

大学专门用途英语系列教材

# English for Specific Academic Purposes

# ESPAP

## 语言和语言学英语 教程

English for  
Language and Linguistics  
Course Book

Anthony Manning 原著

《大学专门用途英语》改编组 改编

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## English for Specific Academic Purposes

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# 《大学专门用途英语》系列教材

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## 总 序

自本世纪初以来,我国大学英语教学改革在课程教学目标的修订、师资队伍的建设、教学方法和手段的完善以及教学评测等方面均取得了突出的成绩。对于许多高等院校来说,如何更好地适应社会经济发展对人才培养的需求,培养高端应用型和国际化的专业人才,是进一步深化大学英语教学改革的一项重要而紧迫的任务。这其中也涉及建设和完善现有的大学英语课程体系,为完成基础阶段英语学习后的大学生开设专门用途英语课程和双语课程。为适应深化大学英语教学改革的需要,高等教育出版社引进Garnet教育出版公司所出版的“ESAP (English for Specific Academic Purposes) 系列教材”,组织我国高等院校教师进行改编并出版了本套“大学专门用途英语系列教材”。

本系列教材旨在满足大学生进一步学习其专业学科英语的需要,教材编写的思路是:

1. 介绍相关专业基本概念、基本知识和研究现状;
2. 有效呈现相关专业所涉及的专业术语和学术英语词汇;
3. 有机融合语言学习和专业知识、技能的学习和培养;
4. 兼顾英语语言输入与产出,培养学生的综合语言技能。

本系列教材首批推出12册,涵盖语言学、商学、管理学、环境科学、心理学、信息技术、机械工程、银行、法律、医药、公共关系、旅游管理等学科。每册由教程和教师用书组成,内容涉及一个专业方向。每册由12个单元组成,奇数单元突出听说和口译技能训练,偶数单元则强调读写和笔译技能训练。各单元专业知识内容衔接性高,技能训练交互性强,强调英语听、说、读、写、译基本技能在专业和学术背景下的协调应用和全面发展。

每单元的内容基本上可以分为四个部分,第一部分主要介绍和集中训练相关词汇,致力于扫除专业和学术词汇障碍;第二部分集中训练专业知识背景下的听力或阅读技能,强调专业和语言学习过程中基本信息输入的质和量这两个要素;第三部分是上一环节的延续和发展,重点训练专业和语言学习过程中信息加工和产出所需要的基本技能;第四部分为口语或写作练习,强化产出技能训练。每单元末尾还附有重点词汇和技能回顾,帮助学生进一步梳理所学内容。

本系列教材既可作为各学科专业英语的入门教材,也可作为以英语学习为主的专门用途英语教材。教师可以根据学生的专业需求和英语语言水平的实际情况来确定教学目标和教学重点,灵活安排课程和教学活动。

《大学专门用途英语》改编组

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2011年12月

# Introduction

*English for Language and Linguistics* is designed for students who plan to take a course in the field of language or linguistics entirely or partly in English. The principal aim of *English for Language and Linguistics* is to teach students to cope with input texts, i.e., listening and reading, in the discipline. However, students will be expected to produce output texts in speech and writing throughout the course.

The syllabus focuses on key vocabulary for the discipline and on words and phrases commonly used in academic English. It covers key facts and concepts from the discipline, thereby giving students a flying start for when they meet the same points again in their faculty work. It also focuses on the skills that will enable students to get the most out of lectures and written texts. Finally, it presents the skills required to take part in seminars and tutorials and to produce essay assignments.

*English for Language and Linguistics* comprises:

- the student Course Book including audio transcripts and wordlist
- the Teacher's Book, which provides detailed guidance on each lesson, full answer keys, audio transcripts and extra photocopiable resources
- the MP3 with lecture and seminar excerpts

*English for Language and Linguistics* has 12 units, each of which is based on a different aspect of language studies. Odd-numbered units are based on listening (lecture/seminar extracts). Even-numbered units are based on reading.

Each unit is divided into four lessons:

**Lesson 1:** vocabulary for the discipline; vocabulary skills such as word-building, use of affixes, use of synonyms for paraphrasing

**Lesson 2:** reading or listening text and skills development

**Lesson 3:** reading or listening skills extension. In addition, in later reading units, students are introduced to a writing assignment which is further developed in Lesson 4; in later listening units, students are introduced to a spoken language point (e.g., making an oral presentation at a seminar) which is further developed in Lesson 4

**Lesson 4:** a parallel listening or reading text to that presented in Lesson 2 which students have to use their new skills (Lesson 3) to decode; in addition, written or spoken work is further practised

The last two pages of each unit, *Vocabulary bank* and *Skills bank*, are a useful summary of the unit content.

Each unit provides between 4 and 6 hours of classroom activity with the possibility of a further 2–4 hours on the suggested extra activities. The course will be suitable, therefore, as the core component of a faculty-specific pre-sessional or foundation course of between 50 and 80 hours.

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# Book map

Unit	Topics	
<b>1 What is linguistics?</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• definition of key terms</li> <li>• branches of study in linguistics</li> </ul>	
<b>2 Developments in linguistics</b> Reading · Writing	<ul style="list-style-type: none"> <li>• history of study of language</li> <li>• key figures and developments in linguistics</li> </ul>	
<b>3 Language acquisition and learning</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• acquisition and L2 learning</li> <li>• features of good language learner</li> <li>• intelligence types</li> </ul>	
<b>4 Language and technology</b> Reading · Writing	<ul style="list-style-type: none"> <li>• computers for linguistics research</li> <li>• technology in language learning</li> </ul>	
<b>5 Language and society</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• basic concepts of sociolinguistics: regional varieties · social groupings</li> </ul>	
<b>6 English language teaching</b> Reading · Writing	<ul style="list-style-type: none"> <li>• popular language teaching methodologies</li> <li>• 'informed eclecticism'</li> <li>• lesson planning</li> </ul>	
<b>7 Language testing</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• designing tests and assessments</li> <li>• test specifications</li> <li>• double marking</li> </ul>	
<b>8 The spread of English</b> Reading · Writing	<ul style="list-style-type: none"> <li>• English as a global language</li> <li>• influence of English on indigenous languages</li> </ul>	
<b>9 Translating and interpreting</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• specialisms in translating and interpreting</li> <li>• professional skills and training</li> <li>• localization translation</li> </ul>	
<b>10 Discourse analysis</b> Reading · Writing	<ul style="list-style-type: none"> <li>• concept of discourse analysis</li> <li>• paralinguistic features</li> <li>• collecting research data</li> </ul>	
<b>11 Pronunciation and phonology</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• international English pronunciation</li> <li>• Lingua Franca Core</li> </ul>	
<b>12 Grammar</b> Reading · Writing	<ul style="list-style-type: none"> <li>• implicit and explicit grammar knowledge</li> <li>• approaches to teaching grammar</li> </ul>	

Vocabulary focus	Skills focus	Unit
<ul style="list-style-type: none"> <li>words from general English with a special meaning in linguistics</li> <li>prefixes and suffixes</li> </ul>	<b>Listening</b> <ul style="list-style-type: none"> <li>preparing for a lecture</li> <li>predicting lecture content from the introduction</li> <li>understanding lecture organization</li> <li>choosing an appropriate form of notes</li> <li>making lecture notes</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>speaking from notes</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>English-English dictionaries: headwords · definitions · parts of speech · phonemes · stress markers · countable/uncountable · transitive/intransitive</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>using research questions to focus on relevant information in a text</li> <li>using topic sentences to get an overview of the text</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>writing topic sentences</li> <li>summarizing a text</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>stress patterns in multi-syllable words</li> <li>prefixes</li> </ul>	<b>Listening</b> <ul style="list-style-type: none"> <li>preparing for a lecture</li> <li>predicting lecture content</li> <li>making lecture notes</li> <li>using different information sources</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>reporting research findings</li> <li>formulating questions</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>computer jargon</li> <li>abbreviations and acronyms</li> <li>discourse and stance markers</li> <li>verb and noun suffixes</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>identifying topic development within a paragraph</li> <li>using the Internet effectively</li> <li>evaluating Internet search results</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>reporting research findings</li> </ul>	<b>4</b>
<ul style="list-style-type: none"> <li>word sets: synonyms, antonyms, etc.</li> <li>common lecture language</li> </ul>	<b>Listening</b> <ul style="list-style-type: none"> <li>understanding 'signpost language' in lectures</li> <li>using symbols and abbreviations in note-taking</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>making effective contributions to a seminar</li> </ul>	<b>5</b>
<ul style="list-style-type: none"> <li>synonyms, replacement subjects, etc. for sentence-level paraphrasing</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>locating key information in complex sentences</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>reporting findings from other sources: paraphrasing</li> <li>writing complex sentences</li> </ul>	<b>6</b>
<ul style="list-style-type: none"> <li>compound nouns</li> <li>fixed phrases from language and linguistics</li> <li>fixed phrases from academic English</li> <li>common lecture language</li> </ul>	<b>Listening</b> <ul style="list-style-type: none"> <li>understanding speaker emphasis</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>asking for clarification</li> <li>responding to queries and requests for clarification</li> </ul>	<b>7</b>
<ul style="list-style-type: none"> <li>synonyms</li> <li>nouns from verbs</li> <li>definitions</li> <li>common 'direction' verbs in essay titles (<i>discuss, analyse, evaluate, etc.</i>)</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>understanding dependent clauses with passives</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>paraphrasing</li> <li>expanding notes into complex sentences</li> <li>recognizing different essay types/structures: descriptive · analytical · comparison/evaluation · argument</li> <li>writing essay plans</li> <li>writing essays</li> </ul>	<b>8</b>
<ul style="list-style-type: none"> <li>fixed phrases from translating and interpreting</li> <li>fixed phrases from academic English</li> </ul>	<b>Listening</b> <ul style="list-style-type: none"> <li>using the Cornell note-taking system</li> <li>recognizing digressions in lectures</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>making effective contributions to a seminar</li> <li>referring to other people's ideas in a seminar</li> </ul>	<b>9</b>
<ul style="list-style-type: none"> <li>'neutral' and 'marked' words</li> <li>fixed phrases from discourse analysis</li> <li>fixed phrases from academic English</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>recognizing the writer's stance and level of confidence or tentativeness</li> <li>inferring implicit ideas</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>writing situation-problem-solution-evaluation essays</li> <li>using direct quotations</li> <li>compiling a bibliography/reference list</li> </ul>	<b>10</b>
<ul style="list-style-type: none"> <li>words/phrases used to link ideas (<i>moreover, as a result, etc.</i>)</li> <li>stress patterns in noun phrases and compounds</li> <li>fixed phrases from academic English</li> </ul>	<b>Listening</b> <ul style="list-style-type: none"> <li>recognizing the speaker's stance</li> <li>writing up notes in full</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>building an argument in a seminar</li> <li>agreeing/disagreeing</li> </ul>	<b>11</b>
<ul style="list-style-type: none"> <li>verbs used to introduce ideas from other sources (<i>X contends/suggests/asserts that ...</i>)</li> <li>linking words/phrases conveying contrast (<i>whereas</i>), result (<i>consequently</i>), reasons (<i>due to</i>), etc.</li> <li>words for quantities (<i>a significant minority</i>)</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>understanding how ideas in a text are linked</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>deciding whether to use direct quotation or paraphrase</li> <li>incorporating quotations</li> <li>writing research reports</li> <li>writing effective introductions/conclusions</li> </ul>	<b>12</b>

# 1 WHAT IS LINGUISTICS?

## 1.1 Vocabulary

guessing words in context • prefixes and suffixes

- A** Read the text. The bold words are probably familiar to you in general English. But can you think of a different meaning for each word in language studies?

Tom enjoys his hobbies because he has a lot of **stress** at work. He spends every weekend on the football **pitch**. Yesterday his girlfriend asked him to stop playing football. 'Let's study French together,' she said. 'France is exciting; I read about it in a newspaper **article**.' But Tom is no **linguist**. He **interpreted** his girlfriend's advice as **interference**. At first he was **tongue-tied** and said nothing, but he was **tense**. That evening, he sent his girlfriend a short **text** message. It was over, but he didn't want to make a **speech**.

- B** Read these sentences from linguistics texts. Complete each sentence with one of the bold words from Exercise A.

- 1 The English \_\_\_\_\_ is spoken in some form by nearly a third of the population.
- 2 A \_\_\_\_\_ can be a piece of writing or a written record of spoken words.
- 3 Varying the tension in the vocal cords can alter \_\_\_\_\_.
- 4 The politician's address was \_\_\_\_\_ simultaneously into Cantonese.
- 5 An academic \_\_\_\_\_ engages in the scientific study of language.
- 6 \_\_\_\_\_ is the term in phonetics for the degree of force used to produce a syllable.
- 7 \_\_\_\_\_ is a primary medium through which language is expressed.
- 8 The category \_\_\_\_\_ is used in the grammatical description of verbs.
- 9 In sociolinguistics, \_\_\_\_\_ refers to errors caused in one language through contact with another language.
- 10 An \_\_\_\_\_ is a word such as *the* in English, which is put next to a noun to show the type of reference that is being made to that noun.

- C** Study the words in box a.

- 1 What is the connection between all these words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What is the meaning of each prefix?
- 5 Can you think of another word with each prefix?

**a** adverb bilingual conjunction  
homophone interlanguage  
metalanguage microphone  
monolingual multilingual  
preposition pronoun  
ungrammatical

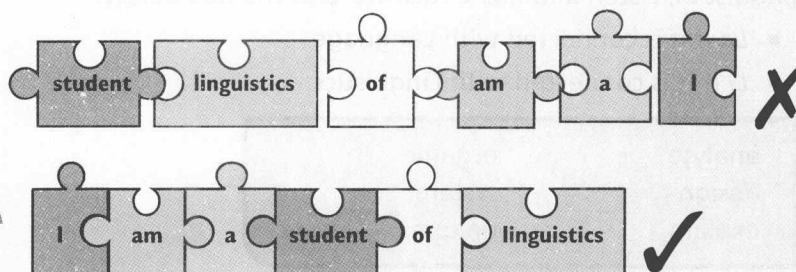
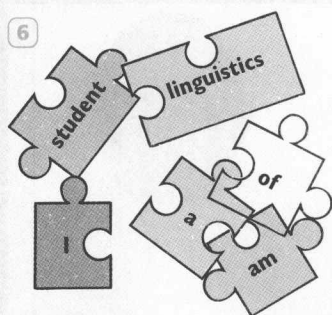
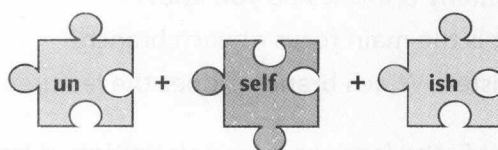
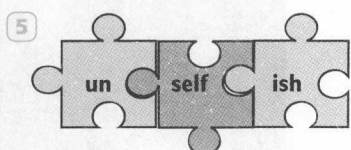
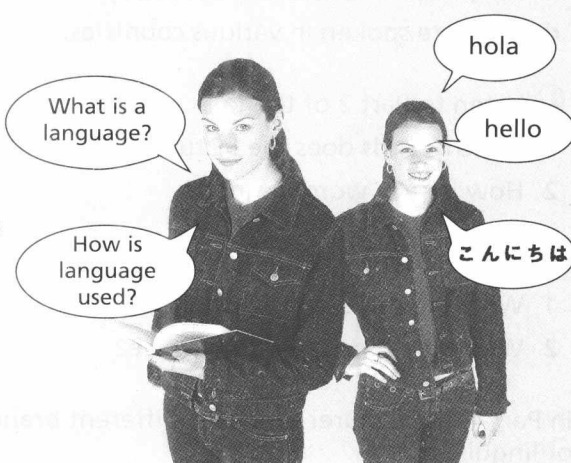
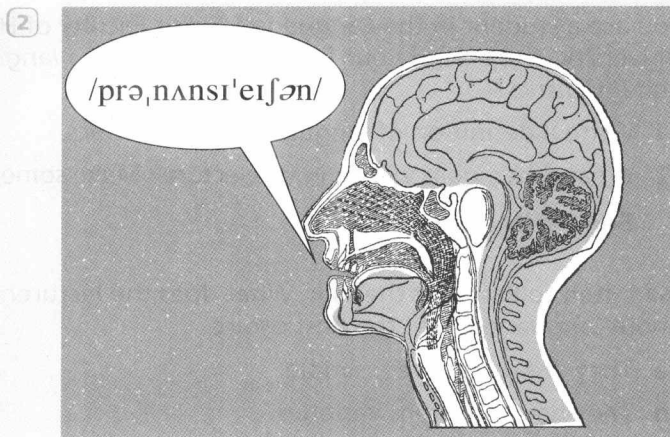
- D** Study the words in box b.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What effect do the extra letters have on the base word?
- 5 Can you think of another word with each suffix?

**b** countable displacement  
fluently interpreter linguist  
literacy transcribed translator

- E** Discuss the pictures on the opposite page. Use words from this page.





10

In her final exams, she demonstrated a good knowledge of semantics, and she completed her assignment satisfactorily.

11

The principle is the same.  
The principal gave a welcoming speech.


## 1.2 Listening

preparing for a lecture • predicting lecture content • making notes

**A** You are a student in the Language Studies Faculty of Hadford University. The title of your first lecture is *What is language and linguistics?*

- 1 Write a definition of language and linguistics.
- 2 What other ideas will be in this lecture? Make some notes.

**See Skills bank**

**B**  Listen to Part 1 of the talk. What does the lecturer say about languages? Tick the best choice.

- |   |       |
|---|-------|
| a They are usually very simple.         | _____ |
| b They have different varieties.        | _____ |
| c They are all used in the same way.    | _____ |
| d They are spoken in various countries. | _____ |


**C**  Listen to Part 2 of the talk.


- 1 Which words does the lecturer define?
- 2 How is each word defined?

**D**  Listen to Part 3 of the talk.

- 1 Which features are mentioned?
- 2 What does each feature involve?

**E** In Part 4, the lecturer describes different branches of linguistics.

- 1 How many branches do you know?
- 2 What is the main focus of each branch?
- 3  Listen. Which branches does the lecturer mention?

**F**  In Part 5, the lecturer gives a definition of language and linguistics. Listen and mark each word in the box below:

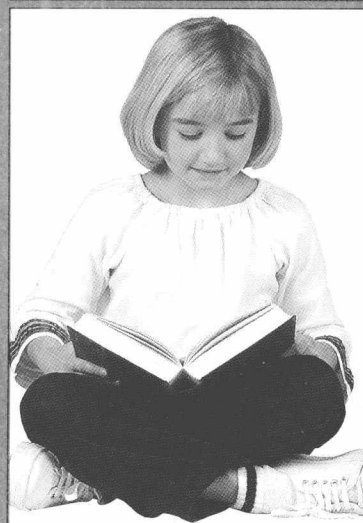
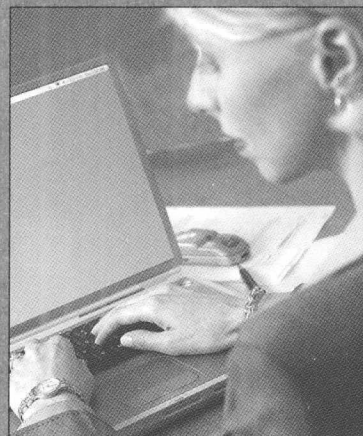
- *La* if it is connected with Language
- *Li* if it is connected with Linguistics

analyse	_____	organic	_____
design	_____	system	_____
explain	_____	unique	_____

**G** Write a definition of language and linguistics. Use words from Exercise F.

**H** Look back at your notes from Exercise A. Did you predict:

- the main ideas?
- most of the special vocabulary?
- the order of information?





## 1.3 Extending skills

lecture organization • choosing the best form of notes

## A What can you ...

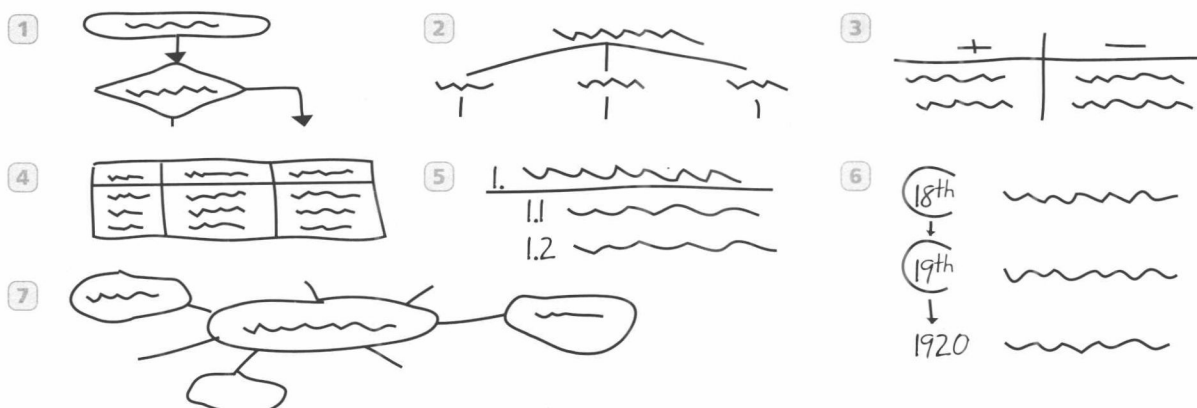
- |               |              |             |
|---------------|--------------|-------------|
| 1 define?     | 4 interpret? | 7 predict?  |
| 2 transcribe? | 5 contrast?  | 8 classify? |
| 3 analyse?    | 6 pronounce? | 9 stress?   |

## B How can you organize information in a lecture? Match the beginnings and endings.

- |                             |                        |
|-----------------------------|------------------------|
| 1 question and              | contrast               |
| 2 problem and               | definition             |
| 3 classification and        | disadvantages          |
| 4 advantages and            | effect                 |
| 5 comparison and            | events                 |
| 6 cause and                 | supporting information |
| 7 sequence of               | process                |
| 8 stages of a               | solution               |
| 9 theories or opinions then | answer                 |

## C How can you record information during a lecture? Match the illustrations with the words and phrases in the box below.

tree diagram   flowchart   headings and notes   spidergram   table   timeline   two-column table



## D Match each method of organizing information in Exercise B with a method of note-taking from Exercise C. You can use one method for different types of organization.

## E Listen to six lecture introductions. Choose a possible way to take notes from Exercise C in each case.

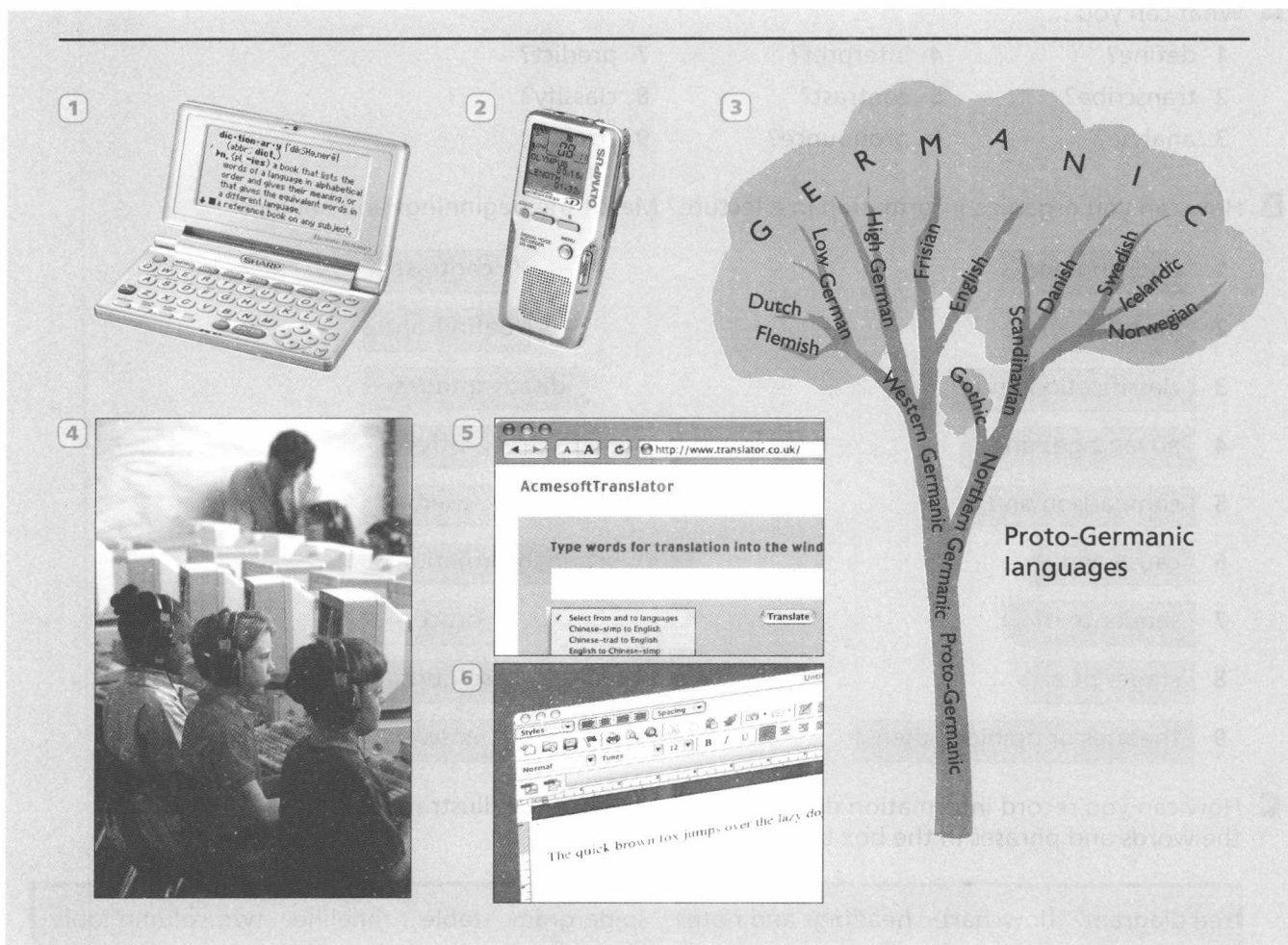
## Example:

You hear: *Today I am going to talk about the different branches of linguistics that we cover here at Hadford. There are seven main branches ...*

You choose: *tree diagram or spidergram*

## 1.4 Extending skills

making notes • speaking from notes

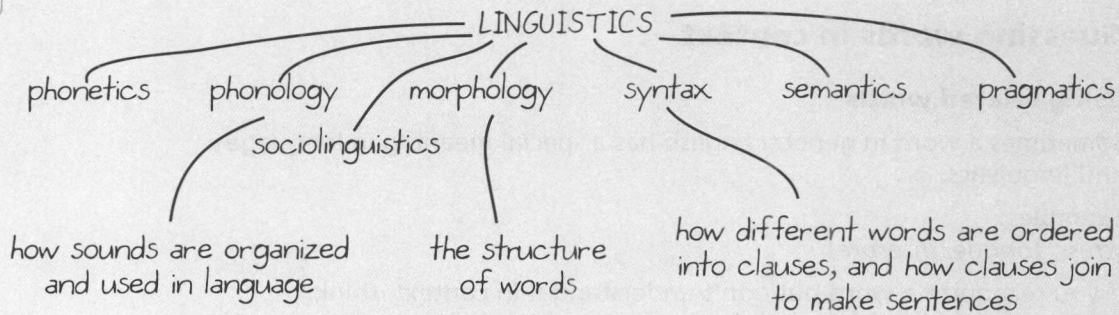


**A** Study the pictures. What do pictures 1–6 show? Use words from the box.

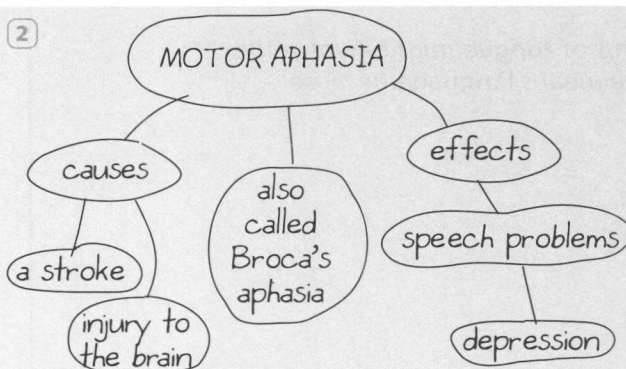
branch electronic digital software laboratory translation recorder word-processing

- B** Cover the opposite page. Listen to the lecture introductions from Lesson 3 again. Make an outline on a separate sheet of paper for each introduction.
- C** Look at your outline for each lecture. What do you expect the lecturer to talk about in the lecture? In what order?
- D** Listen to the next part of each lecture. Complete your notes.
- E** Uncover the opposite page. Check your notes with the model notes. Are yours the same or different?
- F** Work in pairs.
- 1 Use the notes on the opposite page. Reconstruct one lecture.
  - 2 Give the lecture to another pair.

1



2



3

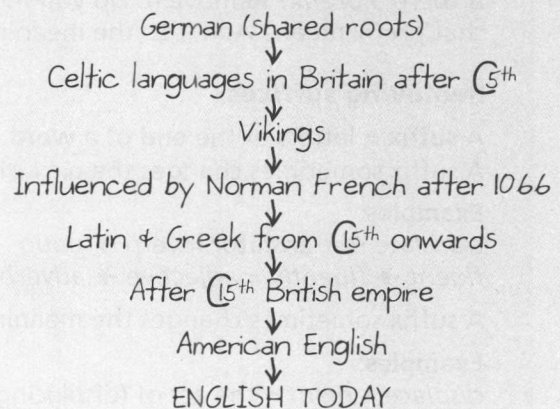
(a) SPREAD OF ENGLISH

5th century - English arrived in England with Angles and Jutes

5th - 11th century - English spread to Cornwall, Wales, Cumbria and south Scotland

12th century - spread to Ireland

16th century onwards - spread with the empire

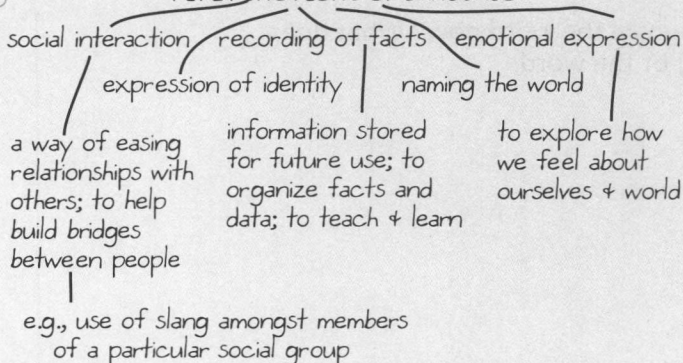
(b) INFLUENCES ON ENGLISH

4

History of Linguistics

- 5<sup>th</sup> BCE Panini - India (prefixes and suffixes)
- 4<sup>th</sup> BCE Aristotle - Greece - sentence parts
- 2<sup>nd</sup> BCE Thrax - Greece - first real grammar studies
- 6<sup>th</sup> CE Greek influence on Roman linguists
- 14<sup>th</sup> CE other Europeans begin analysing their languages

5

FIVE FUNCTIONS OF LANGUAGE

6

COMMUNICATION

FEATURES	ANIMAL	HUMAN
Uses signals	✓	✓
Uses symbols	✗	✓
Has duality of pattern	✗	✓