rol van specificiteit bij de keuze tussen deze lidwoorden door L2-leerders.

Le Bruyn en Dong (2014) stellen dat er wellicht ook een rol is weggelegd voor possessiviteit. Een op Ionin et al. gebaseerde elicitationstudie onder L1-Mandarijn-sprekers toonde aan dat de mogelijkheid bestaat dat sprekers van moedertalen zonder lidwoorden waarin wel possessieven voorkomen bij het kiezen voor een lidwoord in het Engels de semantische eigenschappen van een possessief projecteren op het definiete lidwoord.

In deze scriptie wordt met behulp van geschreven corpusdata van Russische en Chinese participanten uit het International Corpus of Learner English (ICLE) bekeken of er ondersteunend bewijs gevonden kan worden voor ofwel de hypothese van Ionin en collega's, ofwel voor de hypothese van Le Bruyn en Dong. De vraag die centraal staat is dus of er in het lidwoordgebruik van L2-Engels-leerders met een L1 zonder lidwoorden een rol is weggelegd voor specificiteit of voor possessiviteit.

Daarnaast biedt het feit dat het hier een corpusstudie en geen experimenteel onderzoek betreft de kans om ook een blik te werpen op bijkomende data die wellicht buiten het theoretische kader vallen. Dit maakt het mogelijk de link tussen een focus op theorie en de nieuwe inzichten die corpusdata kunnen bieden – en die bij experimenteel onderzoek waarschijnlijk buiten schot gebleven zouden zijn – kritisch te bekijken.

In sectie 2 wordt de theoretische achtergrond van dit onderzoek besproken, waarin het werk van Ionin et al. en Le Bruyn en Dong uitgebreid aan bod komt. Ook is er aandacht voor het ICLE en enkele methodologische overwegingen wat betreft corpusonderzoek. In sectie 3 wordt het eigen onderzoek besproken, gevolgd door een discussie van de gevonden data in sectie 4 en een conclusie in sectie 5.

2 Theoretisch kader

2.1 Ionin et al. – De rol van specificiteit bij leerdere van L2-Engels

De theoretische achtergrond van dit onderzoek berust grotendeels op eerder werk van Ionin et al. (2003, 2004) en Ionin (2006). Ionin en collega's deden onderzoek naar L2-lidwoordverwerving van het Engels door sprekers met een L1 waarin lidwoorden niet voorkomen. Hierbij onderzochten zij de rol van specificiteit.

Ionin, Ko & Wexler (2003) stellen op basis van eerder onderzoek naar gebruik van lidwoorden in L2-Engels dat overproductie van *the* in indefiniete contexten een veelvoorkomende fout is. De zin in (1) is hier een voorbeeld van:

1. *The most valuable object that I have received is **the** ball and the signature of **the** famous baseball player is signed on it.*

Het juiste lidwoord is hier het indefiniete *a*. Er mag aangenomen worden dat in deze context over de bal en de beroemde honkbalspeler nog niet eerder is gesproken, wat betekent dat het gebruik van een definit lidwoord niet mogelijk zou zijn. Als oorzaak van overproductie van *the* stellen Ionin et al. naast de feature [+definiet] de rol van de feature [+specifiek] voor.

De semantische informatie die de feature [+specifiek] met zich meedraagt, wordt in het Engelse lidwoordsysteem niet morfologisch gecodeerd. Er is echter wel verschil aan te wijzen tussen specifieke indefiniete en non-specifieke indefiniete lidwoorden.

Het essentiële verschil hierbij is de betekenis die Ionin et al. (2003) geven aan specificiteit. De feature [+specifiek] wordt door hen gedefinieerd als *speaker intent to refer*. Zonder de bedoeling van een spreker om naar een bepaalde referent te verwijzen, is er geen sprake van specificiteit. In Ionin et al. (2004) wordt aan deze definitie de eigenschap *noteworthiness* toegevoegd en worden de volgende informele definities van definietheid en specificiteit gegeven.

Definiteness and Specificity: Informal definitions

If a Determiner Phrase (DP) of the form [D NP] is . . .

a. [+definite], then the speaker and hearer presuppose the existence of a unique individual in the set denoted by the NP.

b. [+specific], then the speaker intends to refer to a unique individual in the set denoted by the NP and considers this individual to possess some noteworthy property.

(Ionin et al. 2004, p. 5)

Voor definiëten wordt dus verondersteld dat zij noodzakelijk specifiek zijn, omdat aan de criteria voor definietheid alleen voldaan kan worden wanneer de betreffende referent eerder genoemd is, en zowel spreker als luisteraar deze kennis delen. Overigens is *previous mention* niet altijd nodig om uniciteit te veronderstellen, omdat ook aanspraak gedaan kan worden op de kennis van de wereld die spreker en luisteraar delen. Ionin et al. (2004, p. 7) geven hier het voorbeeld van het feit dat een wedstrijd slechts één winnaar kan hebben. Dit maakt dat zonder problemen over “the winner of this competition” gesproken kan worden, ook wanneer die winnaar nog niet eerder in het gesprek is voorgekomen.

Wanneer een spreker verwijst naar een uniek individu en tevens vindt dat dit individu een bepaalde noemenswaardige eigenschap bezit, is er sprake van specificiteit.

Het is nodig op te merken dat het Engels wel degelijk een morfologische markeerder van de feature [+specifiek] heeft, namelijk het indefiniëte referentiële *this*. Dit element maakt echter geen deel uit van het lidwoordsysteem, en komt vrijwel uitsluitend in gesproken Engels voor. Gebruik van dit woord is alleen mogelijk op voorwaarde dat er een mate van *noteworthiness* aan de referent toegekend wordt. De vraag wat dit begrip precies inhoudt is lastig te beantwoorden. Wat zeker is, is dat de genoemde eigenschap door de spreker van belang geacht wordt in de desbetreffende context. Om te bepalen wat precies *noteworthy* is, hoeft een spreker alleen zijn eigen kennis in acht te nemen (Ionin 2006, p. 191). Maclaran (1982, p. 90), aangehaald in Ionin (2006, p. 180), betoogt dat het gebruik van het indefiniëte referentiële *this* echter ook van belang kan zijn voor een luisteraar: “[use of referential *this*] draws attention to the fact that the speaker has a particular referent in mind, about which further information may be given.”

2.1.1 De Article Choice Parameter

Nu het onderscheid tussen definietheid en specificiteit duidelijk is, kan geprobeerd worden een UG-parameter te formuleren die het mogelijk maakt te voorspellen welke fouten mogelijk gemaakt kunnen worden door leerders van T2-Engels. Ionin et al. (2004, p. 12) stellen de volgende parameter voor, die talen met twee lidwoorden groepeerd op basis van definietheid of specificiteit:

The Article Choice Parameter (for two-article languages)

A language that has two articles distinguishes them as follows:

The Definiteness Setting: Articles are distinguished on the basis of definiteness.

The Specificity Setting: Articles are distinguished on the basis of specificity.

Het lidwoordsysteem van het Engels is georganiseerd op basis van definietheid: *the* wordt gebruikt bij definiëten, *a* bij indefiniëten. Lidwoorden in het Samoans, daarentegen, zijn georganiseerd op

basis van specificiteit: *le* voor [+specifiek] contexten en *se* voor [-specifiek] contexten, waarbij definitieïthet geen rol speelt; het enige wat telt is of de spreker de bedoeling heeft ergens naar te verwijzen of niet (Ionin et al. 2004, pp. 10-11).

De vraag die de auteurs aan de hand van deze tweedeling hopen te beantwoorden, is hoe sprekers van een L1 zonder lidwoorden omgaan met het leren van een L2 mét lidwoorden. Eerder onderzoek heeft gewezen op de mogelijkheid dat leeders toegang hebben tot parametersettings die in hun L1 noch in de L2 voorkwamen (Ionin et al. 2004, p. 14). Ook zijn er aanwijzingen dat leeders tijdens het leerproces tegelijkertijd toegang hebben tot meerdere settingopties voor één parameter (*optionality*, p. 15). Op basis van deze bevindingen formuleren de auteurs de volgende hypothese (Ionin et al. 2004, p. 16):

The Fluctuation Hypothesis

a. L2 learners have full access to UG principles and parameter-settings.

b. L2 learners fluctuate between different parameter-settings until the input leads them to set the parameter to the appropriate value.

Omdat er wordt uitgegaan van leeders zonder lidwoordsysteem in hun L1, kan er niet worden verondersteld dat transfer een mogelijke oorzaak is van de geobserveerde fouten. Er zijn wél redenen om aan te nemen dat ook in L1-verwerving gefluctueerd wordt tussen verschillende parametersettings.

Hierom wordt gesteld dat L2-Engels leeders a) complete toegang hebben tot de UG-settings van de *Article Choice Parameter*, en dat ze b) fluctueren tussen de twee settings van die parameter, tot ze door de input de juiste setting kunnen selecteren (Ionin et al. 2004, p. 17).

Op basis hiervan wordt voorspeld dat de leeders geen moeite zullen hebben met specifieke definiten (*the*) en non-specifieke indefiniten (*a*), maar tussen *the* en *a* zullen fluctueren wanneer zij te maken krijgen met specifieke indefiniten en non-specifieke definiten. Dit is schematisch weergegeven in figuur 2.1.

	+definitief	-definitief
+specifiek	correct gebruik <i>the</i>	fluctuatie
-specifiek	fluctuatie	correct gebruik <i>a</i>

Figuur 2.1 (Ionin et al. 2004, p. 18)

De auteurs voorspellen dat er sprake zal zijn van overproductie van *the* in specifieke indefiniete contexten, en overproductie van *a* in non-specifieke definitieve contexten.

2.1.2 Forced-elicitation-studie

Deze voorspellingen werden getoetst aan de hand van twee experimenten met sprekers van een moedertaal zonder lidwoorden.

De eerste hiervan was een elicitatiestudie met 70 participanten met L1 Russisch (30 in totaal, 18 vrouwen en 12 mannen, in de leeftijd van 19 tot 57 jaar oud; leeftijd van het eerste contact met Engels lag tussen 8 en 53 jaar) en L1 Koreaans (40 in totaal, met 22 vrouwen en 18 mannen, in de leeftijd van 19 tot 40 jaar oud; leeftijd van het eerste contact met Engels lag tussen 9 en 14 jaar).

De proefpersonen kregen korte Engelse dialogen voorgelegd, waarin zij in één zin een passend lidwoord dienden in te vullen. De lidwoordkeuze was niet vrij: er moest een keuze gemaakt worden tussen *the*, *a*, of een null-artikel. Deze opzet maakte het mogelijk de context van de targetzinnen te controleren voor definitieïtheden dan wel indefinietheiden en specificiteit dan wel non-specificiteit (Ionin et al. 2004, p. 21). Hier volgen enkele voorbeelden van gebruikte testitems.

2. [+definite, +specific]: Wide scope

Conversation between two police officers

Police Officer Clark: I haven't seen you in a long time. You must be very busy.

Police Officer Smith: Yes. Did you hear about Miss Sarah Andrews, a famous lawyer who was murdered several weeks ago? We are trying to find (a, the, -) murderer of Miss Andrews – his name is Roger Williams, and he is a well-known criminal.

3. [-definite, -specific]: No scope interactions, denial of speaker knowledge

Chris: I need to find your roommate Jonathan right away.

Clara: He is not here – he went to New York.

Chris: Really? In what part of New York is he staying?

Clara: *I don't really know. He is staying with (a, the, -) friend – but he didn't tell me who that is. He didn't leave me any phone number or address.*

(Ionin et al. 2004, p. 22-23)

Een controlegroep van 14 L1-Engelssprekers legde dezelfde toets af. Deze participanten presteerden als verwacht (Ionin et al. 2004, p. 26). Binnen de groep L2-Engelssprekers liet een derde van de proefpersonen zien dat zij fluctueerden tussen de twee parametersettings die de Fluctuation Hypothesis voorstelt. Een ongeveer even grote groep proefpersonen vertoonde een voorkeur voor definitieid als maatstaf voor lidwoordkeuze; een voorkeur voor specificiteit werd hier bij slechts 2 proefpersonen gevonden. Een klein deel van de deelnemers liet zien meer onderscheid te maken tussen specificiteit en non-specificiteit bij indefinieten. Hiervoor kunnen de auteurs aan de hand van de Fluctuation Hypothesis geen verklaring geven (Ionin et al. 2004, p. 42).

Naast het gesproken Engels werd ook het geschreven Engels van de proefpersonen getoetst aan de hand van het maken van enkele zeer korte schrijfoopdrachten. Deze studie zal in sectie 2.3 uitgebreider aan bod komen.

Uit de resultaten van deze experimenten bleek dat de hypothesen van de onderzoekers werden bevestigd. Er was inderdaad sprake van overproductie van *the* bij indefinieten en overproductie van *a* bij definitieven, waarbij deze fouten gerelateerd leken te zijn aan de feature [+specifiek]. Dit wijst er verder op dat de fouten die de proefpersonen maakten niet willekeurig zijn, maar het resultaat van toegang tot de semantische eigenschappen van definitieid en specificiteit (Ionin et al. 2004, p. 50).

2.2 Le Bruyn & Dong – Possessiviteit

Een alternatieve verklaring voor overproductie van *the* in indefiniete contexten bij forced choice elicitation-taken wordt aangedragen door Le Bruyn en Dong. Zij vestigen de aandacht op twee definitieve elementen die naast het definitieve lidwoord in talen voorkomen, namelijk possessieven en demonstratieven. De auteurs stellen de *definiteness hypothesis* voor, die ervan uitgaat dat de mogelijkheid om een definitief lidwoord te gebruiken niet alleen uniciteit als voorwaarde heeft, maar ook familiariteit.

Voor possessieven en demonstratieven is alleen uniciteit van belang. In het geval van possessieven moet er sprake zijn van een bezitsrelatie die ofwel inherent is aan het besproken object, ofwel gerealiseerd wordt door een relatie aan te duiden door middel van het gebruik van possessieve voornaamwoorden, het zogenaamde *Saxon genitive* (“John’s pen”), of het gebruik van *of*-PP-complementen (Löbner 2011, p. 15).

De uniciteit van demonstratieven kan worden achterhaald door na te gaan welke ‘pointing gesture’ met elk gebruik gepaard gaat (de zin “I saw this man and not this man” is bijvoorbeeld alleen logisch te parsen als er vanuit wordt gegaan dat elke ‘this’ naar een andere entiteit verwijst).

Er zijn echter talen, zoals Mandarijn, waarin geen definiete lidwoorden voorkomen, maar waarin wel gebruik kan worden gemaakt van possessieven en demonstratieven. De vraag die Le Bruyn en Dong stellen is of het daarom mogelijk is dat specificiteit in de overproductie van *the* in indefiniete contexten een rol speelt, en dit verschijnsel wellicht het resultaat is van sprekers die de eigenschappen van possessieven en/of demonstratieven uit hun L1 projecteren op het definiete lidwoord in L2-Engels.

Le Bruyn en Dong deden onderzoek onder vier groepen Mandarijnsprekende leerlingen van de Chinese Zhejiang Ruian High School. Elke groep bestond uit ongeveer 35 proefpersonen. Er werden vier experimenten gedaan (elke groep werd één keer getoetst). In het eerste experiment werd geprobeerd de bevindingen van Ionin et al. te bevestigen. Hiervoor werd een soortgelijke forced choice elicitiestudie uitgevoerd. Er werd gebruik gemaakt van non-specifieke indefiniete contexten (voorbeeld (4)) en specifieke indefiniete contexten waarbij het gebruik van possessieven werd uitgesloten (voorbeeld (5)):

4. *Mary: I heard that it was your son Roger’s birthday last week. Did he have a good celebration?*

Roger: Yes! It was great. He got lots of gifts – books, toys. And best of all, he got (a, the, -) puppy!

5. *Reporter 1: Hi! I haven’t seen you in weeks. Do you have time for lunch?*

Reporter 2: Sorry, no. I’m busy with a story about local medicine. Today, I’m interviewing (a, the, -) doctor from Bright Star Children’s Hospital – he is a very famous pediatrician, and he doesn’t have much time for interviews. So I should run!

Bij dit experiment werden geen significante effecten tussen non-specifieke en specifieke contexten gevonden.

In drie hierop volgende experimenten werd telkens ook een possessieve context toegevoegd. De keuzes die de proefpersonen hadden bleven hetzelfde: zij konden nog steeds alleen kiezen tussen *a, the* of een null-artikel. Hier werden ook geen significante verschillen gevonden tussen non-specifieke en specifieke contexten. Er werd daarentegen wel een significant verschil gevonden tussen non-specifieke en possessieve contexten, wat erop zou kunnen wijzen dat de L1-Mandarijn-sprekers

hier niet bewust kiezen voor het gebruik van *the*, maar juist eigenschappen van possessiviteit op het definiete lidwoord projecteren.

2.3 Productiestudie Ionin, corpusonderzoek

Naast de elicitiestudie die Ionin et al. (2004) uitvoerden, hebben zij ook een experiment uitgevoerd waarbij de spontane productie van de proefpersonen meer aandacht kreeg. Omdat in deze scriptie onderzoek gedaan wordt met behulp van een geschreven corpus, is het relevant de resultaten uit de schrijfp opdrachten van Ionin et al. nader te bekijken.

Ionin en collega's voerden deze productiestudie uit om te zien of er, naast de bevindingen uit hun elicitiestudie, wellicht ook sprake was van parametersettingfluctuatie in meer spontane, geschreven data.

Een van de voordelen van deze onderzoeksmethode is dat in dit geval niet expliciet aan de participanten hoefde te worden verteld dat hun lidwoordgebruik getoetst werd. Een ander groot voordeel is het feit dat een onderzoeksmethode die minder ontworpen is om specifieke antwoorden te krijgen (zoals de elicitationstudie waarbij de proefpersonen slechts een keuze tussen drie opties gegeven werd) data kan opleveren die nieuwe vragen oproepen over het bestudeerde fenomeen en een meer open blik van de onderzoekers vergt.

De verwachte resultaten voor het lidwoordgebruik bij de verschillende contexten bleven gelijk. Zie voor een overzicht figuur 2.2. hieronder.

	+definiet (target: <i>the</i>)	-definiet (target: <i>a</i>)
+specifiek	Correct gebruik <i>the</i>	Overproductie <i>the</i>
-specifiek	Overproductie <i>a</i>	Correct gebruik <i>a</i>

Figuur 2.2 Verwachtingen lidwoordgebruik productiedata

De opzet van het productie-experiment was als volgt: alle proefpersonen (die ook aan de eerdere elicitiestudie hadden deelgenomen) werd gevraagd vijf vragen te beantwoorden. Elk antwoord moest bestaan uit drie tot vijf zinnen. De vragen werden gesteld in het Engels en luiden als volgt:

6. a. *Talk about some valuable object that you own or owned in the past: either (1) talk about something that you received as a gift, and tell about how you received it, or (2) talk about something valuable that you lost and tell about how you lost it.*

- b. *Talk about the day when you first arrived in the U.S. Describe your experiences of that day – what you did, where you went, to whom you talked, etc.*
- c. *Describe your room – talk about what objects you have in your room and describe them.*
- d. *Talk about what you did on one of your recent vacations (for example, winter vacation, Thanksgiving weekend, or summer vacation). Talk about where you went and what you did.*
- e. *Imagine that you get \$1,000 as a gift and you have to spend it right away (you can't put it in the bank). Talk about how you would spend this money.*

(Ionin et al. 2004, p. 43)

Om te bepalen welke contexten in de geproduceerde tekst van de L2-Engels-sprekende proefpersonen definitief of indefinitief waren, werden alle lidwoorden uit de teksten gehaald. Vervolgens werd L1-Engels-sprekers gevraagd op de daar ontstane lege plekken het juiste lidwoord in te vullen. Volgens de auteurs kan met zekerheid vastgesteld worden dat een context definitief is wanneer L1-Engels-sprekers daar consequent *the* invullen. Een context is indefinitief wanneer daar consequent *a* ingevuld wordt. De antwoorden van elke proefpersoon werden op deze manier door 4 L1-Engels-sprekers gecodeerd.

Gevallen waar de L1-Engels-sprekers verschillend oordeelden werden in de verdere analyse niet meegenomen. Dat is erg jammer, omdat ook deze gevallen relevant kunnen zijn. Hoewel ze misschien minder direct aan de hypothese te linken zijn, kunnen ze zoals gezegd nieuw licht werpen op eventuele andere belangrijke problemen in het leerproces.

In het hier volgende worden de gevonden resultaten kort besproken. Er is ook in de bespreking een onderscheid gemaakt tussen definitieve en indefinitieve contexten.

2.3.1 Resultaten definitie contexten

Voorbeeld (7) is een door een proefpersoon geproduceerde zin met daarin een door de coderende L1-sprekers als *definiert* geclassificeerde context (hier onderstreept).

7. *We live in half-basement room. It's small, but enough for us. In the room we have full-size bed, a large dresser and smaller dresser, and 2 tables – one is for my husband and the other is mine.*

(Ionin et al. 2004, p. 46)

In de verkregen data bleken vrijwel alle lidwoorden in definitie contexten ook specifiek te zijn. *The* werd daar dan ook in de meeste gevallen correct gebruikt. Er was bijna nergens sprake van overproductie van *a*. In slechts één geval was sprake van overproductie van *a* waarbij geen twijfel bestond dat het een non-specifieke context betrof; zie hiervoor (8) (overproductie *a* onderstreept):

8. *I have a daughter, 15 month old. I keep several toys for her in my mind. So, if I got \$1,000 I will buy her those toys. But unfortunately, \$1,000 is not enough to buy many toys. For example, a Brio wooden train costs almost half of \$1,000. It is very tough to raise a kid with a full collection that he needs.*

(Ionin et al. 2004, p. 46)

Het gebrek aan non-specifieke definitie contexten zorgde ervoor dat de link tussen overproductie van *a* en (non-)specificiteit in dit geval niet op betrouwbare wijze getoetst kon worden.

2.3.2 Resultaten indefinie contexten

De gevonden indefinie contexten werden door de onderzoekers verdeeld in drie verschillende categorieën: 1) contexten met *wide-scope* indefinieten, 2) contexten met *narrow-scope* indefinieten, en 3) indefinieten in zinnen met een *there-* of *have-*constructie.

Wide-scope indefinieten (in (9)) kunnen zowel specifiek (9a) als non-specifiek (9b) zijn.

Narrow-scope indefinieten kunnen daarentegen alleen maar non-specifiek zijn, zoals (9c) laat zien.

9. *a. Next day I visited UT at Austin and fortunately could meet an american student who helped me all day. I still miss her so far.*
- b. In the airport one old lady with a dog greeted us with a real warm smile.*
- c. I will go to a fancy restaurant with my wife and order an expensive dinner and win [sic] that I couldn't afford.*

(Ionin et al. 2004, p. 47)

De aandacht van de onderzoekers ging bij de indefiniete contexten voor een groot deel uit naar zinnen waarin een *there*- of *have*-constructie gebruikt werd. Verwacht werd dat deze constructies vooral te zien zouden zijn bij de teksten die geproduceerd waren naar aanleiding van opdracht (6c), waarin de proefpersonen werd gevraagd hun kamer en de daarin aanwezige objecten te beschrijven. De verwachting was dat deze constructies vaak in combinatie met non-specifieken zouden voorkomen, omdat de proefpersonen bij het opsommen van een aantal objecten minder direct zullen willen verwijzen. (10) Laat een voorbeeld van een zin met een *there*-constructie zien.

10. *There are a mirror, a desk, a computer and a bed something like that.*

(Ionin et al. 2004, p. 48)

Dit wil overigens niet zeggen dat *there*- en *have*-constructies niet kunnen voorkomen met specifieke indefinieten. Dit is bijvoorbeeld mogelijk in combinatie met het gebruik van het referentiële *this*.

11. *I have this really neat new coffeemaker in my kitchen – it has a timer and it turns itself off automatically.*

(Ionin et al. 2004, p. 47)

De resultaten van de analyse van de indefiniete contexten laten zien dat er vooral overproductie van *the* voorkomt bij *wide-scope* indefiniete contexten. Dit zijn dus de contexten die mogelijk specifiek zijn; de auteurs beargumenteren dan ook dat de proefpersonen in deze situaties waarschijnlijk ergens naar willen verwijzen. Er is echter geen sprake van familiariteit bij de gebruikte NP's (Ionin et al. 2004, p. 48).

In een klein deel van de als *narrow-scope* geclassificeerde contexten – die altijd non-specifiek zijn – werd onverwacht overproductie van *the* gevonden, zoals in voorbeeld (12):

12. *If it is happen I'll spend money for the trip to California or Florida. I'm tired for winter this year.*

In de zinnen met *there*- of *have*-constructies werd vrijwel geen overproductie van *the* gevonden.

Deze resultaten laten dus zien dat het overgrote deel van de overproductie van *the* voorkomt in specifieke contexten – zowel bij elicitatie als bij productie. Dit zou betekenen dat de L2-Engelsleerders fluctueren met het associëren van het definiete lidwoord *the* met de features definietheid of specificiteit. De auteurs beschouwen hun hypothese daarom als bevestigd (Ionin et al. 2004, p. 49).

Het productie-experiment van Ionin et al. is relevant voor het onderzoek dat in deze scriptie wordt beschreven. Een soortgelijke opzet is namelijk te bereiken met behulp van data uit leerdercorpora. De volgende sectie gaat hier verder op in.

2.4 Corpusonderzoek

Waar de productiestudie in Ionin et al. (2004) gebruik maakte van een relatief kleine selectie geschreven materiaal van proefpersonen, is een soortgelijk onderzoek ook uit te voeren met behulp van data uit corpora. Dit zorgt voor een veel grotere hoeveelheid te toetsen teksten en maakt het mogelijk naast de data die van belang is voor het onderzoek, ook andere fenomenen te observeren die wellicht nieuwe vragen oproepen.

Omdat leerders van L2-Engels hier centraal staan, is het gebruik van een leerdercorpus Engels ideaal. Hiervoor zal het International Corpus of Learner English gebruikt worden (zie sectie 2.4.1 voor een korte beschrijving van dit corpus).

Omdat de meningen over het gebruik van corpora voor taalkundig onderzoek geenszins onverdeeld zijn, is het tevens noodzakelijk voor- en nadelen van deze methode in ogenschouw te nemen. In sectie 2.4.2 volgt daarom een bespreking van enkele stellingen die de functie van corpusonderzoek in (cognitieve) taalkunde tegen het licht houden.

In sectie 3 volgt de beschrijving van het onderzoek naar het gebruik van definiëten in het L2-Engels van Russische en Koreaanse leerders, waarin de vraag of niet specificiteit maar possessiviteit hierbij een rol speelt centraal staat.

2.4.1 Het International Corpus of Learner English

Het in deze scriptie beschreven onderzoek is uitgevoerd met behulp van het International Corpus of Learner English (ICLE). Dit corpus is opgebouwd door onderzoekers van de Université catholique de Louvain (UCL) en bestaat uit teksten die geschreven zijn door L2-Engels lerende studenten met verschillende moedertalen.

De eerste versie van het ICLE bestond uit een verzameling van 3.640 essays en omvatte in totaal zo'n 2,5 miljoen woorden. De studenten die hieraan hadden bijgedragen spraken samen 11 verschillende moedertalen, te weten Bulgaars, Tsjechisch, Nederlands, Fins, Frans, Duits, Italiaans, Pools, Russisch, Spaans en Zweeds (Granger 2003, p. 540).

In 2009 verscheen een herziene, uitgebreide versie van het ICLE. Deze tweede versie bestaat uit een verzameling van 6.700 essays, waarmee het totaal aantal woorden in het corpus op 3,7 miljoen komt. Ook is er een aantal essays van studenten met de niet eerder opgenomen

moedertalen Chinees (een verzameling van Cantonees en Mandarijn), Noors, Japans, Turks en Tswana toegevoegd. Hiermee komt het aantal aanwezige moedertalen op 16.

De teksten voor het corpus zijn geschreven door studenten van ongeveer twintig jaar oud die een universitaire studie volgen en in hun tweede, derde of vierde studiejaar zitten, en die Engels leren in een land waar Engels niet de officiële taal is. Er kan gesteld worden dat zij over het algemeen gevorderde sprekers van de taal zijn. Wel is het zo dat er tussen individuele leerders en groepen niveaunderschillen te vinden zijn. De onderzoekers stellen dat deze leerders in de literatuur minder vaak aan bod komen, met als gevolg een gebrek aan kennis en pedagogisch materiaal voor deze doelgroep (Granger 2003, p. 539). De mogelijkheid om een omvangrijk corpus te gebruiken voor interlinguale contrastanalyses zou voordelig kunnen zijn voor talenonderwijs, voornamelijk omdat hieruit een overzicht kan ontstaan van veelvoorkomende problemen in het leerproces (Granger 2003, p. 543).

Alle teksten zijn argumentatieve essays over uiteenlopende onderwerpen, veelal geschreven aan de hand van een stelling. Enkele voorbeelden hiervan zijn "Crime does not pay" en "Feminism has done more harm to the cause of women than good". De participerende studenten wordt vervolgens gevraagd hun standpunt uiteen te zetten in minimaal 500 en maximaal 1000 woorden. Hierbij mogen de studenten gebruik maken van taalkundige hulpmiddelen zoals woordenboeken en grammaticaoverzichten. Het gebruiken van materiaal over het desbetreffende onderwerp of de hulp inroepen van een moedertaalspreker van het Engels is echter niet toegestaan. Het overgrote deel van de essays is door studenten thuis geschreven en daarna digitaal bij de onderzoekers aangeleverd. Er zijn ook essays geschreven als deel van bijvoorbeeld een tentamen, waaraan een tijdslimiet verbonden was.

Naast deze variabelen achtten de onderzoekers ook andere kenmerken van de deelnemende studenten van belang. Deze kenmerken zijn meegenomen in het corpus, waardoor het bijvoorbeeld mogelijk is om naast moedertalen te zoeken op geslacht, land van herkomst, leeftijd, de (eerste, tweede, derde) thuis gesproken taal, eventuele andere vreemde talen die de studenten beheersen, het aantal jaren dat zij Engels onderwijs hebben gehad en de eventuele duur van een verblijf in een Engelstalig land. Ook de universiteiten waaraan de deelnemers studeren zijn te selecteren in een zoekopdracht. Deze opties geven enorm veel vrijheid bij het analyseren van taalgebruik binnen en tussen allerhande groepen. Het zoeken in de teksten kan aan de hand van het invoeren van reguliere expressies, lemma's en/of gebruiken van de part-of-speech tags in het corpus.

2.4.2 Methodologie corpusonderzoek

De voordelen en nadelen van het gebruik van corpora zijn niet onbesproken. Zoals hierboven is aangegeven, benadrukt Granger vooral het gebruik van leerdercorpora zoals het ICLE als hulpmiddel in talenonderwijs. Deze corpora kunnen hulp bieden bij het achterhalen van veelvoorkomende struikelblokken bij het leren van een vreemde taal, waardoor onderwijsmethoden ontworpen kunnen worden die op specifieke punten meer aandacht en ondersteuning aan leerders bieden. Corpora die uit enkel L1-informatie bestaan, kunnen daarentegen geen enkele aanwijzing geven voor moeilijkheden waarmee leerders van een taal mogelijk te maken krijgen (Granger 2003, p. 543).

Afgezien van het argument voor leerdercorpora houdt de vraag of corpusonderzoek überhaupt een legitieme, betrouwbare methode is de gemoederen bezig. Arppe et al. (2010) beschreven een panelgesprek onder cognitief linguïsten over het gebruik van corpora. Hierin kwam aan de hand van een aantal discussiepunten de rol van corpusonderzoek als methode in hun veld ter sprake. Enkele van deze punten komen hieronder kort aan de orde.

Ten eerste wordt de vraag gesteld of corpusdata alleen genoeg zijn om betrouwbare conclusies te trekken over cognitieve processen. Hoewel er wordt geargumenteed dat zulke data zeker natuurlijk en representatief zijn, wordt tegengeworpen dat een experimentele situatie wellicht een betere manier is om dit te onderzoeken. Dit neemt niet weg dat beide methoden elkaar kunnen complementeren. Data verkregen uit slechts één methode zouden niet voldoende zijn om alle relevante vragen te beantwoorden (Arppe et al. 2010, p. 4), na het samenbrengen van die data zouden pas goed gefundeerde claims gemaakt kunnen worden (Arppe et al. 2010, p. 6).

Een tweede punt is de stelling dat corpusdata niet gezien moeten worden als zijnde een directe link naar cognitie. Op dit gebied is er geen vervanging voor het doen van experimenten om betrouwbare data te verkrijgen. Stellen dat hoogfrequente structuren in een corpus ook cognitief significant zullen zijn, moet bijvoorbeeld niet gezien worden als meer dan een aanname (Arppe et al. 2010, p. 8).

Een derde punt dat in de discussie behandeld werd is het feit dat corpora het enerzijds mogelijk maken grote hoeveelheden talige data met grote precisie te analyseren en te vergelijken en aan de hand daarvan accurate voorspellingen te doen, maar anderzijds geen informatie verschaffen over de meta-linguïstische vaardigheden van de proefpersonen die de opgenomen tekst produceren. Zo is het bijvoorbeeld aan de hand van corpora niet mogelijk te achterhalen wat er zich op cognitief niveau afspeelt in het brein van een spreker wanneer deze kiest voor één bepaalde structuur ten gunste van andere acceptabele structuren (Arppe et al. 2010, p. 15). Ook hier wordt geopperd dat de combinatie van corpusonderzoek en experimenteel onderzoek wellicht betrouwbaardere en

representatievere resultaten oplevert. Vooral op het onderscheid tussen *wat* er gebeurt, dus welke keuze een spreker uiteindelijk maakt, en *waarom* dit gebeurt, een vraag die wellicht beter in een experimentele situatie getoetst kan worden, wordt hier de nadruk gelegd (Arppe et al. 2010, p. 16).

De auteurs stellen concluderend dat de mogelijkheid om uit grote hoeveelheden data repliceerbare resultaten te verkrijgen en complexe verschijnselen te onderzoeken grote voordelen van corpusonderzoek zijn. In combinatie met andere onderzoeksmethoden zullen deze eigenschappen volgens hen leiden tot betrouwbaardere bevindingen (Arppe et al. 2010, pp. 21-22).

3 Analyse van L2-Engels-data van L1 Russisch- en Mandarijnsprekers uit het ICLE

In deze sectie volgt een beschrijving van een eigen onderzoek naar het gebruik van definieten door L1-Russisch- en L1-Mandarijn-sprekende leeders van L2-Engels. Voor dit onderzoek is gebruik gemaakt van de teksten uit het ICLE. Daarbij staat de vraag of niet specificiteit maar possessiviteit en/of demonstrativiteit hierin een rol spelen voorop. Naast gebruik van definieten in specifieke contexten wordt dus ook gekeken naar mogelijke possessieve en demonstratieve contexten.

3.1 Methode

In de artikelen van Ionin et al. (2003, 2004, 2006, 2009) waarin de rol die specificiteit speelt in het gebruik van definieten door L2-Engels-leeders met een moedertaal zonder lidwoorden wordt onderzocht, wordt vooral onderzoek aangehaald waarbij gebruik is gemaakt van L1-Russisch of L1-Koreaans sprekende proefpersonen.

Om de rol van possessiviteit te toetsen, en de resultaten zo goed mogelijk te kunnen vergelijken met die van Ionin et al., is het van belang een populatie te onderzoeken die zoveel mogelijk overeenkomt.

Idealiter zouden de data die in dit onderzoek gebruikt worden dus verkregen worden uit teksten van schrijvers met Russisch en Koreaans als moedertaal. Van de eerstgenoemde groep is een groot aantal teksten opgenomen in het ICLE; helaas ontbreken gegevens van moedertaalsprekers van het Koreaans. Omdat in dit onderzoek gebruik wordt gemaakt van corpusdata, is het ook niet mogelijk snel een nieuwe groep proefpersonen aan te spreken. Om deze reden is er gekozen om in plaats van Koreaans teksten van leeders met L1 Mandarijn te onderzoeken. In die taal komen eveneens geen lidwoorden voor. Bovendien is dit ook de moedertaal van de proefpersonen van Le Bruyn en Dong.

De interface van het ICLE biedt, zoals eerder besproken, de mogelijkheid om erg gericht en met behulp van zeer gedetailleerde opdrachten te zoeken in de verzamelingen teksten. In dit geval bleken die opties echter overbodig, omdat de interesse enkel naar één woord uitging: het Engelse definiete lidwoord *the*.

Om een toereikende hoeveelheid voorkomens van *the* voor nadere analyse ter beschikking te hebben, zijn van 30 corpusteksten van Russische leeders alle voorkomens van *the* verzameld. In totaal leverde dit 419 voorkomens op. In het ICLE komen slechts 8 teksten van L1-Mandarijnsprekers voor. Ook uit deze teksten zijn alle voorkomens van *the* verzameld; in totaal waren dit er 262.

Instanties van *the* waarbij duidelijk was dat er sprake was van een spelfout en er door de leerder geen definitief bedoeld werd, zijn niet meegenomen in de analyse. Een voorbeeld van zo'n geval is "none the less" (in tekst RUMO1003): "nonetheless" is, juist gespeld, één woord. Een ander voorbeeld is een instantie van een definitief waar eigenlijk "to" gebruikt zou moeten worden, zoals in tekst CNUK1181: "Students are asked **the** recite the theories formulas, and even passages."

Ook idiomatische uitdrukkingen waarin een definitief voorkomt, zijn niet meegenomen. In dit soort uitdrukkingen, zoals "by the way" (bijvoorbeeld in tekst RUMO1004) maakt het definitief deel uit van een combinatie van woorden die een geheel vormen. Hoogstwaarschijnlijk zullen daarin geen fouten gemaakt worden. (Andere regelmatig voorkomende voorbeelden waren uitdrukkingen als "the more, the better" en "on the one hand (...) on the other hand".)

De verzamelde definitieven worden vervolgens beoordeeld. Allereerst wordt bekeken of er sprake is van correct gebruik van *the*. Vervolgens wordt voor de foute voorkomens van *the* vastgesteld of er sprake is van een specifieke context (aan de hand van de definitie van Ionin), een possessieve context (kan het definitieve lidwoord vervangen worden door een possessief?), of een demonstratieve context (kan het definitieve lidwoord vervangen worden door een demonstratief?).

Hierbij moet worden opgemerkt dat de beoordelaar geen moedertaalspreker van het Engels maar van het Nederlands is. Voor dit onderzoek is ervan uitgegaan dat zijn Engelse taalvaardigheid volstaat om een betrouwbaar oordeel over de correctheid van Engelse definitieven te geven. Bovendien is het lidwoordsysteem van beide talen vergelijkbaar.

Als er alleen overproductie van *the* voorkomt in specifieke contexten, bevestigt dit de analyse van Ionin et al. In het geval van overproductie in possessieve en demonstratieve contexten kan echter niet gesteld worden dat de conclusie van Ionin et al. klopt, en speelt specificiteit geen rol bij de keuze voor lidwoorden door leerders van L2-Engels met een L1 zonder lidwoorden.

3.2 Resultaten

3.2.1 Definitieven in teksten van L1-Russisch-leerders

In de 30 geselecteerde teksten van leerders met L1 Russisch uit het ICLE kwamen 419 instanties van een definitief voor. In slechts 13 (3,1%) van deze gevallen kon het gebruik van een definitief met zekerheid als fout beoordeeld worden. Bij slechts 5 van deze gevonden definitieven was sprake van overproductie in een specifieke context:

13. *A deliberate crime should be punished tougher than an unintentional one. But those committing crimes twice or more must be isolated into prison for **the** long period.*
(RUMO1001)

14. *Of course a lot of in studying depends on faculty. If the teacher gives a lecture or the other class on **the** high level, he can makes his students to be interested in his subject. (RUMO1008)*
15. *Severe punishments are provided for environment pollution, some governments ban using of chemicals, protect whole zones et cetera. **The** special step to protect nature is the creation of nature reserves and national parks, which help to conserve animals, plants, fishes and so on. (RUMO1017)*
16. *Thus a university has to teach a student to be ready to meet reality of the world and to adapt himself independently of where he will be after his graduation. I had **the** meeting of alumni in June this year. (RUMO1020)*
17. *The social and moral, mental conditions are different in different countries. So it is not possible to produce **the** common law for different societies. (RUMO2002)*

In deze 5 gevallen kan geen definitief gebruikt worden, en is alleen het indefiniete *a* correct. De proefpersonen schrijven de gebruikte nomina een bepaalde *noteworthy* eigenschap toe door ze te combineren met een adjectief. In zin (16) blijkt de *noteworthiness* van de NP uit het complement "of alumni".

Er moet overigens gezegd worden dat de notie *noteworthiness* door Ionin niet erg precies is gedefinieerd. Een gevolg daarvan is dat alle oordelen over specificiteit erg subjectief zullen zijn en van persoon tot persoon kunnen verschillen. Om die reden moeten alle hier besproken oordelen onder voorbehoud blijven.

Bij 3 andere instanties van een foute definitief was sprake van overproductie in een possessieve context:

18. *And the speed of life becomes very fast. The great progress in the field of information science, computerization, transport and growing standards of life has led to that a lot of people reached the limit of their dreaming or consider their dreaming as real, and they think it will be easy to reach **the** dreams. (RUMO1018)*
19. *The writer's books have a lot of fans and I think it's illustration of that people can dream and imagine. And I want to end **the** little essey by the words of Napoleon "Imagination rules the world" and the words of Richter "Recollection is the only paradize from which we cannot be turned out". (RUMO1018)*

20. *On the other hand, compulsory military service means that some people who do not want to serve are forced to join the army under the law. These people are reluctant to perform **the** duty.* (RUMO1024)

In correct Engels zou hier geen *the* gebruikt worden, maar respectievelijk *their*, *my*, en *their*.

In geen van de gevonden gevallen is het mogelijk het definiete lidwoord te vervangen door een demonstratief.

3.2.2 Definieten in teksten van L1-Mandarijn-leerders

In de 8 teksten van L1-sprekers van Mandarijn in het ICLE kwamen 262 voorkomens van een definitief lidwoord voor. Hiervan konden 12 instanties (4,58%) met zekerheid als fout beoordeeld worden. In slechts 1 geval kon worden vastgesteld dat er sprake was van overproductie in een specifieke context:

21. *The televisions also help the students study in the schools. For example: the teachers played the videos to demonstrate how to make a good presentation and the students could know what was **the** wrong attitude and how to improve it.* (CNUK1087)

In deze zin wordt *the* gebruikt waar een L1-Engels-spreker *a* meer correct zou vinden. Overigens bleek ook hier dat oordelen over specificiteit erg lastig was, wat vaak voor twijfel zorgde. Zoals hierboven is besproken, is dit waarschijnlijk een gevolg van de mate van subjectiviteit in de aangehouden definitie van specificiteit en *noteworthiness*. Twijfelachtige gevallen zijn niet meegenomen in de verdere analyse.

In 3 instanties was sprake van overproductie in een possessieve context:

22. *It plays an important role in our lives. It not only provides the information that we want but also helps us resolve **the** problems.* (CNUK1087)
23. *Even though, in the society, there are still so many reasons that make someone to kill a person. Take money for example, someone will lose himself, will lose **the** humanity, just in order to get more money.* (CNUK1184)
24. *And he would be praised by the people. But, from another point of view, he breaks **the** role, his behavior is illegal, he should be punished by the judge.* (CNUK1184)

Hier wordt *the* gebruikt waar in correct Engels respectievelijk de possessieven *our*, *his*, en *his* gebruikt zouden moeten worden.

In de data van L1-Mandarijn-sprekers is het in één geval mogelijk gebleken het definitieve lidwoord te vervangen door een demonstratief:

25. *Students are asked to recite the theories formulas, and even passages. **The** heavy burden forces the students to memory these things without further digesting them.* (CNUK1181)

Hier kan het definitieve lidwoord vervangen worden door het demonstratief *this*.

4 Discussie

Het aantal gevallen waarin met zekerheid is vast te stellen dat er sprake is van fout gebruik van een definitief lidwoord is duidelijk erg laag. Het feit dat er in de gevonden data dus niet alleen overproductie voorkomt in specifieke contexten, maar ook in possessieve en demonstratieve contexten, zou erop kunnen wijzen dat Ionin's hypothese niet bevestigd wordt. Het is echter de vraag of het zeer kleine aantal hier gevonden fouten genoeg grond biedt om deze conclusie te trekken.

Daarnaast is het erg lastig gebleken een eenduidige manier van het classificeren van foute definitieven aan te houden. In de teksten kwam een groter aantal foute definitieven voor – 41 (9,79%) in de teksten van L1-Russisch-sprekers, en 29 (11,07%) in de teksten van L1-Mandarijn-sprekers – die duidelijk niet correct waren, maar zich lastig lieten classificeren. Deze gevallen zijn daarom niet meegenomen in de analyse. In het hier volgende zullen enkele voorbeelden van lastige gevallen besproken worden, evenals mogelijke verklaringen die nog niet overwogen zijn.

Allereerst kwam er in een groot aantal gevallen gebruik van definitieven voor waar in correct Engels een lidwoord zou ontbreken. Hier volgen enkele voorbeelden van dergelijke voorkomens. In het geval van meerdere gebruiken van het definitieve lidwoord, is het target-definitief geaccentueerd.

26. *First of all cruelty in relations between both among prisoners and among jail personnel and prisoners. I know some people who were in **the** jail.* (RUMO1007)
27. *One must remember fantastic novels, further development science and technology is not good at all. Of course, imagination flies and we can see a lot of thing in **the** real life about those everyone only could dream in the past.* (RUMO1009)
28. *But humanity begins to recognize the danger and undertake a number of measures to improve the situation. There are **the** organization to protect nature, such as "Green Peace" and so on.* (RUMO1017)
29. *The number of romantics and poets is decreasing. **The** Nature is retreating as cities and towns are growing in number.* (RUMO1023)

Deze voorbeelden vormen slechts een deel van het aantal gelijksoortige gevallen in de bekeken corpusteksten. In elk van bovenstaande voorbeelden is het gebruikte definiete lidwoord in correct Engels overbodig. Vergelijk bijvoorbeeld “I know some people who were in jail” (26), “in real life” (27), “there are organizations...” (28), en “nature is retreating” (29).

Er is hier geen sprake van de mogelijkheid om het definiete lidwoord te vervangen door het indefiniete lidwoord *a*. Toch vinden deze leerders van L2-Engels het hier blijkbaar acceptabel (of zelfs nodig) om een definit lidwoord te gebruiken, ook wanneer er geen sprake is van familiariteit of *previous mention*. Het lijkt er op dat een verklaring voor dit verschijnsel niet gezocht kan worden in de rollen van specificiteit of possessiviteit op de keuze van lidwoorden.

Een theorie die mogelijk een licht werpt op dit fenomeen is het gebruik van rollen in *frames* (Zwarts, 2014). Een definit lidwoord kan formeel gesproken alleen correct gebruikt worden wanneer de NP waarmee het lidwoord geassocieerd wordt eerder door een indefiniet lidwoord is geïntroduceerd of inherent uniek is. De framing-theorie stelt dat een definit in bepaalde gevallen ook gebruikt kan worden wanneer niet aan deze voorwaarden wordt voldaan.

Zwarts (2014, p. 17) stelt dat sommige definiete nomina vaker voorkomen in dezelfde contexten en in dezelfde hoedanigheden: “Certain types of objects occur regularly and frequently in particular places and times with rather constant properties. We might say that they are *institutions*. A newspaper appears (...) in most households on a daily basis with more or less the same news, but not everyone receives magazines, let alone on the same days.” (Nadruk van Zwarts.)

Dit gegeven kan een verklaring bieden voor het feit dat iemand bijvoorbeeld wel “I’m reading the newspaper” kan zeggen, terwijl “I’m reading the book” juist niet gezegd zal worden door een moedertaalspreker van het Engels. Een ander voorbeeld hiervan is de zin “I took the train”, waarbij het niet zo is dat de spreker hier één specifieke trein bedoelt. Wanneer iemand daarentegen “I took the car” zegt, is het veel waarschijnlijker dat hier sprake is van een verwijzing naar één bepaalde auto (voorbeelden ontleend aan Zwarts).

In voorbeeld (26-29) zou het gebruik van de definiete lidwoorden wellicht verklaard kunnen worden door de bedoeling van de leerders te verwijzen naar een NP die een bepaalde rol heeft in het *frame* van het onderwerp waarover ze schrijven – de onderwerpen van alle essays zijn immers vooraf bepaald. Hier volgt nog een voorbeeld uit de data van de L1-Mandarijn-sprekers:

30. *The televisions also help **the** students study in **the** schools. For example: **the** teachers played **the** videos to demonstrate how to make a good presentation and the students could know what was the wrong attitude and how to improve it. (CNUK1087)*

Deze zin is afkomstig uit een betoog over de rol van de televisie in het dagelijkse leven. De hier geaccentueerde definiëten zijn niet eerder geïntroduceerd. Maar wanneer ervan uitgegaan wordt dat de proefpersoon hier een *frame* heeft opgesteld waarin het gebruik van de televisie in een onderwijssituatie centraal staat, is dat misschien niet meer nodig: in zo'n context is het namelijk vanzelfsprekend dat er studenten en docenten aanwezig zijn. De functie van een televisie is het tonen van beeldmateriaal, waardoor het zien van video's ook te verwachten is. Dit perspectief maakt het mogelijk dat de leerder het acceptabel acht om ook in deze situaties definiëten te gebruiken.

Overigens kunnen de fouten in voorbeeld (30) ook verklaard worden door aan te nemen dat de NP's "the students", "the schools", "the teachers" en "the videos" generisch geïnterpreteerd moeten worden. Ze zouden als verwijzingen naar soorten opgevat kunnen worden. Verschillende talen gaan hier verschillend mee om. In L1-Engels wordt in deze gevallen bijvoorbeeld geen gebruik gemaakt van lidwoorden; in het Frans gebeurt dat wel:

31. *Frans: Les baleines sont des mammifères*

Engels: Whales are mammals

Nederlands: Walvissen zijn zoogdieren

In dezelfde tekst is tevens een ander voorbeeld van gebruik van definiëten te vinden, waarbij specificiteit of possessiviteit eveneens geen rol lijken te spelen:

32. *The televisions play two roles in our lives. One is **the** provider. (...) The other is **the** helper.*

Deze constructie geeft min of meer een opsomming van functies die eveneens in het *frame* van eigenschappen van een televisietoestel passen.

In een van de Russische teksten komt een soortgelijke zin voor:

33. *When a cadet I was eager to learn because I knew my college was the best prestige in the Air Force. It had a high quality of teaching faculty and research facilities and it accepted only two to three out of every ten who applied. The syllabus was complex and there were some dull and unnecessary courses. Not knowing where we would serve and what we would do we had to study various subjects. That's why our range of knowledge was wide. To my mind it was an advantage and disadvantage simultaneously. It was **the** disadvantage because we had to know things which we wouldn't ever concern for and it was **the** advantage because we have got the necessary views or horizon to be a competent avionics engineer. (RUMO1020)*

Zoals uit de context duidelijk wordt, spreekt de proefpersoon hier over verschillende kanten van het door hem of haar gevolgde onderwijsprogramma. Hoewel “advantage” en “disadvantage” in dit geval wel geïntroduceerd worden, zou een moedertaalspreker deze NP’s vervolgens niet gebruiken met een definitief. Het feit dat hier een vergelijking gemaakt wordt, speelt wellicht een rol. In correct Engels zou een vergelijkbare zin namelijk wel degelijk kunnen voorkomen: “It was **the** best possible thing for some, but **the** worst for others”. Het is niet ondenkbaar dat leerders bekend zijn met dergelijke constructies en die gebruiken als basis voor hun eigen productie.

5 Conclusie

De zeer beperkte hoeveelheid data die daadwerkelijk bruikbaar is, maakt het onwaarschijnlijk dat er een betrouwbaar antwoord gegeven kan worden op de vraag of er in het lidwoordgebruik van L2-Engels-leerders met een L1 zonder lidwoorden een rol is weggelegd voor specificiteit of voor possessiviteit. Hiervoor is analyse van een veel grotere hoeveelheid teksten nodig.

Daarnaast is gebleken dat de definitie van specificiteit zoals die door Ionin et al. (2004) is geformuleerd, wellicht niet sluitend genoeg is. De mate van subjectiviteit waarop vooral de notie *noteworthiness* berust is, maakt dat er geen echt objectieve kwalificatie van specificiteit en specifieke contexten gegeven kan worden.

Hoewel een antwoord op de onderzoeksvraag dus onduidelijk blijft, is wel evident dat een grote hoeveelheid gevonden fouten in de onderzochte teksten niet binnen het voorgestelde theoretische kader past. Dit wijst er op dat de nadruk op een bepaald theoretisch kader ervoor kan zorgen dat andere fenomenen in het taalgebruik van leerders buiten de focus van onderzoek blijven, terwijl deze verschijnselen niet per se minder belangrijk of interessant zijn.

Hierom lijkt het gebruik van corpusdata wellicht niet de ideale methode om – binnen een bepaald theoretisch kader – lidwoordkeuze van leerders van L2-Engels te onderzoeken. Om tot betrouwbare conclusies te komen is analyse van een veel grotere verzameling teksten nodig, en omdat het op voorhand niet duidelijk is hoeveel bruikbare data een selectie uit de teksten oplevert, is het lastig in te schatten of deze werkwijze daarom enigszins werkbaar zou blijven.

Toch heeft corpusonderzoek een groot voordeel ten opzichte van experimenteel onderzoek. Bij experimenteel onderzoek is de kans op het vinden van bruikbare resultaten uiteraard groter. Dat is echter niet zo vreemd, omdat experimenten doorgaans zo ontworpen zijn dat ze in lijn zijn met de theoretische achtergrond waarin de studie wordt uitgevoerd, en op zo'n manier in elkaar zitten dat er altijd wel resultaten gevonden worden die relevant zijn voor de te toetsen hypothese.

Corpusonderzoek biedt náást de kans om een bepaald fenomeen te onderzoeken ook de mogelijkheid andere, onverwachte of niet in de theorie passende, data te vinden en te bekijken en dwingt een meer open blik af bij het kijken naar zowel het belang van de theoretische achtergrond van een studie als de gevonden resultaten. Corpora kunnen dus niet alleen dienen om een hypothese te bevestigen, maar zijn een uitstekend middel voor het vinden van nieuwe perspectieven en vragen.

Hoewel het niet mogelijk is gebleken om de uit het ICLE verkregen data te gebruiken om de ene of de andere theorie te bevestigen, is er uit dit onderzoek wel een andere conclusie te trekken. De hoeveelheid informatie uit de corpusdata die niet binnen het theoretische kader verklaard kan

worden, roept de vraag op of in onderzoek waarbij uitsluitend binnen een bepaald kader gewerkt wordt, vaak niet juist de meest interessante data buiten beschouwing blijven.

De gevonden foute definiten die zich niet aan de hand van de rol van specificiteit of possessiviteit laten verklaren, roepen de vraag op of met deze theorieën wel in de juiste richting gezocht wordt naar een antwoord op de vraag hoe een L2-Engels-leerder omgaat met het gebruiken van lidwoorden. In algemenere zin laat dit onderzoek dus zien dat corpusonderzoek, hoewel in Arppe (2010) vooral beschouwd als nuttige methode náást experimenteel onderzoek, een zeer bruikbare manier is om nieuwe inzichten te krijgen en de gevestigde theorieën kritischer te bekijken.

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Appendix A: data L1-Russisch

# totaal	Tekst	# in tekst	Occurrence	goede definitief?	Specifiek	Possessief	Demonstratief mogelijk?
1	RUMO1001	1	Among many institutions of every state the prison system as an organ of punishment takes not the last place.				
2	RUMO1001	2	Among many institutions of every state the prison system as an organ of punishment takes not the last place.				
3	RUMO1001	3	It goes without saying. But the main question is still being discussed.				
4	RUMO1001	4	But the main question is still being discussed. What missions should the prison system fulfill? What missions should the prison system fulfill? The answer is doubtless: to recreate a person to return him to a normal				
5	RUMO1001	5	life. But I dare say that no one prison system recreates men in full. On the contrary, it consumes a man, remakes him and				
6	RUMO1001	6	breaks his soul. Sure, to discuss a certain problem is rather difficult for a person not concerned with it. The problem should be thoroughly				
7	RUMO1001	7	observed in advance. By all means everyone has his own look at it but all opinions are amateur which can not pretend to be taken into				
8	RUMO1001	8	consideration by specialists. But I dare say some word on the problem.				
9	RUMO1001	9	But I dare say some word on the problem. All the crimes committed should be punished. A deliberate crime should be punished tougher than an unintentional one. But those committing crimes twice or more	?			
10	RUMO1001	10	must be isolated into prison for the long period.	fout	1	0	0
11	RUMO1001	11	An eye for an eye, despite Christ's words. Can the leopard change his spots?	fout	0	0	0
12	RUMO1001	12	Can the leopard change his spots? The prison system should by all mean be flexible.				
13	RUMO1001	13	That taken a false step should be given a chance. Sure, a short essay can not grasp the whole issue.				
14	RUMO1001	14	And I do not try to. At the top of all, I'd like to say: Give the devil his due.	?			
15	RUMO1001	15	And I do not try to. At the top of all, I'd like to say: Give the devil his due.				
16	RUMO1002	1	An underground student begins adjusting economical laws to events around him during last years of study. This happens, I believe, out of the statement that an individual and a society are not seperated from each other.				
17	RUMO1002	2	This happens, I believe, out of the statement that an individual and a society are not seperated from each other. It is impossible to live in the society and to be free, to be out of it.				
18	RUMO1003	1	But 18 months are hardly enough for it. At the same time military service is good life school for future.				
19	RUMO1003	2	oung men are getting wiser while serving. But still it is true that young men join the Army unwillingly.				
20	RUMO1003	3	But still it is true that young men join the Army unwillingly. In the same way they study military specialities.				
21	RUMO1003	4	In comparison with compulsory military service professional one is much better. There are more possibilities to train young men to be real soldiers, more control levers to keep discipline in the proper way. There are more possibilities to train young men to be real soldiers, more control levers to keep discipline in the proper way. More attention may be paid to special and combat military training as well as to the political and social aspects of				
22	RUMO1003	5	service. More attention may be paid to special and combat military training as well as to the political and social aspects of service. None the less, only rich, well-developed industrialized countries may afford to establish the professional army for it takes				
23	RUMO1003	6	a great deal of money to maintatin it. None the less, only rich, well-developed industrialized countries may afford to establish the professional army for it takes a great deal of money to maintatin it. In spite of reducing the number of servicemen the army budget should be	?			
24	RUMO1003	7	increased.				

None the less, only rich, well-developed industrialized countries may afford to establish the professional army for it takes a great deal of money to maintain it. In spite of reducing the number of servicemen **the** army budget should be increased.

25 RUMO1003 8 increased.

In spite of reducing the number of servicemen the army budget should be increased. Quality should prevail over **the** quantity.

26 RUMO1003 9 quantity.

Hence Armament Acquisition and Procurement program would take more and more allocations. People should join **the** Army willingly.

27 RUMO1003 10 Army willingly.

But to provide it, social and financial support of service must be sufficient. While serving, a man should not think of his rear, should not settle such problems as where he would live in a month or how to extend his small salary until he gets **the** next one.

28 RUMO1003 11 **the** next one. ?

While serving, a man should not think of his rear, should not settle such problems as where he would live in a month or how to extend his small salary until he gets the next one. Otherwise it would be impossible to establish **the** powerful and combat-ready army for nobody would go into service being homeless and poorly sponsored.

29 RUMO1003 12 combat-ready army for nobody would go into service being homeless and poorly sponsored.

These troops are good only for unexpected local operations. On **the** other hand, they have a well-trained personnel which very well knows its weapons and equipment.

30 RUMO1004 1 which very well knows its weapons and equipment.

Combined system of military service is widely spread now in most countries. At **the** same time many countries have armies which consist only of drafted personnel.

31 RUMO1004 2 armies which consist only of drafted personnel.

At the same time many countries have armies which consist only of drafted personnel. In this case **the** term of service should be as long as it is necessary for good-training of this personnel.

32 RUMO1004 3 should be as long as it is necessary for good-training of this personnel.

It enables them to conduct large-scale long-term operations. Besides that when every man must serve in **the** army tensions among the population about the questions of the draft are removed.

33 RUMO1004 4 tensions among the population about the questions of the draft are removed.

It enables them to conduct large-scale long-term operations. Besides that when every man must serve in the army tensions among **the** population about the questions of the draft are removed.

34 RUMO1004 5 tensions among **the** population about the questions of the draft are removed.

It enables them to conduct large-scale long-term operations. Besides that when every man must serve in the army tensions among the population about **the** questions of the draft are removed.

35 RUMO1004 6 tensions among the population about **the** questions of the draft are removed.

It enables them to conduct large-scale long-term operations. Besides that when every man must serve in the army tensions among the population about the questions of **the** draft are removed.

36 RUMO1004 7 tensions among the population about the questions of **the** draft are removed.

37 RUMO1005 1 Prisons are not **the** better place for correct behaviour. ?

In Western countries prison conditions are more better than in Russia, and this fact helps to change criminals in better way of life. Western criminals have possibilities to watch TV-set, listen to **the** radio, watch video and films, to meet with their lovers and families and to do their hobbies.

38 RUMO1005 2 their lovers and families and to do their hobbies.

They can read books, increase their education level, so they become more educative people. **The** more bad conditions in prisons, the worse become criminals.

39 RUMO1005 3 prisons, the worse become criminals.

They can read books, increase their education level, so they become more educative people. The more bad conditions in prisons, **the** worse become criminals.

40 RUMO1005 4 prisons, **the** worse become criminals.

41 RUMO1005 5 We must remember it. But **the** most important thing is to prevent committing a crime.

First of all cruelty in relations between both among prisoners and among jail personnel and prisoners. I know some people who were in **the** jail.

42 RUMO1007 1 people who were in **the** jail. ?

Their stories about prisoner system are terrible. If you are a strong man you can overcome **the** difficulty of imprisonment because there are wolf laws.

43 RUMO1007 2 because there are wolf laws.

Of course, prison system is necessary, evil must be punished. At **the** present time as far as I know most of prisons are overcrowded, jailmen have nothing to do because a lot of enterprises are closed which were connected with the jails in economic aspect previously.

44 RUMO1007 3 economic aspect previously.

Of course, prison system is necessary, evil must be punished. At the present time as far as I know most of prisons are overcrowded, jailmen have nothing to do because a lot of enterprises are closed which were connected with **the** jails in economic aspect previously.

45 RUMO1007 4 economic aspect previously.

46	RUMO1008	Of course a lot of in studying depends on faculty. If the teacher gives a lecture or the other class on the high level, he can makes his students to be interested in his subject.					
47	RUMO1008	Of course a lot of in studying depends on faculty. If the teacher gives a lecture or the other class on the high level, he can makes his students to be interested in his subject.	?				
48	RUMO1008	Of course a lot of in studying depends on faculty. If the teacher gives a lecture or the other class on the high level, he can makes his students to be interested in his subject.	fout	1	0		0
49	RUMO1008	Moreover every worker must filled his head with knowledge, long for new level of mentality because nobody will respect a specialist without a solid luggage of knowledge. And I suppose there is nothing afraid of if in the beginning something will be wrong.					
50	RUMO1009	In spite of the fact that the humanity has achieved greatest progress in developing science, creating new technologies , including military the limit of that progress is unseen.					
51	RUMO1009	In spite of the fact that the humanity has achieved greatest progress in developing science, creating new technologies , including military the limit of that progress is unseen.	?				
52	RUMO1009	In spite of the fact that the humanity has achieved greatest progress in developing science, creating new technologies , including military the limit of that progress is unseen.					
53	RUMO1009	In spite of the fact that the humanity has achieved greatest progress in developing science, creating new technologies , including military the limit of that progress is unseen. But in my opinion in the future science can lead to the dangerous prospects because some achievements can destroy the Earth and all people.					
54	RUMO1009	In spite of the fact that the humanity has achieved greatest progress in developing science, creating new technologies , including military the limit of that progress is unseen. But in my opinion in the future science can lead to the dangerous prospects because some achievements can destroy the Earth and all people.	?				
55	RUMO1009	In spite of the fact that the humanity has achieved greatest progress in developing science, creating new technologies , including military the limit of that progress is unseen. But in my opinion in the future science can lead to the dangerous prospects because some achievements can destroy the Earth and all people.					
56	RUMO1009	But in my opinion in the future science can lead to the dangerous prospects because some achievements can destroy the Earth and all people. And it is concerned with not only military achievements, so I suppose it's better to be more careful with the scientific works.					
57	RUMO1009	One must remember fantastic novels, further development science and technology is not good at all. Of course, imagination flies and we can see a lot of thing in the real life about those everyone only could dream in the past.	?				
58	RUMO1009	Of course, imagination flies and we can see a lot of thing in the real life about those everyone only could dream in the past. We should do our best that all new achievements were good to our common house - the Earth.					
59	RUMO1010	It is not simply to make professional army. But some countries experience shows that nowadays an army consists of entirely professional soldiers is the most mobile and capable of accomplish any mission.					
60	RUMO1010	There is no need explain much to a professional soldier about importance of military service, strong discipline and so on. While the young men which are drafted are needed on a great attention.					
61	RUMO1010	While the young men which are drafted are needed on a great attention. Some of them leave the Army at once they don't want to serve at all whatever conditions you make for them.					
62	RUMO1010	Some of them leave the Army at once they don't want to serve at all whatever conditions you make for them. Besides, the problem is that the newcomers, sometimes, are being beaten by so-called "old soldiers".					

63 RUMO1010 Some of them leave the Army at once they don't want to serve at all whatever conditions you make for them. Besides,
5 the problem is that **the** newcomers, sometimes, are being beaten by so-called "old soldiers".
Besides, the problem is that the newcomers, sometimes, are being beaten by so-called "old soldiers". It makes **the**
64 RUMO1010 6 officers a lot of troubles.
A man must be interested in military service. At **the** present time only money may attract men and, of course, women to
65 RUMO1010 7 serve in the Army.
At the present time only money may attract men and, of course, women to serve in the Army. But I suppose, it is
66 RUMO1010 8 impossible in **the** near future.
67 RUMO1010 9 But I suppose, it is impossible in the near future. **The** problem is money.
The problem is money. As for this country as long **the** situation is bad as the Army's problems are not solved including
68 RUMO1010 10 professional draft.
The problem is money. As for this country as long the situation is bad as **the** Army's problems are not solved including
69 RUMO1010 11 professional draft.
70 RUMO1011 1 I guess that **the** modern society needs the prison system.
71 RUMO1011 2 I guess that the modern society needs **the** prison system. fout 0 0 0
Persons who have committed crimes of forethought must be received into prison. But I consider that **the** prison system
72 RUMO1011 3 has to be changed.
Prisoners who are convicted of grave crimes must be separated from prisoners who are convicted of less grave crimes. It
will allow to save **the** latters from pernicious influence of habitual offenders and it will not allow to inveigle them into
73 RUMO1011 4 organized crime.
All prisoners must have opportunity to work or to learn. All prisoners must have opportunity to connect with their
74 RUMO1011 5 relatives constantly by **the** use of letters and meeetings.
All prisoners must have opportunity to connect with their relatives constantly by the use of letters and meeetings.
75 RUMO1011 6 Discharged prisoner must be under state control and have **the** state supporting in the first period after his discharge.
All prisoners must have opportunity to connect with their relatives constantly by the use of letters and meeetings.
76 RUMO1011 7 Discharged prisoner must be under state control and have the state supporting in **the** first period after his discharge.
I guess that university education is most fundamental one. When students graduate from a university they maybe are not
77 RUMO1012 1 prepared to solve **the** certain problem which may be raised unexpectedly by life reality. ?
We must not forget that all practical results in our life depend on theoretical bases. Universities train research workers in
78 RUMO1012 2 humanities and **the** sceinces.
Universities train research workers in humanities and the sceinces. And **the** progress of our world is based on the
79 RUMO1012 3 fundamental sciences.
Universities train research workers in humanities and the sceinces. And the progress of our world is based on **the**
80 RUMO1012 4 fundamental sciences.
And the progress of our world is based on the fundamental sciences. They give us ways of **the** best approach to the
81 RUMO1012 5 development of new technology.
And the progress of our world is based on the fundamental sciences. They give us ways of the best approach to **the**
82 RUMO1012 6 development of new technology.
83 RUMO1013 1 I think that Nature suffers nowadays more than in **the** 19th century.
I think that Nature suffers nowadays more than in the 19th century. Air, water, soil, climate and living things are **the**
84 RUMO1013 2 indissoluble parts of the whole.
I think that Nature suffers nowadays more than in the 19th century. Air, water, soil, climate and living things are the
85 RUMO1013 3 indissoluble parts of **the** whole.

86 RUMO1013 4 When we allow to pollute million tons of industrial wastes into air, water and soil we allow to change climate and finally living creatures. We ourselves kill **the** Earth and insects, fishes, birds animals and people on it.

87 RUMO1013 5 We ourselves kill the Earth and insects, fishes, birds animals and people on it. Moreover we are destroying **the** ozone layer by using aerosols and it is changing climate and causing cancer diseases.

88 RUMO1014 1 To my mind there are a lot of advantages and disadvantages in **the** prison system.

89 RUMO1014 2 To my mind there are a lot of advantages and disadvantages in the prison system. **The** system is urgent for society so evil must be punished.

90 RUMO1014 3 For as Voltaire said "A little evil is often necessary for obtaining a great good". A criminal should regard his imprisonment as a punishment and know that **the** punishment is inevitable.

91 RUMO1014 4 A criminal should regard his imprisonment as a punishment and know that the punishment is inevitable. Imprisonment may be a means of deterrence for some people, which under **the** threat of punishment will refuse to commit a crime.

92 RUMO1014 5 May be it is too cruel to deprive somebody of freedom but unfortunately it's necessary nowadays because of very high criminality level in many countries. In **the** first place we should protect honest citizens, which shouldn't suffer from criminals.

93 RUMO1014 6 In the first place we should protect honest citizens, which shouldn't suffer from criminals. As **the** whole I'm for the prison system but sometimes after imprisonment a man became worse than he was before.

94 RUMO1014 7 We know a lot of such cases. **The** first reason of it is that often inveterate law-breakers and people, which broke a law firstly or even accidentally serve their sentences together in the same place.

95 RUMO1014 8 We know a lot of such cases. The first reason of it is that often inveterate law-breakers and people, which broke a law firstly or even accidentally serve their sentences together in **the** same place.

96 RUMO1014 9 Besides they should be kept in special conditions. **The** conditions should be very severe.

97 RUMO1014 10 Special attention should be paid to teenagers. **The** question of teenagers' criminality is extremely complex.

98 RUMO1014 11 The question of teenagers' criminality is extremely complex. Many countries faced **the** problem. ?

99 RUMO1014 12 Many countries faced the problem. **The** matter is that sometimes it's difficult to make them answer in proper time.

100 RUMO1014 13 They need a special individual approach. To return them to a normal life needs **the** work of psychologists.

101 RUMO1014 14 As for prisons for women it's so grave problem that I can't discuss it. In general **the** prison system is a very important institution, will be necessary for a long time.

102 RUMO1014 15 But it must be ridded of its disadvantages and take into account local conditions. Then it will meet demands of **the** time and serve our society perfectly.

103 RUMO1015 1 Certainly most of **the** thesis, which are written to get a degree, are theoretical and haven't any practical value.

104 RUMO1015 2 Certainly most of the thesis, which are written to get a degree, are theoretical and haven't any practical value. One of **the** reason is unnecessary theorizing when students study in the university.

105 RUMO1015 3 Certainly most of the thesis, which are written to get a degree, are theoretical and haven't any practical value. One of the reason is unnecessary theorizing when students study in **the** university.

106 RUMO1015 4 One of the reason is unnecessary theorizing when students study in the university. During post-graduate study **the** teaching continues in the same way.

107 RUMO1015 5 One of the reason is unnecessary theorizing when students study in the university. During post-graduate study the teaching continues in **the** same way.

108 RUMO1015 6 During post-graduate study the teaching continues in the same way. Accordingly as a rule **the** thesis are theoretical.

109 RUMO1015 Besides I think it's easier to find something new theoretical than to make a discovery having any practical value. Thus there is an exclusive curcle: **the** theorizing in the university gives birth to the theorizing by scientists and returns through 7 the teaching staff in the institute.

110 RUMO1015 Besides I think it's easier to find something new theoretical than to make a discovery having any practical value. Thus there is an exclusive curcle: the theorizing in **the** university gives birth to the theorizing by scientists and returns through 8 the teaching staff in the institute.

111 RUMO1015 Besides I think it's easier to find something new theoretical than to make a discovery having any practical value. Thus there is an exclusive curcle: the theorizing in the university gives birth to **the** theorizing by scientists and returns through 9 the teaching staff in the institute.

112 RUMO1015 Besides I think it's easier to find something new theoretical than to make a discovery having any practical value. Thus there is an exclusive curcle: the theorizing in the university gives birth to the theorizing by scientists and returns through 10 **the** teaching staff in the institute.

113 RUMO1015 Thus there is an exclusive curcle: the theorizing in the university gives birth to the theorizing by scientists and returns 11 through the teaching staff in the institute. Of course **the** fact influences on the preparing of students for real life. ?

114 RUMO1015 Thus there is an exclusive curcle: the theorizing in the university gives birth to the theorizing by scientists and returns 12 through the teaching staff in the institute. Of course the fact influences on **the** preparing of students for real life.

115 RUMO1015 Of course the fact influences on the preparing of students for real life. Nevertheless I think it's not worth to dramatize **the** 13 situation for the discovery, which haven't any practical value nowadays, gets very often the value tomorrow.

116 RUMO1015 Of course the fact influences on the preparing of students for real life. Nevertheless I think it's not worth to dramatize the 14 situation for **the** discovery, which haven't any practical value nowadays, gets very often the value tomorrow.

117 RUMO1015 Of course the fact influences on the preparing of students for real life. Nevertheless I think it's not worth to dramatize the 15 situation for the discovery, which haven't any practical value nowadays, gets very often **the** value tomorrow.

118 RUMO1015 Nevertheless I think it's not worth to dramatize the situation for the discovery, which haven't any practical value 16 nowadays, gets very often the value tomorrow. I think that in **the** first place universities must give a theoretical base which students will use in real life.

119 RUMO1015 Though it would perfect to balance theoretical and practical sides of education and universities must strive for it. But 17 since there isn't **the** balance, I think that the emphasis on the theoretical side is more important. ?

120 RUMO1015 Though it would perfect to balance theoretical and practical sides of education and universities must strive for it. But 18 since there isn't the balance, I think that **the** emphasis on the theoretical side is more important.

121 RUMO1015 Though it would perfect to balance theoretical and practical sides of education and universities must strive for it. But 19 since there isn't the balance, I think that the emphasis on **the** theoretical side is more important.

122 RUMO1015 It is universities that should teach students who will work on fundamental research. It is difficult for me to speak of **the** 20 subject because I amn't an authority in the field, but the problem is complicated and disputable and it demands of special learning by experts. ?

123 RUMO1015 It is universities that should teach students who will work on fundamental research. It is difficult for me to speak of the 21 subject because I amn't an authority in **the** field, but the problem is complicated and disputable and it demands of special learning by experts.

124 RUMO1015	<p>It is universities that should teach students who will work on fundamental research. It is difficult for me to speak of the subject because I am not an authority in the field, but the problem is complicated and disputable and it demands of special learning by experts.</p> <p>I quite agree with that all armies should consist entirely of professional soldiers and there is no value in compulsory military service. This is due to the fact that armed forces are equipped now by complex and expensive materials which demand of special educated men.</p>				
126 RUMO1016	<p>This is due to the fact that armed forces are equipped now by complex and expensive materials which demand of special educated men. It's very difficult to train the specialist for several years when in compulsory military service.</p> <p>It's very difficult to train the specialist for several years when in compulsory military service. Thus it may be cheaper to operate the materials by one man that to change an operator every year.</p>	fout	0	0	0
127 RUMO1016	<p>Besides permanent operators are very important to operate such installations as nuclear power plants, missiles, rockets and other weapons and facilities which connect with elevated danger. Military experts regard that the compulsory service is necessary to have a permanent reserve.</p>	?			
129 RUMO1016	<p>Military experts regard that the compulsory service is necessary to have a permanent reserve. But evidently in the case of nuclear war everything will be settled in the first days and it won't be necessary in any reserves.</p>				
130 RUMO1016	<p>Military experts regard that the compulsory service is necessary to have a permanent reserve. But evidently in the case of nuclear war everything will be settled in the first days and it won't be necessary in any reserves.</p>				
131 RUMO1016	<p>But evidently in the case of nuclear war everything will be settled in the first days and it won't be necessary in any reserves. When local conflicts, as the experience shows, there is not necessary to have reserves as well.</p>	?			
132 RUMO1017	<p>Beginning with the times of Victor Hugo, ecological situation have been grossly changed.</p>				
133 RUMO1017	<p>Beginning with the times of Victor Hugo, ecological situation have been grossly changed. The quantity of plants and factories has been enhanced, urbanisation has been increased as well.</p>				
134 RUMO1017	<p>There have been a lot of other factors, which influence ecology very badly. The factors pose a grave threat to nature and humanity.</p>	?			
135 RUMO1017	<p>They are global warming, deforestation, ozone deflection, environment pollution. Each of the factors is very serious.</p>				
136 RUMO1017	<p>Each of the factors is very serious. Global warming can lead to melting glaciers of the antarctic region, raising sea-level, submerging a great number of vital areas.</p>				
137 RUMO1017	<p>Deforestation leads to shortage of oxygen and all subsequences connected with it. Ozone deflection leads to enhancing the number of dangerous disease.</p>				
138 RUMO1017	<p>Ozone deflection leads to enhancing the number of dangerous disease. Environment pollution is one of the grave problems, which should be solved the sooner the better.</p>				
139 RUMO1017	<p>It leads to dying out a lot of species of animals, fishes, plants. As a whole any of the problems threatens to the existing of humanity but taking together they pose such a threat, which humanity has never faced before.</p>				
140 RUMO1017	<p>It leads to dying out a lot of species of animals, fishes, plants. As a whole any of the problems threatens to the existing of humanity but taking together they pose such a threat, which humanity has never faced before.</p>				
141 RUMO1017	<p>As a whole any of the problems threatens to the existing of humanity but taking together they pose such a threat, which humanity has never faced before. But humanity begins to recognize the danger and undertake a number of measures to improve the situation.</p>				

142 RUMO1017	As a whole any of the problems threats to the existing of humanity but taking together they pose such a threat, which humanity has never faced before. But humanity begins to recognize the danger and undertake a number of measures to improve the situation.				
143 RUMO1017	But humanity begins to recognize the danger and undertake a number of measures to improve the situation. There are the organization to protect nature, such as "Green Peace" and so on.			?	
144 RUMO1017	Severe punishments are provided for environment pollution, some governments ban using of chemicals, protect whole zones et cetera. The special step to protect nature is the creation of nature reserves and national parks, which help to conserve animals, plants, fishes and so on.	fout	1	0	0
145 RUMO1017	Severe punishments are provided for environment pollution, some governments ban using of chemicals, protect whole zones et cetera. The special step to protect nature is the creation of nature reserves and national parks, which help to conserve animals, plants, fishes and so on.				
146 RUMO1017	The special step to protect nature is the creation of nature reserves and national parks, which help to conserve animals, plants, fishes and so on. Thus I think humanity is clever enough and thanks to the efforts of many countries the problems will be solved by using the latest achievements of science and technology.				
147 RUMO1017	The special step to protect nature is the creation of nature reserves and national parks, which help to conserve animals, plants, fishes and so on. Thus I think humanity is clever enough and thanks to the efforts of many countries the problems will be solved by using the latest achievements of science and technology.				
148 RUMO1017	The special step to protect nature is the creation of nature reserves and national parks, which help to conserve animals, plants, fishes and so on. Thus I think humanity is clever enough and thanks to the efforts of many countries the problems will be solved by using the latest achievements of science and technology.				
149 RUMO1018	1 I don't quite agree with the sentence.				
150 RUMO1018	People become more practical they spend a lot of time on his job and they haven't got enough time on dreaming and imagination. And the speed of life becomes very fast.				
151 RUMO1018	And the speed of life becomes very fast. The great progress in the field of information science, computerization, transport and growing standards of life has led to that a lot of people reached the limit of their dreaming or consider their dreaming as real, and they think it will be easy to reach the dreams .				
152 RUMO1018	And the speed of life becomes very fast. The great progress in the field of information science, computerization, transport and growing standards of life has led to that a lot of people reached the limit of their dreaming or consider their dreaming as real, and they think it will be easy to reach the dreams .				
153 RUMO1018	And the speed of life becomes very fast. The great progress in the field of information science, computerization, transport and growing standards of life has led to that a lot of people reached the limit of their dreaming or consider their dreaming as real, and they think it will be easy to reach the dreams .				
154 RUMO1018	And the speed of life becomes very fast. The great progress in the field of information science, computerization, transport and growing standards of life has led to that a lot of people reached the limit of their dreaming or consider their dreaming as real, and they think it will be easy to reach the dreams.	fout	0	1	0
155 RUMO1018	The great progress in the field of information science, computerization, transport and growing standards of life has led to that a lot of people reached the limit of their dreaming or consider their dreaming as real, and they think it will be easy to reach the dreams. Besides the industry of entertainments is so developed now that instead of dreaming and imagination one spends his or her spare time sometimes only watching TV set.				
156 RUMO1018	8 Isn't it dreams. The writer's books have a lot of fans and I think it's illustration of that people can dream and imagine.			?	

157 RUMO1018	9	The writer's books have a lot of fans and I think it's illustration of that people can dream and imagine. And I want to end the little essey by the words of Napoleon "Imagination rules the world" and the words of Richter "Recollection is the only paradize from which we cannot be turned out".	fout	0	1	0
158 RUMO1018	10	The writer's books have a lot of fans and I think it's illustration of that people can dream and imagine. And I want to end the little essey by the words of Napoleon "Imagination rules the world" and the words of Richter "Recollection is the only paradize from which we cannot be turned out".				
159 RUMO1018	11	The writer's books have a lot of fans and I think it's illustration of that people can dream and imagine. And I want to end the little essey by the words of Napoleon "Imagination rules the world" and the words of Richter "Recollection is the only paradize from which we cannot be turned out".				
160 RUMO1019	1	Education in general universities is academic. Most of the subjects are theoretical.				
161 RUMO1019	2	Studying theoretical subjects takes a few years but seems to be useless. But the matter is not so simple.				
162 RUMO1019	3	Apart from that applied sciences based on theoretical sciences are of great practical value. A lot of major discoveries are made on the junction of interconnected sciences.				
163 RUMO1019	4	Moreover theoretical knowledge and theoretical sciences are of great practical value themselves. Discoveries made in theoretical sciences bring a lot of good to the people.				
164 RUMO1019	5	A lot of attention is paid to theoretical subjects. Studies at every higher educational establishment start with compulsory theoretical disciplines. The states that give less money for theoretical sciences are most likely lagging behind in scientific achievements.				
165 RUMO1020	1	The topic of the composition is very difficult to cover in a short essay.				
166 RUMO1020	2	The topic of the composition is very difficult to cover in a short essay.	?			
167 RUMO1020	3	The topic of the composition is very difficult to cover in a short essay. In my opinion the level of higher education in a country is a matter of great concern of every sober-minded citizen.				
168 RUMO1020	4	In my opinion the level of higher education in a country is a matter of great concern of every sober-minded citizen. Therefore if the policy-makers and MP's want their country to be or become prosperous and survive in this severe world they have to scrutinize thoroughly the present system of education and to improve it or to develop a new one.	?			
169 RUMO1020	5	In my opinion the level of higher education in a country is a matter of great concern of every sober-minded citizen. Therefore if the policy-makers and MP's want their country to be or become prosperous and survive in this severe world they have to scrutinize thoroughly the present system of education and to improve it or to develop a new one.				
170 RUMO1020	6	Therefore if the policy-makers and MP's want their country to be or become prosperous and survive in this severe world they have to scrutinize thoroughly the present system of education and to improve it or to develop a new one. As for me I graduated from the Kiev High Air Force Engineering College in 1984 and got a diploma of radio engineer, thus I know nothing but a little about the Modern Universities.				
171 RUMO1020	7	As for me I graduated from the Kiev High Air Force Engineering College in 1984 and got a diploma of radio engineer, thus I know nothing but a little about the Modern Universities. Trying to recall those days of studing now I am inclined to think that the system of higher education was great.				
172 RUMO1020	8	Trying to recall those days of studing now I am inclined to think that the system of higher education was great. It is true is has some disadvantages, but it was one of the best in the world.				
173 RUMO1020	9	There were one to three leading schools in each field of knowledge and science. Thus if a capable boy or girl wants to become an authority in the chosen subject he or she should try to enter a certain University.	?			
174 RUMO1020	10	Thus if a capable boy or girl wants to become an authority in the chosen subject he or she should try to enter a certain University. When a cadet I was eager to learn because I knew my college was the best prestige in the Air Force. It had a high quality of teaching faculty and research facilities and it accepted only two to three out of every ten who				
175 RUMO1020	11	applied. The syllabus was complex and there were some dull and unnecessary courses.				

176 RUMO1020 12 To my mind it was an advantage and disadvantage simultaneously. It was **the** disadvantage because we had to know things which we wouldn't ever concern for and it was the advantage because we have got the necessary views or horizon to be a competent avionics engineer.

177 RUMO1020 13 To my mind it was an advantage and disadvantage simultaneously. It was the disadvantage because we had to know things which we wouldn't ever concern for and it was **the** advantage because we have got the necessary views or horizon to be a competent avionics engineer.

178 RUMO1020 14 To my mind it was an advantage and disadvantage simultaneously. It was the disadvantage because we had to know things which we wouldn't ever concern for and it was the advantage because we have got **the** necessary views or horizon to be a competent avionics engineer.

179 RUMO1020 15 It was the disadvantage because we had to know things which we wouldn't ever concern for and it was the advantage because we have got the necessary views or horizon to be a competent avionics engineer. **The** main thing which makes me to respect my tutors and always remember my college is skill to learn

180 RUMO1020 16 The main thing which makes me to respect my tutors and always remember my college is skill to learn. Only this was enough for me to be ready for **the** real world.

181 RUMO1020 17 Only this was enough for me to be ready for the real world. None of **the** tutors or universities can prepare anyone for real life because no one knows where he will be tomorrow.

182 RUMO1020 18 None of the tutors or universities can prepare anyone for real life because no one knows where he will be tomorrow. Thus a university has to teach a student to be ready to meet reality of **the** world and to adapt himself independently of where he will be after his graduation.

183 RUMO1020 19 Thus a university has to teach a student to be ready to meet reality of the world and to adapt himself independently of where he will be after his graduation. I had **the** meeting of alumni in June this year.

184 RUMO1020 20 I had the meeting of alumni in June this year. I met my friends whom I hadn't seen since **the** graduation.

185 RUMO1020 21 And I was very surprised to learn that even problem students had achieved success in their careers. They could adapt themselves perfectly although they might have known nothing about things they had met but they know **the** way to study them.

186 RUMO1020 22 Therefore universities degrees are not of very little value. Moreover, why did people create **the** system of higher education?

187 RUMO1020 23 Moreover, why did people create the system of higher education? As far as I remember it was done in **the** Middle Ages.

188 RUMO1020 24 The university degrees were more theoretical then than they are today. Students had to study **the** "dead" languages like Latin and Greek, nevertheless they discovered the virus of small-pox and developed the telescope.

189 RUMO1020 25 The university degrees were more theoretical then than they are today. Students had to study the "dead" languages like Latin and Greek, nevertheless they discovered **the** virus of small-pox and developed the telescope.

190 RUMO1020 26 The university degrees were more theoretical then than they are today. Students had to study the "dead" languages like Latin and Greek, nevertheless they discovered the virus of small-pox and developed **the** telescope.

191 RUMO1020 27 Students had to study the "dead" languages like Latin and Greek, nevertheless they discovered the virus of small-pox and developed the telescope. So in my point of view **the** main idea of whether the university prepares students for real life or not is whether they achieve success and make their country richer and more powerful or not.

192 RUMO1020 28 Students had to study the "dead" languages like Latin and Greek, nevertheless they discovered the virus of small-pox and developed the telescope. So in my point of view the main idea of whether **the** university prepares students for real life or not is whether they achieve success and make their country richer and more powerful or not.

193 RUMO1021 1 **The** nature of the modern society is not to be permissive.

fout 1 0 0
?

194 RUMO1021	2 The nature of the modern society is not to be permissive.	?
195 RUMO1021	3 The nature of the modern society is not to be permissive. There are people who represent threat for the others. They develop criminal tendencies, some of them commit crimes more than once. There's no doubts such criminals	?
196 RUMO1021	4 ought to be isolated from the society.	
197 RUMO1021	5 Honest people are not to be intimidated. Society should stand to the crime wave. And criminals are supposed to feel fear that they will be punished for their activities against law. That is the prison	
198 RUMO1021	6 system for. Besides it serves to correct imprisoned people. to make them less aggressive, to change their views, thoughts, intentions	
199 RUMO1021	7 to the best. to make them less aggressive, to change their views, thoughts, intentions to the best. On the other hand, it's horrible that	
200 RUMO1021	8 prisoners are deprived of freedom. On the other hand, it's horrible that prisoners are deprived of freedom. Some of the criminals commits their crimes under	
201 RUMO1021	9 certain circumstances, not on purpose, not deliberately. Some of the criminals commits their crimes under certain circumstances, not on purpose, not deliberately. The	
202 RUMO1021	10 punishment seems to be exorbitant. So they have to spend years of suffering in prison. To tell the truth, time spend in jail often changes prisoners to the	
203 RUMO1021	11 worst. To tell the truth, time spend in jail often changes prisoners to the worst. Some of them leave the jail having learned	
204 RUMO1021	12 specific criminal's skills and tricks they hadn't had before.	?
205 RUMO1021	13 Being in jail is especially harmful for teenagers. Young criminals have to get to know the bad side of a life in their youths.	
206 RUMO1021	14 It's awful to spend your best years in prison. Freedom is the most essential need of a human being. Freedom is the most essential need of a human being. Maybe, the prison system doesn't improve people, but makes	
207 RUMO1021	15 them worse. It might even bring about new, more dangerous criminals having been grown up in jail. What ought to be done to keep	
208 RUMO1021	16 the crime wave in check? What ought to be done to keep the crime wave in check? Perhaps the problem can be solved by creating conditions when	
209 RUMO1021	17 committing crimes becomes unprofitable.	
210 RUMO1022	1 That's true. And it is more actual now in the 20th century. Our planet is covered with a net of plants and factories. Their huge chimneys discharge harmful gases and tons of	
211 RUMO1022	2 poisoned chemical substances into the air every minute.	
212 RUMO1022	3 To say nothing about water and soil pollution. The scale of ecological catastrophes are sometimes horrifying.	
213 RUMO1022	4 And they occur oftener and oftener every year. The situation is dangerous.	
214 RUMO1022	5 What ought to be done to that? All thinking people should unite under the green banner.	
215 RUMO1022	6 It costs a pretty penny. The big fishes should be forced to take care of nature by law. The big fishes should be forced to take care of nature by law. It is for the public to draw everybody's attention to the	
216 RUMO1022	7 problem of centuries.	
217 RUMO1023	1 The modern world is packed with engineering and equipment.	
218 RUMO1023	2 Some of us start thinking like machines. The number of romantics and poets is decreasing.	
219 RUMO1023	3 The number of romantics and poets is decreasing. The Nature is retreating as cities and towns are growing in number.	?
220 RUMO1023	4 But still there are places for dreaming and emagination. Galant travellers are seeking for the places all over the world.	
221 RUMO1023	5 But still there are places for dreaming and emagination. Galant travellers are seeking for the places all over the world.	

243 RUMO1025 The men selected for service are delivered to induction stations where they are examined and inducted. **The** few days spent at the reception station are filled with intelligence tests and tests to determine what skills are possessed by the 3 trainee in order to assign him a military occupation speciality.

244 RUMO1025 The men selected for service are delivered to induction stations where they are examined and inducted. The few days spent at **the** reception station are filled with intelligence tests and tests to determine what skills are possessed by the 4 trainee in order to assign him a military occupation speciality.

245 RUMO1025 The men selected for service are delivered to induction stations where they are examined and inducted. The few days spent at the reception station are filled with intelligence tests and tests to determine what skills are possessed by **the** 5 trainee in order to assign him a military occupation speciality.

246 RUMO1025 During spring recruitin only 67 per cent of recruits were drafted in Russia. Draft board excused from duty **the** others, 6 because they were dipsomaniacs, drug addicts and invalids.

247 RUMO1025 But Army needs strong and healthy soldiers, because state gives them weapons for protection of our country. Only 7 voluntary enlistment allows **the** commanders to choose recruits which can take basic training and be qualified in any 7 military speciality.

248 RUMO1025 8 There is shortage of inhabited places. **The** active service is too hard now.

249 RUMO2001 1 At **the** different stages of social development there were different systems of punishment.

250 RUMO2001 2 But these methods failed to create a protection from criminality. **The** question of punishment is very serious.

251 RUMO2001 Some people believe that treatment that is given to criminals is too soft. And frequently this is **the** general public 3 reaction.

252 RUMO2001 If we are very sympathetic with people, who have physical disabilities, we are insufficiently concerned with those who 4 have intellectual and emotional short-minds. To my mind punishment is necessary, because if people were never 4 punished, undoubtedly **the** number of crimes would increase.

253 RUMO2001 Punishment is penalty for committed crime. Punishment achieves **the** rehabilitation, correction of criminal by imposing 5 imprisonment, payment of a fine, etc.

254 RUMO2001 If a man knows that penalty is inevitable, he never commits a crime. So one of **the** main aims of punishment is the aim of 6 prevention of a new crime, made by a convicted person and crimes, committed by others.

255 RUMO2001 If a man knows that penalty is inevitable, he never commits a crime. So one of the main aims of punishment is the aim of 7 prevention of a new crime, made by a convicted person and crimes, committed by others. **The** court takes into 7 consideration extenuating circumstances.

256 RUMO2001 Extensive medical and psychiatric reports and a social report should be made. If person is quite normal, has no previous 8 conviction and is not dangerous to **the** society, the court may put a person on probation.

257 RUMO2001 Extensive medical and psychiatric reports and a social report should be made. If person is quite normal, has no previous 9 conviction and is not dangerous to the society, **the** court may put a person on probation.

258 RUMO2001 (It is possible only with criminals, who committed less dangerous crimes). I don't mean too soft sentences on persons, 10 who are dangerous to **the** society and should be isolated from the society.

259 RUMO2001 (It is possible only with criminals, who committed less dangerous crimes). I don't mean too soft sentences on persons, 11 who are dangerous to the society and should be isolated from **the** society.

260 RUMO2001 I don't mean too soft sentences on persons, who are dangerous to the society and should be isolated from the society. I 12 have one case taken from **the** interview with the English magister as an example. ?

261 RUMO2001 I don't mean too soft sentences on persons, who are dangerous to the society and should be isolated from the society. I 13 have one case taken from the interview with **the** English magister as an example.

262 RUMO2001 There was one forgery case, rather pathetic, in which it was difficult to decide what to do. A woman went to **the** post- 14 office, signed somebody else's name, got the money and was convicted.

263 RUMO2001 There was one forgery case, rather pathetic, in which it was difficult to decide what to do. A woman went to the post- 15 office, signed somebody else's name, got **the** money and was convicted. ?

264 RUMO2001 And within her limits she was a good mother. She was not dangerous to **the** society and they decided to put her on
16 probation.

265 RUMO2001 She was not dangerous to the society and they decided to put her on probation. This magister said that sometimes he felt
17 desperate, when he realised that absolutely nothing could be done for **the** person.

266 RUMO2001 This magister said that sometimes he felt desperate, when he realised that absolutely nothing could be done for the
18 person. He tried to help a person, but on the other hand he always had to consider **the** effect on society.

267 RUMO2001 He tried to help a person, but on the other hand he always had to consider the effect on society. If **the** person is free, it
19 might cause other people's damage.

268 RUMO2001 20 There are different patterns behind crimes. Sometimes there is a pattern of drinking, involved in **the** crime.

269 RUMO2001 Sometimes there is a pattern of drinking, involved in the crime. For example, they leave **the** pub, they go out, they see a
21 house, which is in darkness and decide to rob it; it could bear the money for tomorrow.

270 RUMO2001 Sometimes there is a pattern of drinking, involved in the crime. For example, they leave the pub, they go out, they see a
22 house, which is in darkness and decide to rob it; it could bear **the** money for tomorrow.

271 RUMO2001 But there are social reasons besides, such as inflation and unemployment. If a state cannot control, regulate **the** crimes
23 with no patterns behind them, it should try to ensure political and social stability, to avoid crimes, based on social
patterns.

272 RUMO2001 A state should punish and rehabilitate its criminals. In my composition I don't touch upon **the** question of death penalty,
24 because it is a complicated one.

273 RUMO2002 1 Criminality arose with **the** appearance of human society.

274 RUMO2002 Criminality arose with the appearance of human society. **The** problem of punishment of criminals existed even in rather
2 primitive societies.

275 RUMO2002 The problem of punishment of criminals existed even in rather primitive societies. **The** forms of criminality and the
3 attitude of people towards it changed throughout the history of the development of mankind.

276 RUMO2002 The problem of punishment of criminals existed even in rather primitive societies. The forms of criminality and **the**
4 attitude of people towards it changed throughout the history of the development of mankind.

277 RUMO2002 The problem of punishment of criminals existed even in rather primitive societies. The forms of criminality and the
5 attitude of people towards it changed throughout **the** history of the development of mankind.

278 RUMO2002 The problem of punishment of criminals existed even in rather primitive societies. The forms of criminality and the
6 attitude of people towards it changed throughout the history of **the** development of mankind.

279 RUMO2002 The forms of criminality and the attitude of people towards it changed throughout the history of the development of
7 mankind. **The** philosophic nature of the problem is that the criminal was always a member of human society.

280 RUMO2002 The forms of criminality and the attitude of people towards it changed throughout the history of the development of
8 mankind. The philosophic nature of **the** problem is that the criminal was always a member of human society.

281 RUMO2002 The forms of criminality and the attitude of people towards it changed throughout the history of the development of
9 mankind. The philosophic nature of the problem is that **the** criminal was always a member of human society.

282 RUMO2002 The philosophic nature of the problem is that the criminal was always a member of human society. **The** imprescriptible
10 principle of a group of judicious beings is humanism.

283 RUMO2002 11 The imprescriptible principle of a group of judicious beings is humanism. But society had never managed to reconcile
itself to **the** criminality as social feature. ?

284 RUMO2002 12 But society had never managed to reconcile itself to the criminality as social feature. And was always thinking about **the**
ways and methods of suppression. ?

285 RUMO2002 13 And was always thinking about the ways and methods of suppression. **The** laws punishing the criminals permanently
improved as well as the forms of punishment and rehabilitation.

286 RUMO2002 14 And was always thinking about the ways and methods of suppression. The laws punishing the criminals permanently
improved as well as **the** forms of punishment and rehabilitation.

287 RUMO2002 15 The laws punishing the criminals permanently improved as well as the forms of punishment and rehabilitation. But still
the excellent society with no criminality at all never existed in the whole history of mankind.

288 RUMO2002 16 But still the excellent society with no criminality at all never existed in the whole history of mankind. All history of
mankind is marked by **the** attempts to improve laws about criminals and the punishment.

289 RUMO2002 17 But still the excellent society with no criminality at all never existed in the whole history of mankind. All history of
mankind is marked by the attempts to improve laws about criminals and **the** punishment.

290 RUMO2002 18 All history of mankind is marked by the attempts to improve laws about criminals and the punishment. We have to
assume that **the** methods of punishment developed rather conservatively.

291 RUMO2002 19 We have to assume that the methods of punishment developed rather conservatively. And in principle they still remain
the same.

292 RUMO2002 20 And in principle they still remain the same. At **the** beginning of human history society tried to punish criminals
immediately - to cut off the thief's hand, to quarter, to hang.

293 RUMO2002 21 And in principle they still remain the same. At the beginning of human history society tried to punish criminals
immediately - to cut off **the** thief's hand, to quarter, to hang.

294 RUMO2002 22 At the beginning of human history society tried to punish criminals immediately - to cut off the thief's hand, to quarter, to
hang. With **the** development of civilisation the ways of punishment were becoming more and more various and even
human.

295 RUMO2002 23 At the beginning of human history society tried to punish criminals immediately - to cut off the thief's hand, to quarter, to
hang. With the development of civilisation **the** ways of punishment were becoming more and more various and even
human.

296 RUMO2002 24 With the development of civilisation the ways of punishment were becoming more and more various and even human.
The isolation of the criminal from the healthy part of the society was the main principle.

297 RUMO2002 25 With the development of civilisation the ways of punishment were becoming more and more various and even human.
The isolation of **the** criminal from the healthy part of the society was the main principle.

298 RUMO2002 26 With the development of civilisation the ways of punishment were becoming more and more various and even human.
The isolation of the criminal from **the** healthy part of the society was the main principle.

299 RUMO2002 27 With the development of civilisation the ways of punishment were becoming more and more various and even human.
The isolation of the criminal from the healthy part of **the** society was the main principle.

300 RUMO2002 28 With the development of civilisation the ways of punishment were becoming more and more various and even human.
The isolation of the criminal from the healthy part of the society was **the** main principle.

301 RUMO2002 29 That is how prisons and other means of isolation appeared. We have to assume that **the** methods are the same
nowadays.

302 RUMO2002 30 That is how prisons and other means of isolation appeared. We have to assume that the methods are **the** same
nowadays.

303 RUMO2002 31 Of course, super modern prisons exist now. **The** idea that criminals should be rehabilitated seems to be rather reasonable
and up-to-date.

304 RUMO2002 32 The idea that criminals should be rehabilitated seems to be rather reasonable and up-to-date. But **the** situation in
different countries is very different.

305 RUMO2002	33	But the situation in different countries is very different. Even very controversial opinions appear about how the prisoners should be treated.				
306 RUMO2002	34	In Sweden, for example, criminals are mollycoddled. One of the most well-known prisons is Easterocker.				
307 RUMO2002	35	In order to get into this prison criminals stand in a queue for a long time. If they want to stay in this prison for the whole period of their imprisonment they have to sign a contract.				
308 RUMO2002	36	Every prisoner has his or her own cell, which looks like a usual comfortable room. There are a TVset, tape-recorder, video, books, posters on the walls and separate convenient toilet.				
309 RUMO2002	37	But in other countries laws are still isolating criminals, not rehabilitating them. We think it is not the best way to solve the problem of criminality.				
310 RUMO2002	38	But in other countries laws are still isolating criminals, not rehabilitating them. We think it is not the best way to solve the problem of criminality.				
311 RUMO2002	39	Contemporary laws put criminals in position of strangers, who are rejected by 'normal' people. It is the main contradiction between the struggle with criminality and an attempt to eradicate it at all.				
312 RUMO2002	40	Contemporary laws put criminals in position of strangers, who are rejected by 'normal' people. It is the main contradiction between the struggle with criminality and an attempt to eradicate it at all.				
313 RUMO2002	41	It is the main contradiction between the struggle with criminality and an attempt to eradicate it at all. People who spend most of their lives in prison are automatically rejected by the society of 'normal' people.				
314 RUMO2002	42	Now we face lots of global problems in economy, ecology and politics. The characteristic feature of our time is the rise of new forms of criminality.				
315 RUMO2002	43	Now we face lots of global problems in economy, ecology and politics. The characteristic feature of our time is the rise of new forms of criminality.				
316 RUMO2002	44	And this problem needs a more profound and deep analysis. The methods of suppressing criminality are outdated and new psychological-philosophic approaches are necessary.				
317 RUMO2002	45	The methods of suppressing criminality are outdated and new psychological-philosophic approaches are necessary. Human methods which will give criminals a chance to become full-valued members of the society must be put forward.				
318 RUMO2002	46	Human methods which will give criminals a chance to become full-valued members of the society must be put forward. The social and moral, mental conditions are different in different countries.				
319 RUMO2002	47	The social and moral, mental conditions are different in different countries. So it is not possible to produce the common law for different societies.	fout	1	0	0
320 RUMO2002	48	But I think that society must try to create good social living conditions for people, which will prevent them from committing a crime. In most criminal cases it is the society, who must take the responsibility.				
321 RUMO2002	49	But I think that society must try to create good social living conditions for people, which will prevent them from committing a crime. In most criminal cases it is the society, who must take the responsibility.				
322 RUMO2002	50	In most criminal cases it is the society, who must take the responsibility. In every case there must be an individual approach to the criminal.				
323 RUMO2002	51	Because in every case there is a certain pattern. A very large proportion of the people who come before the court are in some way or rather inadequate.				
324 RUMO2002	52	Because in every case there is a certain pattern. A very large proportion of the people who come before the court are in some way or rather inadequate.				
325 RUMO2002	53	They've never fully grown up emotionally. They react to the situation rather as a child would react to it.	fout	0	0	0
326 RUMO2002	54	They react to the situation rather as a child would react to it. They often form the impression of people who really do need some help, some treatment and not punishment at all.				
327 RUMO2003	1	Social equality is one of the most controversial values of modern society.				
328 RUMO2003	2	Social equality is one of the most controversial values of modern society. Over the centuries, Christianity has been promoting an idea of all men being equal in the eyes of God.				

329 RUMO2003	3	Social equality is one of the most controversial values of modern society. Over the centuries, Christianity has been promoting an idea of all men being equal in the eyes of God.						
330 RUMO2003	4	Over the centuries, Christianity has been promoting an idea of all men being equal in the eyes of God. Since the French revolution equality, brotherhood and freedom have been proclaimed the highest virtues of any society.						
331 RUMO2003	5	Over the centuries, Christianity has been promoting an idea of all men being equal in the eyes of God. Since the French revolution equality, brotherhood and freedom have been proclaimed the highest virtues of any society.						
332 RUMO2003	6	Since the French revolution equality, brotherhood and freedom have been proclaimed the highest virtues of any society. It is widely recognised now that a country could be considered civilised only if the equality of all human beings translated into social relationship clearly implies that all men should have equal opportunities, i.e. equal starting conditions.						
333 RUMO2003	7	However, people are different in terms of their talents, dedication, goals in life, etc. This difference seems to deny the very idea of equality.						
334 RUMO2003	8	This difference seems to deny the very idea of equality. Human ambition makes people seek positions of power which promote the sense of their exceptional value for society and superiority over other more humble human beings.	fout		0	0		0
335 RUMO2003	9	Human ambition makes people seek positions of power which promote the sense of their exceptional value for society and superiority over other more humble human beings. Excessive ambition is a theme addressed in the best pieces of the world's literature.						
336 RUMO2003	10	Human ambition makes people seek positions of power which promote the sense of their exceptional value for society and superiority over other more humble human beings. Excessive ambition is a theme addressed in the best pieces of the world's literature.						
337 RUMO2003	11	Excessive ambition is a theme addressed in the best pieces of the world's literature. Macbeth has become a symbol of disaster caused by excessive ambition, Raskolnikov showed the world what happens if a person considers his life more valuable than the life of other persons, however useless or insignificant.						
338 RUMO2003	12	Excessive ambition is a theme addressed in the best pieces of the world's literature. Macbeth has become a symbol of disaster caused by excessive ambition, Raskolnikov showed the world what happens if a person considers his life more valuable than the life of other persons, however useless or insignificant.						
339 RUMO2003	13	Macbeth has become a symbol of disaster caused by excessive ambition, Raskolnikov showed the world what happens if a person considers his life more valuable than the life of other persons, however useless or insignificant. An ambitious desire of a person or a group of persons to prove themselves and the entire world that they are smarter, better, more deserving than others gave rise to all racist theories, the consequences of which in the XXth century are too well known.						
340 RUMO2003	14	Macbeth has become a symbol of disaster caused by excessive ambition, Raskolnikov showed the world what happens if a person considers his life more valuable than the life of other persons, however useless or insignificant. An ambitious desire of a person or a group of persons to prove themselves and the entire world that they are smarter, better, more deserving than others gave rise to all racist theories, the consequences of which in the XXth century are too well known.						
341 RUMO2003	15	Macbeth has become a symbol of disaster caused by excessive ambition, Raskolnikov showed the world what happens if a person considers his life more valuable than the life of other persons, however useless or insignificant. An ambitious desire of a person or a group of persons to prove themselves and the entire world that they are smarter, better, more deserving than others gave rise to all racist theories, the consequences of which in the XXth century are too well known.						

- 342 RUMO2003 16 An ambitious desire of a person or a group of persons to prove themselves and the entire world that they are smarter, better, more deserving than others gave rise to all racist theories, the consequences of which in the XXth century are too well known. Hopefully, one of **the** lessons the mankind has learned in this century is that a society based on social or racial inequality - slavery, fascism, communism, apartheid - is not only immoral, but is doomed to backwardness.
- 343 RUMO2003 17 An ambitious desire of a person or a group of persons to prove themselves and the entire world that they are smarter, better, more deserving than others gave rise to all racist theories, the consequences of which in the XXth century are too well known. Hopefully, one of the lessons **the** mankind has learned in this century is that a society based on social or racial inequality - slavery, fascism, communism, apartheid - is not only immoral, but is doomed to backwardness. ?
- 344 RUMO2003 18 Hopefully, one of the lessons the mankind has learned in this century is that a society based on social or racial inequality - slavery, fascism, communism, apartheid - is not only immoral, but is doomed to backwardness. If **the** slave labour were effective, Russia would have the highest living standards in the world., and the communist regime would have prospered. ?
- 345 RUMO2003 19 Hopefully, one of the lessons the mankind has learned in this century is that a society based on social or racial inequality - slavery, fascism, communism, apartheid - is not only immoral, but is doomed to backwardness. If the slave labour were effective, Russia would have **the** highest living standards in the world., and the communist regime would have prospered.
- 346 RUMO2003 20 Hopefully, one of the lessons the mankind has learned in this century is that a society based on social or racial inequality - slavery, fascism, communism, apartheid - is not only immoral, but is doomed to backwardness. If the slave labour were effective, Russia would have the highest living standards in **the** world., and the communist regime would have prospered.
- 347 RUMO2003 21 Hopefully, one of the lessons the mankind has learned in this century is that a society based on social or racial inequality - slavery, fascism, communism, apartheid - is not only immoral, but is doomed to backwardness. If the slave labour were effective, Russia would have the highest living standards in the world., and **the** communist regime would have prospered.
- 348 RUMO2003 22 If the slave labour were effective, Russia would have the highest living standards in the world., and the communist regime would have prospered. Even **the** opponents of the idea of human equality are presently forced to admit that this concept is widely recognised as just and stimulating.
- 349 RUMO2003 23 If the slave labour were effective, Russia would have the highest living standards in the world., and the communist regime would have prospered. Even the opponents of **the** idea of human equality are presently forced to admit that this concept is widely recognised as just and stimulating.
- 350 RUMO2003 24 Even the opponents of the idea of human equality are presently forced to admit that this concept is widely recognised as just and stimulating. G. Orwell's catch phrase reflects **the** need to pay at least lip service to equality even by the worst totalitarian regimes - true, 'all animals are equal', but with 'some animals being more equal than others', the status quo is restored.
- 351 RUMO2003 25 Even the opponents of the idea of human equality are presently forced to admit that this concept is widely recognised as just and stimulating. G. Orwell's catch phrase reflects the need to pay at least lip service to equality even by **the** worst totalitarian regimes - true, 'all animals are equal', but with 'some animals being more equal than others', the status quo is restored.
- 352 RUMO2003 26 Even the opponents of the idea of human equality are presently forced to admit that this concept is widely recognised as just and stimulating. G. Orwell's catch phrase reflects the need to pay at least lip service to equality even by the worst totalitarian regimes - true, 'all animals are equal', but with 'some animals being more equal than others', **the** status quo is restored.
- 353 RUMO2003 27 G. Orwell's catch phrase reflects the need to pay at least lip service to equality even by the worst totalitarian regimes - true, 'all animals are equal', but with 'some animals being more equal than others', the status quo is restored. **The** appearances are saved but the basic principle of inequality is in place.

354 RUMO2003 28 G. Orwell's catch phrase reflects the need to pay at least lip service to equality even by the worst totalitarian regimes - true, 'all animals are equal', but with 'some animals being more equal than others', the status quo is restored. The appearances are saved but **the** basic principle of inequality is in place.

355 RUMO2003 29 The appearances are saved but the basic principle of inequality is in place. **The** most common arguments against social equality are that it looks nice on paper but is unattainable in real life, that natural inequality of men makes social equality a dream, a desired goal at best.

356 RUMO2003 30 It cannot be denied that some people are more talented, energetic, sophisticated than others. However, **the** world will be a better and more secure place to live in if the advocates of human equality persistently worked on promoting a better understanding of what it actually means in terms of social relationship and social justice rather than hypocritically shutting their eyes to natural inequality.

357 RUMO2003 31 It cannot be denied that some people are more talented, energetic, sophisticated than others. However, the world will be a better and more secure place to live in if **the** advocates of human equality persistently worked on promoting a better understanding of what it actually means in terms of social relationship and social justice rather than hypocritically shutting their eyes to natural inequality.

358 RUMO2003 32 However, the world will be a better and more secure place to live in if the advocates of human equality persistently worked on promoting a better understanding of what it actually means in terms of social relationship and social justice rather than hypocritically shutting their eyes to natural inequality. People have to feel that they are valuable members of their society regardless of **the** amount of their personal contribution to its development, let alone the colour of their skin, ethnic origin, 'party membership' or other such privileges or disadvantages.

359 RUMO2003 33 However, the world will be a better and more secure place to live in if the advocates of human equality persistently worked on promoting a better understanding of what it actually means in terms of social relationship and social justice rather than hypocritically shutting their eyes to natural inequality. People have to feel that they are valuable members of their society regardless of the amount of their personal contribution to its development, let alone **the** colour of their skin, ethnic origin, 'party membership' or other such privileges or disadvantages.

360 RUMO2004 1 Imagination and dreaming are **the** basis of all human activities.

361 RUMO2004 2 If science technology and industrialisation exist, it means that people can imagine them. At **the** same time not everyone can imagine a hydroelectric power station in detail.

362 RUMO2004 3 It demands a special mentality. Such mentality on the one hand is a result of personal experience, on the other hand , this experience is always connected with a general tendency to view **the** world.

363 RUMO2004 4 Modern technology is not only a result of economical development but also of aesthetic one. These industrial landscapes and other things of **the** same kind are possible because a century ago there lived people who created new aesthetics of constructive art and architecture.

364 RUMO2004 5 Their pictures, sculptures, projects were absolutely unusual but they were adopted by a substantial majority of contemporaries. Why was it possible? One of **the** reasons is that constructive art was so closely connected with innovations in technology that its utility, not always obvious but always real, was discerned by the people.

365 RUMO2004 6 Their pictures, sculptures, projects were absolutely unusual but they were adopted by a substantial majority of contemporaries. Why was it possible? One of the reasons is that constructive art was so closely connected with innovations in technology that its utility, not always obvious but always real, was discerned by **the** people.

366 RUMO2004 7 Every man always plays a part of an aesthete whether he has an impeccable taste or not and even if he never went to school. People with 'passive' imagination (which can't or doesn't want to affect **the** world) partly use adopted images.

367 RUMO2004 8 I mean not some brutal acts, but a situation when a man imagines things which are not of 'human scale'. As a result he can live on **the** fortieth floor of a sky-scraper like a bird.

368 RUMO2004 9 But there live people whose way of imagination doesn't coincide with a modern model. They never like modern architecture, they prefer romantic literature, when they speak about music **the** main idea of their speeches is that a romantic period in music was too short and so modern music is not adequate to the consciousness of their contemporaries.

369 RUMO2004 10 But there live people whose way of imagination doesn't coincide with a modern model. They never like modern architecture, they prefer romantic literature, when they speak about music the main idea of their speeches is that a romantic period in music was too short and so modern music is not adequate to **the** consciousness of their contemporaries.

370 RUMO2004 11 Dreaming really takes a lot of time that is very difficult to find in our crazy world. It is not important whether such man imagines himself as a medieval knight or as an astronaut he tries to defend himself from **the** modern, very aggressive world.

371 RUMO2004 12 So to dream is very useful for mental health (of course, not running to extremes). And, I think, we can support these people because everyone of us feels a certain lack of humanism in **the** modern industrial world.

372 RUMO2004 13 It is obvious, I believe, that we have to distinguish between imagination and dreaming. **The** first one is a mental environment, that is an integral part of a human personality and it exists in our modern world dominated by science technology and industrialisation as well as in any other world which is changing with times.

373 RUMO2004 14 The first one is a mental environment, that is an integral part of a human personality and it exists in our modern world dominated by science technology and industrialisation as well as in any other world which is changing with times. But dreaming is a process that enables us to go astray in **the** world of imagination.

374 RUMO2005 1 It is really true that **the** world of science and technology is rapidly developing.

375 RUMO2005 2 It is really true that the world of science and technology is rapidly developing. Every year life in **the** human society becomes more civilised.

376 RUMO2005 3 Every year life in the human society becomes more civilised. New technologies, new machines, new services are invented for **the** people, our modern civilisation spreads.

377 RUMO2005 4 New technologies, new machines, new services are invented for the people, our modern civilisation spreads. New discoveries make **the** standards of living higher and higher.

378 RUMO2005 5 Sometimes it even seems that there is nothing more to discover. When **the** human society was not so developed people had only rudimentary knowledge of the world around them. ?

379 RUMO2005 6 Sometimes it even seems that there is nothing more to discover. When the human society was not so developed people had only rudimentary knowledge of **the** world around them.

380 RUMO2005 7 When the human society was not so developed people had only rudimentary knowledge of the world around them. People in **the** primitive society were afraid of such phenomenon as, for instance, thunder lightning because they could not explain these strange things.

381 RUMO2005 8 So they used their imagination and tried to make these inexplicable things clear and understandable. During thousands of years **the** mankind gradually broadened its vision and now scientific discoveries may throw light on almost every phenomenon. ?

382 RUMO2005 9 We do not believe in miracles very much. But however imagination is something that belongs to **the** human nature and people do dream very often.

383 RUMO2005 10 But however imagination is something that belongs to the human nature and people do dream very often. They do dream, whether they are satisfied with **the** reality or not.

384 RUMO2005 11 We cannot say that imagination is something outdated nowadays. There always exists one thing which is very closely connected with **the** world of fantasy - this is childhood.

385 RUMO2005 12 There always exists one thing which is very closely connected with the world of fantasy - this is childhood. Children always remain children - whether **the** society they live in is industrialised or not.

386 RUMO2005 13 People enjoy reading books because they are interesting and each book has its own imaginary world, atmosphere made up by an author. We read about this world, we plunge into this atmosphere, we somehow try to sympathise with **the** characters, to live like they live, or to feel what they do.

387 RUMO2005 14 As far as I am concerned I always try to put myself in their shoes. Literature is a brilliant exercise for speculating about **the** reality. ?

388 RUMO2005 15 As far as imagination is concerned poetic literature is a case in point. It deals with symbols, images, figures of speech which are often based on **the** poet's associations, on his fantasies.

389 RUMO2005 16 Life, culture and literature are very closely connected. Every person has his own inner word and imagination is **the** inseparable part of it.

390 RUMO2005 17 I believe that imagination is something we should not lose in our modern world obsessed with science and technology. While speculating on this subject I came to **the** conclusion that it is difficult now to draw a distinct line between miracle and reality.

391 RUMO2005 18 Science can make wonderful things. A few centuries ago people were dreaming about **the** things which are firmly established now.

392 RUMO2005 19 Probably things that seem to be fantastic today a few years later can turn to be a reality. Life is changing all **the** time.

393 RUMO2006 1 **The** Russians don't know this point well.

394 RUMO2006 2 It is very far from our minds. I don't say that **the** criminal problem is not important, but it is very special in Russia.

395 RUMO2006 3 I don't say that the criminal problem is not important, but it is very special in Russia. **The** main points of it are organised criminality and prevention of crime.

396 RUMO2006 4 But prisons... Who cares, what's wrong there now? As far as western society is concerned, **the** situation can seem to be dramatised from the Russian point of view.

397 RUMO2006 5 But prisons... Who cares, what's wrong there now? As far as western society is concerned, the situation can seem to be dramatised from **the** Russian point of view.

398 RUMO2006 6 Their criminal levels are not lower, than ours. But nowadays they take care of preventing **the** crime much more than how to punish the criminals.

399 RUMO2006 7 Interviewed director of a Swedish prison says that she doesn't think this system is dangerous. A possible threat of a terrorist attack is not **the** main danger.

400 RUMO2006 8 A possible threat of a terrorist attack is not the main danger. **The** first thing criminals need is rehabilitation.

401 RUMO2006 9 She speaks about motives for different crimes. For instance, **the** strongest motive for thieves is not to work, and very often there is a pattern of drinking or alcoholism.

402 RUMO2006 10 For instance, the strongest motive for thieves is not to work, and very often there is a pattern of drinking or alcoholism. Alcoholism is an illness, and if somebody is ill, **the** best decision is to cure him.

403 RUMO2006 11 Of course, we can send this person to prison. But **the** best way to prevent a new crime, she believes, is to put this person on a probation.

404 RUMO2006 12 They are teenagers who come from single-parent families. Sometimes violent crimes are committed by **the** drinkers and people, who have serious personal problems or even mental illness. ?

405 RUMO2006 13 People who spent a few years in a prison also need a rehabilitation. They are out of **the** society, they can't find a work, other people don't accept them.

406 RUMO2006 14 As a specialist, she thinks, it wouldn't be right. Every society must run a rehabilitation scheme for **the** people who were in prison.

407 RUMO2006 15 Here I want to say a few words about Russian criminality. European problems seem to be very local in comparison to **the** Russian organised criminality.

408 RUMO2006 16 European problems seem to be very local in comparison to the Russian organised criminality. This kind of crime does great harm to **the** society now.

409 RUMO2006 17 This kind of crime does great harm to the society now. It's necessary to say here about **the** so-called 'apartment's business'.

410 RUMO2006 18 They find some miserable old people, single 'babushkas', drinkers, promise to help them, give them some money and then turn them out of their houses. **The** schemes of these crimes are usually very complicated.

411 RUMO2006 19 Russian Mafia is, of course, less impressive than Stalin now but commercial crimes and, especially, business fraud have hit their highest level last year and continue to increase now. **The** main question is who should be charged and with what and who should be defended?

412 RUMO2006 20 I think, the society. Undoubtedly, **the** Mafia problem is far from the minds of common people.

413 RUMO2006 21 I think, the society. Undoubtedly, the Mafia problem is far from **the** minds of common people.

414 RUMO2006 22 Undoubtedly, the Mafia problem is far from the minds of common people. They believe, that social defence is much more important in **the** time, when the troubles of the present with the potentials of the future are found side by side in Russia now.

415 RUMO2006 23 Undoubtedly, the Mafia problem is far from the minds of common people. They believe, that social defence is much more important in the time, when **the** troubles of the present with the potentials of the future are found side by side in Russia now.

416 RUMO2006 24 Undoubtedly, the Mafia problem is far from the minds of common people. They believe, that social defence is much more important in the time, when the troubles of **the** present with the potentials of the future are found side by side in Russia now.

417 RUMO2006 25 Undoubtedly, the Mafia problem is far from the minds of common people. They believe, that social defence is much more important in the time, when the troubles of the present with **the** potentials of the future are found side by side in Russia now.

418 RUMO2006 26 Undoubtedly, the Mafia problem is far from the minds of common people. They believe, that social defence is much more important in the time, when the troubles of the present with the potentials of **the** future are found side by side in Russia now.

419 RUMO2006 27 They believe, that social defence is much more important in the time, when the troubles of the present with the potentials of the future are found side by side in Russia now. But macro political situation has a strong effect on **the** microeconomical situation, and they can not exist separately.

Appendix B: data L1-Mandarijn

# totaal	Tekst	# in tekst	Occurrence	goede definitief?	Specifiek	Possessief	Demonstratief mogelijk?
1	CNHK1112		1 There is proper local professionals shortage. The governemt and international companies in Hong Kong encourage to import professionals from mainland in order to boost Hong Kong's competitiveness.				
2	CNHK1112		2 There is proper local professionals shortage. The governemt and international companies in Hong Kong encourage to import professionals from mainland in order to boost Hong Kong's competitiveness. However, some local professionals argue that importing mainland elite worsens the local unemployment problem.				
3	CNHK1112		3 However, some local professionals argue that importing mainland elite worsens the local unemployment problem. In this essay, I discuss the advantages and disadvantages of importing mainland professionals.				
4	CNHK1112		4 In this essay, I discuss the advantages and disadvantages of importing mainland professionals. The first supporting point is believed that importing professionals improve the lack of proper local professionals to fit the new economic state.				
5	CNHK1112		5 In this essay, I discuss the advantages and disadvantages of importing mainland professionals. The first supporting point is believed that importing professionals improve the lack of proper local professionals to fit the new economic state.				
6	CNHK1112		6 In this essay, I discuss the advantages and disadvantages of importing mainland professionals. The first supporting point is believed that importing professionals improve the lack of proper local professionals to fit the new economic state.				
7	CNHK1112		7 <R>proved the degree of local professionals shortages: <*>				
8	CNHK1112		8 <R>proved the degree of local professionals shortages: <*> The next consideration is that importing professionals from mainland enhances Hong Kong's competitiveness.				
9	CNHK1112		9 The next considering is that importing professionals from mainland enhances Hong Kong's competitiveness. This is because the local companies employ mainland professionals that Hong Kong becomes a high density of elite in order to attract more and more foreign investors.				
10	CNHK1112		10 <R> also believes that an adequate skilled labour force helps Hong Kong become a global financial center and draw more investors, as well as creating greater job opportunities for local citizens. The relationship between mainland and Hong Kong is improved.				
11	CNHK1112		11 The relationship between mainland and Hong Kong is improved. In the past, Hong Kong was a part of British.				
12	CNHK1112		12 In the past, Hong Kong was a part of British. The relationship between both lands was business enemies.				
13	CNHK1112		13 The relationship between both lands was business enemies. In the present, Hong Kong is a part of China.				
14	CNHK1112		14 Importing professionals worsens local professionals worsens local professional unemployment problem. The local professional may be enough.				
15	CNHK1112		15 The local professional may be enough. The mainland elites salaries are lower than local salaries, so some companies employ mainland professionals rather than local professionals.				
16	CNHK1112		16 Maybe there will be an abuse of importing mainland professionals. The next argument is that the career prospects of local university graduates loses guarantee.				
17	CNHK1112		17 Maybe there will be an abuse of importing mainland professionals. The next argument is that the career prospects of local university graduates loses guarantee.				
18	CNHK1112		18 The next argument is that the career prospects of local university graduates loses guarantee. <R>believes that the importing porfessionals' salaries are lower that the local marketing standard as well as the foot that there is no quota of importing professionals.				

19 CNHK1112	19 The next argument is that the career prospects of local university graduates loses guarantee. <R>believes that the importing professionals' salaries are lower than the local marketing standard as well as the fact that there is no quota of importing professionals.				
20 CNHK1112	20 The next argument is that the career prospects of local university graduates loses guarantee. <R>believes that the importing professionals' salaries are lower than the local marketing standard as well as the fact that there is no quota of importing professionals.				
21 CNHK1112	21 <R>believes that the importing professionals' salaries are lower than the local marketing standard as well as the fact that there is no quota of importing professionals. That affects, therefore, the career prospects of local university graduates.				
22 CNHK1112	22 That affects, therefore, the career prospects of local university graduates. In the conclusion, there are some supporting points of importing mainland professionals. ?				
23 CNHK1112	23 In the conclusion, there are some supporting points of importing mainland professionals. It improves the lack of local professional shortage and also strengthens Hong Kong's competitiveness.				
24 CNHK1112	24 It improves the lack of local professional shortage and also strengthens Hong Kong's competitiveness. The relationship between mainland and Hong Kong is improved.				
25 CNUK1087	1 Following the development of technology, all kinds of the electronic products are filled with our lives and make our lives become more convenient.				
26 CNUK1087	2 Following the development of technology, all kinds of the electronic products are filled with our lives and make our lives become more convenient. ?				
27 CNUK1087	3 Following the development of technology, all kinds of the electronic products are filled with our lives and make our lives become more convenient. Among these products, the television is the most common one and everyone can't lock of it.				
28 CNUK1087	4 Following the development of technology, all kinds of the electronic products are filled with our lives and make our lives become more convenient. Among these products, the television is the most common one and everyone can't lock of it.				
29 CNUK1087	5 Among these products, the television is the most common one and everyone can't lock of it. I remember my father had ever told me one thing about the television.				
30 CNUK1087	6 However, I change my thought now. Many people felt happy when they saw the funny shows; many people were sorrow when they saw the people be suffering from the natural disasters; many people got angry when they saw the football game through the television and the team they supported was lost. ?				
31 CNUK1087	7 However, I change my thought now. Many people felt happy when they saw the funny shows; many people were sorrow when they saw the people be suffering from the natural disasters; many people got angry when they saw the football game through the television and the team they supported was lost. ?				
32 CNUK1087	8 However, I change my thought now. Many people felt happy when they saw the funny shows; many people were sorrow when they saw the people be suffering from the natural disasters; many people got angry when they saw the football game through the television and the team they supported was lost. ?				
33 CNUK1087	9 However, I change my thought now. Many people felt happy when they saw the funny shows; many people were sorrow when they saw the people be suffering from the natural disasters; many people got angry when they saw the football game through the television and the team they supported was lost. fout 0 0				0
34 CNUK1087	10 However, I change my thought now. Many people felt happy when they saw the funny shows; many people were sorrow when they saw the people be suffering from the natural disasters; many people got angry when they saw the football game through the television and the team they supported was lost.				

- 35 CNUK1087 11 However, I change my thought now. Many people felt happy when they saw the funny shows; many people were sorrow when they saw the people be suffering from the natural disasters; many people got angry when they saw the football game through the television and **the** team they supported was lost.
- 36 CNUK1087 12 Many people felt happy when they saw the funny shows; many people were sorrow when they saw the people be suffering from the natural disasters; many people got angry when they saw the football game through the television and the team they supported was lost. From **the** people's emotion reactions, I can know the televisions influence us very deeply.
- 37 CNUK1087 13 Many people felt happy when they saw the funny shows; many people were sorrow when they saw the people be suffering from the natural disasters; many people got angry when they saw the football game through the television and the team they supported was lost. From the people's emotion reactions, I can know **the** televisions influence us very deeply.
- 38 CNUK1087 14 From the people's emotion reactions, I can know the televisions influence us very deeply. **The** televisions play two roles in our lives.
- 39 CNUK1087 15 The televisions play two roles in our lives. One is **the** provider. ?
- 40 CNUK1087 16 One is the provider. People offer **the** newest, the most important information by virtue of the televisions.
- 41 CNUK1087 17 One is the provider. People offer the newest, **the** most important information by virtue of the televisions.
- 42 CNUK1087 18 One is the provider. People offer the newest, the most important information by virtue of **the** televisions.
- 43 CNUK1087 19 People offer the newest, the most important information by virtue of the televisions. For instance: **the** 911 events.
- 44 CNUK1087 20 For instance: the 911 events. People reported them via **the** televisions and made us know how serious the events would be
- 45 CNUK1087 21 For instance: the 911 events. People reported them via the televisions and made us know how serious **the** events would be
- 46 CNUK1087 22 People reported them via the televisions and made us know how serious the events would be. If your friends worked in **the** Twins Building, were they safe or not.
- 47 CNUK1087 23 If your friends worked in the Twins Building, were they safe or not. It also told us who were **the** suspects and what next actions that the US government would take.
- 48 CNUK1087 24 If your friends worked in the Twins Building, were they safe or not. It also told us who were the suspects and what next actions that **the** US government would take.
- 49 CNUK1087 25 It also told us who were the suspects and what next actions that the US government would take. **The** other is the helper.
- 50 CNUK1087 26 It also told us who were the suspects and what next actions that the US government would take. The other is **the** helper.
- 51 CNUK1087 27 The other is the helper. **The** televisions also help the students study in the schools.
- 52 CNUK1087 28 The other is the helper. The televisions also help **the** students study in the schools.
- 53 CNUK1087 29 The other is the helper. The televisions also help the students study in **the** schools.
- 54 CNUK1087 30 The televisions also help the students study in the schools. For example: **the** teachers played the videos to demonstrate how to make a good presentation and the students could know what was the wrong attitude and how to improve it.
- 55 CNUK1087 31 The televisions also help the students study in the schools. For example: the teachers played **the** videos to demonstrate how to make a good presentation and the students could know what was the wrong attitude and how to improve it. ?

56	CNUK1087	32 The televisions also help the students study in the schools. For example: the teachers played the videos to demonstrate how to make a good presentation and the students could know what was the wrong attitude and how to improve it.				
57	CNUK1087	33 The televisions also help the students study in the schools. For example: the teachers played the videos to demonstrate how to make a good presentation and the students could know what was the wrong attitude and how to improve it.	fout	1	0	0
58	CNUK1087	34 For example: the teachers played the videos to demonstrate how to make a good presentation and the students could know what was the wrong attitude and how to improve it. The two roles make our lives colourful and abundant.				
59	CNUK1087	35 The two roles make our lives colourful and abundant. On the other side, people sometimes made an incorrect model through the televisions, such as the sexual or violent programmes.				
60	CNUK1087	36 The two roles make our lives colourful and abundant. On the other side, people sometimes made an incorrect model through the televisions, such as the sexual or violent programmes.				
61	CNUK1087	37 The two roles make our lives colourful and abundant. On the other side, people sometimes made an incorrect model through the televisions, such as the sexual or violent programmes.	fout	0	0	0
62	CNUK1087	38 On the other side, people sometimes made an incorrect model through the televisions, such as the sexual or violent programmes. Some ones showed the bloody or fighting pictures and some played sexual films through the screen.	fout	0	0	0
63	CNUK1087	39 Some ones showed the bloody or fighting pictures and some played sexual films through the screen. Once, when the children saw these programmes, they could think the bad person was a hero and keep something in their minds.	fout	0	0	0
64	CNUK1087	40 Some ones showed the bloody or fighting pictures and some played sexual films through the screen. Once, when the children saw these programmes, they could think the bad person was a hero and keep something in their minds.				
65	CNUK1087	41 Once, when the children saw these programmes, they could think the bad person was a hero and keep something in their minds. They might imitate the actions or behaviours and treat their friends or other like that, but they did not know these actions and behaviours were not suitable and forbidden.				
66	CNUK1087	42 They might imitate the actions or behaviours and treat their friends or other like that, but they did not know these actions and behaviours were not suitable and forbidden. At the same time, this also meant that other people used the televisions as a tool to affect people's thoughts and educated people in the wrong way.				
67	CNUK1087	43 They might imitate the actions or behaviours and treat their friends or other like that, but they did not know these actions and behaviours were not suitable and forbidden. At the same time, this also meant that other people used the televisions as a tool to affect people's thoughts and educated people in the wrong way.				
68	CNUK1087	44 They might imitate the actions or behaviours and treat their friends or other like that, but they did not know these actions and behaviours were not suitable and forbidden. At the same time, this also meant that other people used the televisions as a tool to affect people's thoughts and educated people in the wrong way.				
69	CNUK1087	45 At the same time, this also meant that other people used the televisions as a tool to affect people's thoughts and educated people in the wrong way. Nowadays, the televisions are the usual mass communication tool and also the necessary electronic goods in everyone's houses.				
70	CNUK1087	46 At the same time, this also meant that other people used the televisions as a tool to affect people's thoughts and educated people in the wrong way. Nowadays, the televisions are the usual mass communication tool and also the necessary electronic goods in everyone's houses.				

71 CNUK1087	47 At the same time, this also meant that other people used the televisions as a tool to affect people's thoughts and educated people in the wrong way. Nowadays, the televisions are the usual mass communication tool and also the necessary electronic goods in everyone's houses.				
72 CNUK1087	48 It plays an important role in our lives. It not only provides the information that we want but also helps us resolve the problems.				
73 CNUK1087	49 It plays an important role in our lives. It not only provides the information that we want but also helps us resolve the problems.	fout	0	1	0
74 CNUK1087	50 It not only provides the information that we want but also helps us resolve the problems. We can enjoy the happiness by watching it in the right usage and we also can get the negative effects by using it in an incorrect way.	?			
75 CNUK1087	51 It not only provides the information that we want but also helps us resolve the problems. We can enjoy the happiness by watching it in the right usage and we also can get the negative effects by using it in an incorrect way.				
76 CNUK1087	52 It not only provides the information that we want but also helps us resolve the problems. We can enjoy the happiness by watching it in the right usage and we also can get the negative effects by using it in an incorrect way.				
77 CNUK1181	1 It is 2 am now. Sitting at the desk.	?			
78 CNUK1181	2 Although she is a student who majors in English, Helen is incapable of translating a business letter. The problem Helen is facing, as well as most other university students, is that the knowledge they get from the university is theoretical instead of practical, and cannot prepare the students for a real world which is full of competitions.				
79 CNUK1181	3 Although she is a student who majors in English, Helen is incapable of translating a business letter. The problem Helen is facing, as well as most other university students, is that the knowledge they get from the university is theoretical instead of practical, and cannot prepare the students for a real world which is full of competitions.				
80 CNUK1181	4 Although she is a student who majors in English, Helen is incapable of translating a business letter. The problem Helen is facing, as well as most other university students, is that the knowledge they get from the university is theoretical instead of practical, and cannot prepare the students for a real world which is full of competitions.				
81 CNUK1181	5 Although she is a student who majors in English, Helen is incapable of translating a business letter. The problem Helen is facing, as well as most other university students, is that the knowledge they get from the university is theoretical instead of practical, and cannot prepare the students for a real world which is full of competitions.				
82 CNUK1181	6 First of all, students rarely get chances to practice. In the university, teachers always play a role as talkers while the students are listeners.				
83 CNUK1181	7 First of all, students rarely get chances to practice. In the university, teachers always play a role as talkers while the students are listeners.				
84 CNUK1181	8 In the university, teachers always play a role as talkers while the students are listeners. Being quiet, students seldom air their opinions, and therefore hardly interact with the teacher.				
85 CNUK1181	9 Being quiet, students seldom air their opinions, and therefore hardly interact with the teacher. As a result, they only understand the books on the surface, and cannot acquire a solid academic foundation.	fout	0	0	0
86 CNUK1181	10 Being quiet, students seldom air their opinions, and therefore hardly interact with the teacher. As a result, they only understand the books on the surface, and cannot acquire a solid academic foundation.				

87 CNUK1181	11 As a result, they only understand the books on the surface, and cannot acquire a solid academic foundation. Day by day, they only get a superficial understanding of the knowledge which cannot be applied to work when they need knowledge to deal with problems.				
88 CNUK1181	12 Day by day, they only get a superficial understanding of the knowledge which cannot be applied to work when they need knowledge to deal with problems. Secondly, it is the examination system that exerts profoundly adverse impact on the practicability of the university degrees.				
89 CNUK1181	13 Day by day, they only get a superficial understanding of the knowledge which cannot be applied to work when they need knowledge to deal with problems. Secondly, it is the examination system that exerts profoundly adverse impact on the practicability of the university degrees.				
90 CNUK1181	14 Day by day, they only get a superficial understanding of the knowledge which cannot be applied to work when they need knowledge to deal with problems. Secondly, it is the examination system that exerts profoundly adverse impact on the practicability of the university degrees.	fout	0	0	0
91 CNUK1181	15 Secondly, it is the examination system that exerts profoundly adverse impact on the practicability of the university degrees. Students are asked the recite the theories formulas, and even passages.	fout	0	0	0
92 CNUK1181	16 Students are asked the recite the theories formulas, and even passages. The heavy burden forces the students to memory these things without further digesting them	fout	0	1	0
93 CNUK1181	17 Students are asked the recite the theories formulas, and even passages. The heavy burden forces the students to memory these things without further digesting them				
94 CNUK1181	18 The heavy burden forces the students to memory these things without further digesting them As a result, even though they have studied on a subject for four years, they cannot have the knowledge that they should have, and therefore do not meet the requirement of the society.				
95 CNUK1181	19 The heavy burden forces the students to memory these things without further digesting them As a result, even though they have studied on a subject for four years, they cannot have the knowledge that they should have, and therefore do not meet the requirement of the society.				
96 CNUK1181	20 The heavy burden forces the students to memory these things without further digesting them As a result, even though they have studied on a subject for four years, they cannot have the knowledge that they should have, and therefore do not meet the requirement of the society.				
97 CNUK1181	21 As a result, even though they have studied on a subject for four years, they cannot have the knowledge that they should have, and therefore do not meet the requirement of the society. What's more, the imperfect examination system makes some students to cram for exams.				
98 CNUK1181	22 How can we expect to have a qualified worker? Even worse, the examination system has deeply rooted in people's heart, and it even becomes a tradition.				
99 CNUK1181	23 Even worse, the examination system has deeply rooted in people's heart, and it even becomes a tradition. No wonder while criticizing the lack of qualified workers, we go on encourage the universities, which should be a factory producing talents, to provide so many students who are inadapted to the practical world.				
100 CNUK1181	24 Even worse, the examination system has deeply rooted in people's heart, and it even becomes a tradition. No wonder while criticizing the lack of qualified workers, we go on encourage the universities, which should be a factory producing talents, to provide so many students who are inadapted to the practical world.				
101 CNUK1181	25 Even worse, the examination system has deeply rooted in people's heart, and it even becomes a tradition. No wonder while criticizing the lack of qualified workers, we go on encourage the universities, which should be a factory producing talents, to provide so many students who are inadapted to the practical world.				
102 CNUK1184	1 As you know, thousands of people would lose their lives everyday for lots of different reasons. Some are die of disease, some are die of the old age.	?			

103 CNUK1184	2	However, we can avoid so many person lose their lives. Reasons of disease, accident and age that are can't control but we can stop the murder cases raising.	?				
104 CNUK1184	3	Reasons of disease, accident and age that are can't control but we can stop the murder cases raising. We can protect the right of life.					
105 CNUK1184	4	We can protect the right of life. We can also forbidden the unfair matters happen by rules.					
106 CNUK1184	5	We can also forbidden the unfair matters happen by rules. Even though, in the society, there are still so many reasons that make someone to kill a person.					
107 CNUK1184	6	Even though, in the society, there are still so many reasons that make someone to kill a person. Take money for example, someone will lose himself, will lose the humanity, just in order to get more money.	fout	0	1		0
108 CNUK1184	7	Take money for example, someone will lose himself, will lose the humanity, just in order to get more money. They just think about themselves, they just want to enjoy the life without any effort, they just want to get but giving.	?				
109 CNUK1184	8	Once they are arrested, they will be capital punished. That's no doubt. And no one will feel pity about that. People even will say that, " That's the result they ask for."					
110 CNUK1184	9	People even will say that, " That's the result they ask for." Besides the money, under the seduction of the power, murder becomes more and more common between two different governments or two organizations.					
111 CNUK1184	10	People even will say that, " That's the result they ask for." Besides the money, under the seduction of the power, murder becomes more and more common between two different governments or two organizations.					
112 CNUK1184	11	People even will say that, " That's the result they ask for." Besides the money, under the seduction of the power, murder becomes more and more common between two different governments or two organizations.					
113 CNUK1184	12	Here, we can't tell which side is right or which side is wrong, but we are sure that, " To kill a person or more just in order to build a new peace government, just in order to bring the fortune to people, all of these is not humane.	?				
114 CNUK1184	13	To kill a person or more just in order to build a new peace government, just in order to bring the fortune to people, all of these is not humane. It is even an excuse to clear the way for his own benefit.					
115 CNUK1184	14	This case is also unacceptable. What's worst, this kind of case usually is abused by the whole world.					
116 CNUK1184	15	What's worst, this kind of case usually is abused by the whole world. However, there is another kind of murder, which still needs discussion for the punishment.					
117 CNUK1184	16	Why does it need discussion though it is illegal? Here, I will show the background to you.	?				
118 CNUK1184	17	Here, I will show the background to you. A cadre oppress the people with his power, and get much extra money from the people, who make the people live under a terrible situation.					
119 CNUK1184	18	Here, I will show the background to you. A cadre oppress the people with his power, and get much extra money from the people, who make the people live under a terrible situation.					
120 CNUK1184	19	Here, I will show the background to you. A cadre oppress the people with his power, and get much extra money from the people, who make the people live under a terrible situation.					
121 CNUK1184	20	A cadre oppress the people with his power, and get much extra money from the people, who make the people live under a terrible situation. The people do nothing to him though they hate him very much.					
122 CNUK1184	21	Well, he did a good job for people. And he would be praised by the people.					
123 CNUK1184	22	And he would be praised by the people. But, from another point of view, he breaks the role, his behavior is illegal, he should be punished by the judge.	fout	0	1		0

- 124 CNUK1184 23 And he would be praised by the people. But, from another point of view, he breaks the role, his behavior is illegal, he should be punished by **the** judge. ?
- 125 CNUK1184 24 But, from another point of view, he breaks the role, his behavior is illegal, he should be punished by the judge. In fact, **the** dead man is really not a good cadre, but maybe is a good husband or a good father.
- 126 CNUK1184 25 As his death, his families may go crazy, and couldn't live on normally. In another word, **the** murderer also did harm to people.
- 127 CNUK1184 26 In another word, the murderer also did harm to people. Why do **the** people will agree to kill the cadre?
- 128 CNUK1184 27 In another word, the murderer also did harm to people. Why do the people will agree to kill **the** cadre?
- 129 CNUK1184 28 Why do the people will agree to kill the cadre? Why do they will surport **the** murderer?
- 130 CNUK1184 29 Why do they will surport the murderer? That's because these people don't know much about **the** rules, and they don't know how to use the rules to protect themselves until they can't turn back.
- 131 CNUK1184 30 Why do they will surport the murderer? That's because these people don't know much about the rules, and they don't know how to use **the** rules to protect themselves until they can't turn back.
- 132 CNUK1184 31 That's because these people don't know much about the rules, and they don't know how to use the rules to protect themselves until they can't turn back. According to this example, we can see that no matter for what reason, once you break **the** rule, you must be punished.
- 133 CNUK1184 32 According to this example, we can see that no matter for what reason, once you break the rule, you must be punished. If not, this world will become disorder, **the** life will be at danger all the time, the whole human being will stop developing. ?
- 134 CNUK1184 33 According to this example, we can see that no matter for what reason, once you break the rule, you must be punished. If not, this world will become disorder, the life will be at danger all **the** time, the whole human being will stop developing.
- 135 CNUK1184 34 According to this example, we can see that no matter for what reason, once you break the rule, you must be punished. If not, this world will become disorder, the life will be at danger all the time, **the** whole human being will stop developing.
- 136 CNUK1184 35 If not, this world will become disorder, the life will be at danger all the time, the whole human being will stop developing. At least, human being will die out from **the** world.
- 137 CNUK1184 36 From that case, we also found a serous problem, that is, " so many people are lack of knowledge about rules." I think, that's **the** reason why so many people break the rules.
- 138 CNUK1184 37 From that case, we also found a serous problem, that is, " so many people are lack of knowledge about rules." I think, that's the reason why so many people break **the** rules.
- 139 CNUK1184 38 I think, that's the reason why so many people break the rules. So, in order to keep **the** world peace, we must learn the rule and we must use the rule to protect ourselves. ?
- 140 CNUK1184 39 I think, that's the reason why so many people break the rules. So, in order to keep the world peace, we must learn **the** rule and we must use the rule to protect ourselves.
- 141 CNUK1184 40 I think, that's the reason why so many people break the rules. So, in order to keep the world peace, we must learn the rule and we must use **the** rule to protect ourselves.
- 142 CNUK1184 41 So, in order to keep the world peace, we must learn the rule and we must use the rule to protect ourselves. Besides, we insist that we will go on to punish **the** murder strictly no matter for what reason they kill a person.
- 143 CNUK4010 1 This topic has been debated for many years. Till today, it is still a furious one that often be argued on **the** newspaper.

- 144 CNUK4010 2 Some people believe that genetic engineering could be a boon to sustainable farming, a path to human perfection. But another people think that this is an ecological nightmare, a march toward eugenic dystopia. I agree with **the** latter one.
- 145 CNUK4010 3 I agree with the latter one. From **the** point of biologic view, it is impossible to make people perfectly one.
- 146 CNUK4010 4 People always have this or that limitation. And at the same time, body's immune system will feel limitation, if body can not fit circumstance, **the** immune system will promote their system to fight for the inferior position themselves.
- 147 CNUK4010 5 People always have this or that limitation. And at the same time, body's immune system will feel limitation, if body can not fit circumstance, the immune system will promote their system to fight for **the** inferior position themselves.
- 148 CNUK4010 6 And at the same time, body's immune system will feel limitation, if body can not fit circumstance, the immune system will promote their system to fight for the inferior position themselves. This is **the** famous Darwinism.
- 149 CNUK4010 7 This is the famous Darwinism. Darwin observed **the** insects on an island.
- 150 CNUK4010 8 Several years later, he came back to that island again, he found all large wings butterfly had disappeared. That is to say, for fighting against **the** heavy wind, butterfly had to make their wings smaller and smaller, that is the only way they could survival.
- 151 CNUK4010 9 Several years later, he came back to that island again, he found all large wings butterfly had disappeared. That is to say, for fighting against the heavy wind, butterfly had to make their wings smaller and smaller, that is **the** only way they could survival.
- 152 CNUK4010 10 That is to say, for fighting against the heavy wind, butterfly had to make their wings smaller and smaller, that is the only way they could survival. So, body can adjust system themselves, at this process, **the** system become stronger.
- 153 CNUK4010 11 So, body can adjust system themselves, at this process, the system become stronger. From **the** point of aesthetic view, limitation generates aesthetic feeling.
- 154 CNUK4010 12 There have so many beautiful women in the world. Who is **the** most beautiful one?
- 155 CNUK4010 13 Who is the most beautiful one? After accuracy account all parts of body which is **the** most standard, people 'patch up' this woman. ?
- 156 CNUK4010 14 Unfortunately, it looked very strange. At first people couldn't find **the** reason.
- 157 CNUK4010 15 Later, people knew it was so perfect, so it looked a little queer. **The** same thing about genetic engineering, the perfect one will make people feel queer, if it will be indeed.
- 158 CNUK4010 16 Later, people knew it was so perfect, so it looked a little queer. The same thing about genetic engineering, **the** perfect one will make people feel queer, if it will be indeed.
- 159 CNUK4010 17 The same thing about genetic engineering, the perfect one will make people feel queer, if it will be indeed. From **the** point of morality view, many people can not accept it.
- 160 CNUK4010 18 It is said that people have no right to decide other people's death or life. At **the** same reason, people have no right to decide the babies' personality
- 161 CNUK4010 19 It is said that people have no right to decide other people's death or life. At the same reason, people have no right to decide **the** babies' personality
- 162 CNUK4010 20 At the same reason, people have no right to decide the babies' personality. In total, whatever from **the** point of biology view, or from the point of aesthetic view or from the point of aesthetic view, a man-made body can not acceptable.
- 163 CNUK4010 21 At the same reason, people have no right to decide the babies' personality. In total, whatever from the point of biology view, or from **the** point of aesthetic view or from the point of aesthetic view, a man-made body can not acceptable.

- 164 CNUK4010 22 Baby should grow up naturally. During this process, maybe it must face many frustrations, but **the** body itself system will become stronger and stronger.
- 165 CNUK4010 23 This is process that why human beings become clever and clever, stronger and stronger. And natural itself will choose **the** sex of baby, it is the natural balance.
- 166 CNUK4010 24 This is process that why human beings become clever and clever, stronger and stronger. And natural itself will choose the sex of baby, it is **the** natural balance.
- 167 CNUK4010 25 And natural itself will choose the sex of baby, it is the natural balance. Not **the** human being.
- 168 CNUK4010 26 People has not enough knowledge about this area, people only know what will happened now. But they don't know **the** future it will be.
- 169 CNUK4010 27 So it is very dangerous for human being's future. At **the** same time, it is immorality to decide what kind of people the baby will be.
- 170 CNUK4010 28 So it is very dangerous for human being's future. At the same time, it is immorality to decide what kind of people **the** baby will be.
- 171 CNUK4021 1 Capital punishment is **the** death penalty being carried out on those evil murderers.
- 172 CNUK4021 2 It is still widely used as a punishment in many countries because it serves as a basic concept of "An eye for an eye, a tooth for a tooth". Furthermore, it serves as a reminder just before **the** criminals put their thought into action.
- 173 CNUK4021 3 Furthermore, it serves as a reminder just before the criminals put their thought into action. Another strong reason to support carrying out capital punishment is that **the** criminals will never ever have a chance to do harm to the innocent once they are put into death. ?
- 174 CNUK4021 4 Furthermore, it serves as a reminder just before the criminals put their thought into action. Another strong reason to support carrying out capital punishment is that the criminals will never ever have a chance to do harm to **the** innocent once they are put into death.
- 175 CNUK4021 5 Another strong reason to support carrying out capital punishment is that the criminals will never ever have a chance to do harm to the innocent once they are put into death. Lastly, as it saves a lot for not carrying out life-imprisonment on **the** criminals, it seems that there is no reason for us to spend money on those criminals.
- 176 CNUK4021 6 Lastly, as it saves a lot for not carrying out life-imprisonment on the criminals, it seems that there is no reason for us to spend money on those criminals. "An eye for an eye, a tooth for a tooth", this is **the** basic concept to carry out capital punishment on those murderers.
- 177 CNUK4021 7 "An eye for an eye, a tooth for a tooth", this is the basic concept to carry out capital punishment on those murderers. God created lives and everyone is equally given **the** chance to live.
- 178 CNUK4021 8 They are aware of what they have done and they need to be punished. That is the rule and that is **the** responsibility they have to bear.
- 179 CNUK4021 9 That is the rule and that is the responsibility they have to bear. Moreover, **the** families of the victim really want to see the murderer being punished just in case they have lost the one they love.
- 180 CNUK4021 10 That is the rule and that is the responsibility they have to bear. Moreover, the families of **the** victim really want to see the murderer being punished just in case they have lost the one they love.
- 181 CNUK4021 11 That is the rule and that is the responsibility they have to bear. Moreover, the families of the victim really want to see **the** murderer being punished just in case they have lost the one they love.
- 182 CNUK4021 12 That is the rule and that is the responsibility they have to bear. Moreover, the families of the victim really want to see the murderer being punished just in case they have lost **the** one they love.
- 183 CNUK4021 13 In addition, capital punishment tends to be a reminder for those who have not yet done wrong. They probably need to consider twice and think of **the** consequences of murdering before they put their thought into action.

- 184 CNUK4021 14 They probably need to consider twice and think of the consequences of murdering before they put their thought into action. This is a difficult process indeed and **the** punishment of being hanged alive can really stop them from doing wrong.
- 185 CNUK4021 15 Furthermore, those murderers will not have a chance to redo what they have done. They lose their chance totally as they will not cause any more harm to **the** innocent .
- 186 CNUK4021 16 They lose their chance totally as they will not cause any more harm to the innocent . In fact, this is strong reason for supporting capital punishment to be carried out as we do not want to see another tragedy because of **the** same "devil".
- 187 CNUK4021 17 In fact, this is strong reason for supporting capital punishment to be carried out as we do not want to see another tragedy because of the same "devil". Though life-imprisonment is recommended as a replacement for carrying out capital punishment, yet, from **the** economical point of view, it really costs a lot for carrying out the life-imprisonment on the criminals especially when the number of murderers is still increasing.
- 188 CNUK4021 18 In fact, this is strong reason for supporting capital punishment to be carried out as we do not want to see another tragedy because of the same "devil". Though life-imprisonment is recommended as a replacement for carrying out capital punishment, yet, from the economical point of view, it really costs a lot for carrying out **the** life-imprisonment on the criminals especially when the number of murderers is still increasing.
- 189 CNUK4021 19 In fact, this is strong reason for supporting capital punishment to be carried out as we do not want to see another tragedy because of the same "devil". Though life-imprisonment is recommended as a replacement for carrying out capital punishment, yet, from the economical point of view, it really costs a lot for carrying out the life-imprisonment on **the** criminals especially when the number of murderers is still increasing.
- 190 CNUK4021 20 In fact, this is strong reason for supporting capital punishment to be carried out as we do not want to see another tragedy because of the same "devil". Though life-imprisonment is recommended as a replacement for carrying out capital punishment, yet, from the economical point of view, it really costs a lot for carrying out the life-imprisonment on the criminals especially when **the** number of murderers is still increasing.
- 191 CNUK4021 21 Though life-imprisonment is recommended as a replacement for carrying out capital punishment, yet, from the economical point of view, it really costs a lot for carrying out the life-imprisonment on the criminals especially when the number of murderers is still increasing. As a result, keeping those evil criminals may increase **the** burden of the government as well as the residents!
- 192 CNUK4021 22 Though life-imprisonment is recommended as a replacement for carrying out capital punishment, yet, from the economical point of view, it really costs a lot for carrying out the life-imprisonment on the criminals especially when the number of murderers is still increasing. As a result, keeping those evil criminals may increase the burden of **the** government as well as the residents!
- 193 CNUK4021 23 As a result, keeping those evil criminals may increase the burden of the government as well as the residents!
However, there are still quite a large number of opponents suggest abolishing this cruel and barbaric punishment due to its purpose, ineffectiveness and **the** possibility of putting death penalty on innocent people.
- 194 CNUK4021 24 It is suggested that it is not logical at all to believe that "An eye for an eye, a tooth for a tooth". Taking **the** criminals' lives definitely will not bring the victims back to life.
- 195 CNUK4021 25 It is suggested that it is not logical at all to believe that "An eye for an eye, a tooth for a tooth". Taking the criminals' lives definitely will not bring **the** victims back to life.
- 196 CNUK4021 26 Therefore, having death penalty on them certainly is not a great way for them to make amend. Moreover, **the** purpose for us to carry out punishment is to stop the murderers carry on repeating the same mistakes.

- 197 CNUK4021 27 Therefore, having death penalty on them certainly is not a great way for them to make amend. Moreover, the purpose for us to carry out punishment is to stop **the** murderers carry on repeating the same mistakes.
- 198 CNUK4021 28 Therefore, having death penalty on them certainly is not a great way for them to make amend. Moreover, the purpose for us to carry out punishment is to stop the murderers carry on repeating **the** same mistakes.
- 199 CNUK4021 29 Instead, life imprisonment is highly suggested as it serves as a life-time punishment to murderers. **The** punishment is carried out not because of the thought of retribution but just as the responsibility that the murderers have to take since they have done great wrong of taking others lives.
- 200 CNUK4021 30 Instead, life imprisonment is highly suggested as it serves as a life-time punishment to murderers. The punishment is carried out not because of **the** thought of retribution but just as the responsibility that the murderers have to take since they have done great wrong of taking others lives. ?
- 201 CNUK4021 31 Instead, life imprisonment is highly suggested as it serves as a life-time punishment to murderers. The punishment is carried out not because of the thought of retribution but just as **the** responsibility that the murderers have to take since they have done great wrong of taking others lives. ?
- 202 CNUK4021 32 Instead, life imprisonment is highly suggested as it serves as a life-time punishment to murderers. The punishment is carried out not because of the thought of retribution but just as the responsibility that **the** murderers have to take since they have done great wrong of taking others lives.
- 203 CNUK4021 33 However, this is not what we initially want when we think of carrying out capital punishment on criminals. Capital punishment seems to be **the** most serious punishment for criminals.
- 204 CNUK4021 34 Capital punishment seems to be the most serious punishment for criminals. Yet, there are still many doubts about **the** effect of this punishment because we cannot really see the results of this punishment as the number of murdering cases are still increasing rapidly.
- 205 CNUK4021 35 Capital punishment seems to be the most serious punishment for criminals. Yet, there are still many doubts about the effect of this punishment because we cannot really see **the** results of this punishment as the number of murdering cases are still increasing rapidly.
- 206 CNUK4021 36 Capital punishment seems to be the most serious punishment for criminals. Yet, there are still many doubts about the effect of this punishment because we cannot really see the results of this punishment as **the** number of murdering cases are still increasing rapidly.
- 207 CNUK4021 37 Yet, there are still many doubts about the effect of this punishment because we cannot really see the results of this punishment as the number of murdering cases are still increasing rapidly. Capital punishment is not recommended mainly due to its ineffectiveness to decrease **the** number of crimes.
- 208 CNUK4021 38 Capital punishment is not recommended mainly due to its ineffectiveness to decrease the number of crimes. Hence, we can clearly see that **the** consequences of capital punishment do not really stop those criminals from doing something evil.
- 209 CNUK4021 39 As a result, taking their lives does not successfully frighten them off from murdering. In fact, there are still a numerous number of innocent people involved in murder cases and being put to death at **the** end.
- 210 CNUK4021 40 In fact, there are still a numerous number of innocent people involved in murder cases and being put to death at the end. As a result, we cannot deny that there is possibility to put **the** innocent one into death.
- 211 CNUK4021 41 For instance, there are a great number of innocent blacks being put to death because of unfair treatment, compared with whites. As a result, we cannot ensure that **the** laws always impartially treat all kinds of people fairly.
- 212 CNUK4021 42 As a result, we cannot ensure that the laws always impartially treat all kinds of people fairly. In short, capital punishment is still being carried out just because **the** society is still full of evil thought people.

- 213 CNUK4021 43 In short, capital punishment is still being carried out just because the society is still full of evil thought people. We cannot deny that capital punishment somehow serves as a barbaric and immoral punishment towards those criminals; nevertheless, **the** society is certainly still looking for a better solution to stop all these crimes increasing in case it fulfills all the needs of the society, in the point of view of protecting the lives of innocent people as well as stopping us from being legal murderers.
- 214 CNUK4021 44 In short, capital punishment is still being carried out just because the society is still full of evil thought people. We cannot deny that capital punishment somehow serves as a barbaric and immoral punishment towards those criminals; nevertheless, the society is certainly still looking for a better solution to stop all these crimes increasing in case it fulfills all **the** needs of the society, in the point of view of protecting the lives of innocent people as well as stopping us from being legal murderers.
- 215 CNUK4021 45 In short, capital punishment is still being carried out just because the society is still full of evil thought people. We cannot deny that capital punishment somehow serves as a barbaric and immoral punishment towards those criminals; nevertheless, the society is certainly still looking for a better solution to stop all these crimes increasing in case it fulfills all the needs of **the** society, in the point of view of protecting the lives of innocent people as well as stopping us from being legal murderers.
- 216 CNUK4021 46 In short, capital punishment is still being carried out just because the society is still full of evil thought people. We cannot deny that capital punishment somehow serves as a barbaric and immoral punishment towards those criminals; nevertheless, the society is certainly still looking for a better solution to stop all these crimes increasing in case it fulfills all the needs of the society, in **the** point of view of protecting the lives of innocent people as well as stopping us from being legal murderers.
- 217 CNUK4021 47 In short, capital punishment is still being carried out just because the society is still full of evil thought people. We cannot deny that capital punishment somehow serves as a barbaric and immoral punishment towards those criminals; nevertheless, the society is certainly still looking for a better solution to stop all these crimes increasing in case it fulfills all the needs of the society, in the point of view of protecting **the** lives of innocent people as well as stopping us from being legal murderers.
- 218 CNUK4026 1 In some aspects, TV becomes one of several major styles of relaxing besides doing exercises, listening to music, etc. It enriches our lives as well. Undoubtedly, news is **the** most useful information on TV.
- 219 CNUK4026 2 Undoubtedly, news is the most useful information on TV. Take a politician as an example, it is necessary for him to know **the** latest policy of his own country, his local government and even that of other countries.
- 220 CNUK4026 3 Take a politician as an example, it is necessary for him to know the latest policy of his own country, his local government and even that of other countries. Otherwise, he will easily drop **the** reins of government.
- 221 CNUK4026 4 Otherwise, he will easily drop the reins of government. Another example, a businessman should keep in touch with **the** latest information related to business, economy and governmental policies as well all the time, or he will lose many business opportunities.
- 222 CNUK4026 5 Otherwise, he will easily drop the reins of government. Another example, a businessman should keep in touch with the latest information related to business, economy and governmental policies as well all **the** time, or he will lose many business opportunities.
- 223 CNUK4026 6 Another example, a businessman should keep in touch with the latest information related to business, economy and governmental policies as well all the time, or he will lose many business opportunities. In some programmes called "Interview" or "Dialogue", **the** host talks with successful persons in all kinds of fields, especially from business field, from which people can learn something from his previous experiences.

- 224 CNUK4026 7 They can enjoy sport matches without getting out of their houses; there are soap operas for housewives. Normally, housewives have little to do except looking after their home and shopping, so follow **the** soap operas every day becomes one of their amusements. ?
- 225 CNUK4026 8 Why do they say that? Because TV keeps you sitting in front of it all **the** time, like an idiot.
- 226 CNUK4026 9 Because TV keeps you sitting in front of it all the time, like an idiot. You do not have to think anything, just receiving all **the** information from TV.
- 227 CNUK4026 10 Because they do little exercises. Once one sits in front of **the** TV, he will hold a remote control in his hand, searching the channels one by one even if there is no one he is interested in.
- 228 CNUK4026 11 Because they do little exercises. Once one sits in front of the TV, he will hold a remote control in his hand, searching **the** channels one by one even if there is no one he is interested in.
- 229 CNUK4026 12 Moreover, there are more and more violent or sexy movies on TV nowadays. It brings bad influences on people, especially **the** teenagers. ?
- 230 CNUK4026 13 It brings bad influences on people, especially the teenagers. First, **the** teenagers cannot distinguish what kind of movies is suitable for them; second, they like to imitate what they see from the TV. ?
- 231 CNUK4026 14 It brings bad influences on people, especially the teenagers. First, the teenagers cannot distinguish what kind of movies is suitable for them; second, they like to imitate what they see from **the** TV.
- 232 CNUK4026 15 First, the teenagers cannot distinguish what kind of movies is suitable for them; second, they like to imitate what they see from the TV. It is not only bad to their growth, but also will increase **the** rate of crimes, which is harmful to the whole society.
- 233 CNUK4026 16 First, the teenagers cannot distinguish what kind of movies is suitable for them; second, they like to imitate what they see from the TV. It is not only bad to their growth, but also will increase the rate of crimes, which is harmful to **the** whole society.
- 234 CNUK4026 17 It is not only bad to their growth, but also will increase the rate of crimes, which is harmful to the whole society. Last but not least, **the** advertisement on TV is also a nuisance. ?
- 235 CNUK4026 18 Last but not least, the advertisement on TV is also a nuisance. It will always come out when **the** scenario reaches a climax.
- 236 CNUK4026 19 It will always come out when the scenario reaches a climax. **The** advertisements always boast their products and that will mislead the people to buy something that they don't really want or need.
- 237 CNUK4026 20 It will always come out when the scenario reaches a climax. The advertisements always boast their products and that will mislead **the** people to buy something that they don't really want or need.
- 238 CNUK4026 21 If you take advantage of useful information on TV, it benefits you. On **the** contrary, it will do harm to you.
- 239 CNUK4038 1 According to a recent survey, **the** rapidly developed Genetic Engineering technology is mature enough to make effect on people's lives, even the human fetuses.
- 240 CNUK4038 2 According to a recent survey, the rapidly developed Genetic Engineering technology is mature enough to make effect on people's lives, even **the** human fetuses. ?
- 241 CNUK4038 3 According to a recent survey, the rapidly developed Genetic Engineering technology is mature enough to make effect on people's lives, even the human fetuses. Public has been put forward an argument over this issue, and there are quite different voices from **the** public.
- 242 CNUK4038 4 Public has been put forward an argument over this issue, and there are quite different voices from the public. Some of them insist that theory is inhumanity and intangible; whereas **the** others hold opposite opinion. ?
- 243 CNUK4038 5 Some of them insist that theory is inhumanity and intangible; whereas the others hold opposite opinion. As for me, I believe it's acceptable to change **the** genetic of human fetuses.
- 244 CNUK4038 6 As for me, I believe it's acceptable to change the genetic of human fetuses. Nevertheless, I don't think choose **the** sex of babies is a wise decision.

- 245 CNUK4038 7 Nevertheless,I don't think choose the sex of babies is a wise decision. For **the** first viewpoint, I believe that it's an opportunity for us to take advantage of the technology,
- 246 CNUK4038 8 Nevertheless,I don't think choose the sex of babies is a wise decision. For the first viewpoint, I believe that it's an opportunity for us to take advantage of **the** technology, ?
- 247 CNUK4038 9 Genetic engineering contributes to human evolution. More significant development in **the** area will definitely help us to absorb the essential portion and discard the dross from human gene.
- 248 CNUK4038 10 Genetic engineering contributes to human evolution. More significant development in the area will definitely help us to absorb **the** essential portion and discard the dross from human gene.
- 249 CNUK4038 11 Genetic engineering contributes to human evolution. More significant development in the area will definitely help us to absorb the essential portion and discard **the** dross from human gene.
- 250 CNUK4038 12 A positive cycle will be formed in this way and it will reflect on many aspects: probably it 's very common for us to master 3 or 4 languages, by using language tools, communication becomes more easier and convenient, enterprises are more likely to open branches or agencies in different regions. Besides this, **the** average natural life of us will much longer than now, maybe 90 or even 100!
- 251 CNUK4038 13 Besides this, the average natural life of us will much longer than now, maybe 90 or even 100! Genetic engineering helps to improved quality of population as well as **the** ability of acclimation.
- 252 CNUK4038 14 According to a statistics from Populaton Connection,1.3 percent infants was disabled and unhealthily, these children are more likely to be infected by various of diseases. However, by improving our genetic structure, all of these are avoidable in **the** future.
- 253 CNUK4038 15 However, by improving our genetic structure, all of these are avoidable in the future. As far as **the** second standpoint I mentioned above, here are some supply reasons:
- 254 CNUK4038 16 As far as the second standpoint I mentioned above, here are some supply reasons: By choosing **the** sex of babies, The natural balance will be broken.
- 255 CNUK4038 17 As far as the second standpoint I mentioned above, here are some supply reasons: By choosing the sex of babies, **The** natural balance will be broken.
- 256 CNUK4038 18 By choosing the sex of babies, The natural balance will be broken. In some areas of **the** world, people still prefer to have boys than girls for a series of traditional reasons.
- 257 CNUK4038 19 In some areas of the world, people still prefer to have boys than girls for a series of traditional reasons. Once this technology is widely used, **the** number of males probably twice or even triple than females. ?
- 258 CNUK4038 20 Once this technology is widely used, the number of males probably twice or even triple than females. As **the** result, a number of social problems will be brought on.
- 259 CNUK4038 21 First, finding a girlfriend will becomes very difficult for men. On the other hand, **the** job opportunities for men and women are equivalent in social life. ?
- 260 CNUK4038 22 On the other hand, the job opportunities for men and women are equivalent in social life. While **the** imbalance situation makes more people out of work, which will strengthen burden of local government.
- 261 CNUK4038 23 In other words, economy growth will be blocked. In conclusion, **the** key problem for us to consider is not if we should use the Genetic Engineering into our fetuses but how to use it correctly and effectly.
- 262 CNUK4038 24 In other words, economy growth will be blocked. In conclusion, the key problem for us to consider is not if we should use **the** Genetic Engineering into our fetuses but how to use it correctly and effectly.