

Е.Э. Ляпунова

**ОТ ЛИНГВИСТИКИ
К ЛИНГВОДИДАКТИКЕ**

Выпуск I

**What is the core EAP
we use in the Humanities?**

Справочно-теоретическая трактовка
базовых характеристик английского языка
для общеакадемических целей

**Москва
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2013**

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От лингвистики к лингводидактике: Выпуск I: What is the core
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Рассматриваются базовые особенности английского текста общеакадемического формата, единые для всех гуманитарных областей знаний и восходящие к 'lingua franca' науки – латыни. Подчеркивается интернациональный и междисциплинарный характер ядра EAP.

Издание предназначено для не-лингвистов, студентов и аспирантов высшей школы, практикующих профессионалов любой гуманитарной специальности. Для всех, кто стремится постоянно повышать свой образовательный ценз или просто ценит знания, получаемые из книг.

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Предисловие

Серия «От лингвистики к лингводидактике» задумана прежде всего для не-лингвистов. Не-лингвистов, студентов и аспирантов высшей школы. Не-лингвистов, практикующих профессионалов любой гуманитарной специальности. Для всех, кто стремится постоянно повышать свой образовательный ценз или просто ценит знания, получаемые из книг.

EAP – English for academic purposes (английский для академических целей) – есть базовая, основополагающая, общая для всех научных дисциплин, высокочастотная по использованию, нормативная, регулярно воспроизводимая в научных академических произведениях речи (текстах) – платформа ESP (English for Specific Purposes – английский язык для специальных/профессиональных целей). EAP является определяющим ядром английского языка научного изложения.

Academic¹ (adj) (от лат. Academia и греч. Akademeia):

1. Connected with education, especially at college or university level:
2. Concerned with studying from books, as opposed to practical works:
3. Theoretical; good at studying and getting good results at school and university.

Academic² (noun):

A teacher in a college or university

(Longman Dictionary of Contemporary English)

Своими этимологическими (этимология – наука о происхождении слов, а прежде и о составе слова) корнями EAP уходит в латынь, универсальный письменный язык всех интеллектуалов Европы вплоть до 17-го столетия. Латынь стала для науки «lingua franca», языком, который используется для коммуникации между группами лиц, говорящими на разных языках.

Мы предприняли этот проект, чтобы продемонстрировать нашему будущему читателю/пользователю, насколько априорно высок практический лингвистический потенциал образованного носителя одного из основных европейских языков, в нашем случае русского языка, в изучении и владении ЕАР.

Общая базовая модель ЕАР создана задолго до нас. Она нам в целом известна, хотя многие об этом не задумывались. Как полагает большинство лингвистов, основу всего функционального стиля научного изложения составляет пласт общенаучной лексики. ЕАР, являясь разновидностью научной речи, использует ту ее часть, которая называется общеакадемической и, в той или иной степени, присутствует в каждом из европейских языков. Эта лексика интернациональна и, во многом, интердисциплинарна.

abstract (adj.)	абстрактный (прил)
abstraction (n)	абстракция (сущ)
academic (adj)	академический (прил)
academy (n)	академия (сущ)
accumulate (v)	аккумулировать (гл)
accurate (adj)	аккуратный (прил)
adapt (v)	адаптировать (гл)
adaption (n)	адаптация (сущ)
administration (n)	администрация (сущ)

...

Список можно продолжать и продолжать. Однако исходный общеакадемический словарь конечен. В нем несколько сот слов. А вот частотность употребления, его продуктивность поразительны.

Мы рассчитываем, что такие сведения могут обнадежить читателя. Действительно, многие английские и русские общеакадемические слова являются иностранными заимствованиями и интернациональны по своему составу и значению. Да, у нас разные алфавиты. Да, у нас разная морфология (морфология – наука о составе слова). В русском языке, к примеру, существуют и суффиксы, и окончания (флексии), тогда как в английском suffix – заменяет и то, и другое. Да, объемы значений слов не всегда сов-

падают. И необходимо иметь под рукой надежный словарь. Но модель – канва существует. Ей много сотен лет. Она работает. И образцы, созданные и создаваемые по ней, многочисленны. И задача молодого ученого через постоянные собственные наработки совершенствовать свою академическую речь как в непосредственной – устной, так и в опосредованной – письменной – форме. А проверять эффективность своих усилий целесообразно на коллегам, издателях, наставниках. И тогда постепенно вы «make EAP your own».

Если человек науки – тот человек, которому есть что сказать, то пусть он знает, как это сделать!

Мы всегда разделяли убеждение, что важнейшая задача высшей школы не в том, чтобы научить выпускника всему, а в том, чтобы привить ему вкус и способность к приобретению знаний, аналитике, учить его самостоятельно учиться и не только сейчас, но всегда. Помогать ему непременно надо в поиске и селекции самого существенного, долговременного, продуктивного, ценного для его завтрашней научной и практической компетенции, которую мы понимаем как осознанную ответственность в пределах определенной ниши, и для формирования его высокой компетентности, которую мы понимаем как способность эффективно соответствовать этой ответственности.

Теперь скажем несколько слов о содержании этого выпуска, языковом материале и его авторстве.

Вот наш отправной тезис:

Невозможно быть автором EAP! Лингвист может лишь терпеливо и долговременно профессионально изучать и описывать определенные стороны и образцы данной разновидности научной речи, вдумчиво и целенаправленно отбирая, аранжируя наиболее репрезентативный и воспроизводимый языковой материал, формируя через анализ и синтез свои суждения о, скажем, типичности, принятой и признаваемой допустимой норме (узусе). В этом, конечно, не может не обнаруживаться научно-методологическая позиция исследователя.

Мы декларировали справочно-теоретический характер выпуска. Естественно и неизбежно мы обращались к существующим и общепринятым в англистике спискам общеакадемической лексики, спискам иностранных заимствований, перечням интернациональных словообразовательных элементов, некоторым примерам жанрово-стилистической дифференциации грамматики и лексики etc. С огромным пиететом можно просить о снисходительности тех авторов и издателей, чьи труды мы частично использовали. Их вклад в образовательный ценз российских ученых всегда был весом.

Мы приводим много цитат авторитетов англистики (с некоторыми вынужденными купюрами), причем сознательно делаем это на языке оригинала, полагая, что знание всегда надежнее получать «из первых рук». Разумеется, все заимствования отражены в списке «The cited books».

Текстовый материал выпуска имеет следующие основные источники:

1. A University Grammar of English by Randolph Quirk, Sidney Greenbaum, Geoffrey Leech, Yan Svartvik (Longman).

2. Academic Vocabulary in Use by Michael McCarthy, Felicity O'Dell (Cambridge University press).

3. IELTS examination papers from University of Cambridge ESOL examination (Cambridge University press).

4. General Catalog of the Economic Institute of the University of Colorado, USA.

5. Актуальные проблемы английского языкознания. Сборник статей. М., МАКС Пресс. 2012.

6. Е.Э. Барина (Ляпунова), Т.И. Борисенко и др. Учебное пособие по общенаучной лексике английского языка для студентов гуманитарных факультетов. М., Издательство МГУ, 1989.

Тексты мы делим на две подборки.

Первая (Sample academic texts 1–9) – это оригинальные отрывки из работ известных англистов, которые, на наш взгляд, решают две задачи – дают читателю познавательно-образо-

вательную информацию и одновременно являются собой достойные подражания примеры английского академического письма. Вторая (Sample academic texts 10–15) – это демонстрационные тексты, наглядно иллюстрирующие наши представления о «ядре» EAP. Мы привлекаем описания университетских курсов и программы курсов по подготовке к сдаче GRE, GMAT, а также примеры экзаменационных эссе в формате IELTS.

Тексты второй подборки препарированы нами, чтобы выделить в них и показать читателю высокий процент общеакадемической интернациональной лексики, которой прежде всего и посвящен выпуск.

В этой части отсутствуют библиографические списки русскоязычной и англоязычной литературы. Мы приводим лишь перечень цитируемых здесь работ – «The cited books», т.к. более полной библиографией планируем заключить всю серию.

For a systematically organized account of the whole of English grammar readers should consult a book such as 1) A Students Grammar of the English Language, by Greenbaum and Quirk (Longman), 2) the Longman English Grammar, by L.G. Alexander, or 3) the Oxford Guide to English Grammar, by John Eastwood.

For a detailed treatment of English vocabulary, see 1) the Oxford Advanced Learner's Dictionary of Current English, 2) the Longman Dictionary of Contemporary English or 3) the Collins Cobuild English Language Dictionary.

В заключение обратимся к одной значимой для нас цитате. Пишет профессор R. Quirk, один из авторов «A University Grammar of English», он же – руководитель проекта Лондонского университета «Survey of English Usage».

«...all grammarians draw freely on the work of their predecessors and at the same time use their new vantage point to see where fresh headway can be made».

Эту позицию мы целиком разделяем.

Sample academic text 1

This manual is for anyone who wants or needs to learn the kind of English which is used in academic contexts. It deals with the kind of language used in academic textbooks and articles as well as in lectures and seminars. It also presents vocabulary relating to being a student at a university or college. It will be particularly useful for students preparing for IELTS or any other examination aimed at assessing whether candidates' English is at a high enough level to study in an academic institution where English is the medium of instruction. It will be helpful for people who need to attend – or indeed give – lectures and presentations in English or to participate in international conferences. It will enable students who have to prepare assignments or write up a dissertation in English to do so in a much more natural and appropriate way.

The manual presents the kind of vocabulary that is used in academic speech and writing regardless of which discipline you are concerned with. It does not deal with the specialist vocabulary of any particular subject. Such specialist terms are often relatively easy to master – they will be explained and taught as you study the subject and these words may indeed sometimes be similar in English and your own language. However, it is the more general words used for discussing ideas and research and for talking and writing about academic work that you need to be fully familiar with in order to feel comfortable in an academic environment. Despite the fact that they are much more frequent than specialist words, these more general words are often felt to be more difficult to learn.

One positive aspect of this kind of academic vocabulary is that there are relatively few differences depending on whether you are studying in London or New York, Delhi or Sydney or indeed any other place where you may be using English for academic purposes. Academic English tends to be a truly international language we focus on vocabulary that will be essential for you regardless of where you are studying now or may study in the future.

Much of the vocabulary is neutral in the sense that it is equally appropriate for both written and spoken contexts. We indicate those instances where a word or expression is too formal for use in speech or too informal for use in academic writing.

Sample academic text 2

The discovery that language can be a barrier to communication is quickly made by all who travel, study, govern or sell. Whether the activity is tourism, research, government, policing, business, or data dissemination, the lack of a common language can severely impede progress or can halt it altogether. 'Common language' here usually means a foreign language, but the same point applies in principle to any encounter with unfamiliar dialects or styles within a single language. 'They don't talk the same language' has a major metaphorical meaning alongside its literal one.

Although communication problems of this kind must happen thousands of times each day, very few become public knowledge. Publicity comes only when a failure to communicate has major consequences, such as strikes, lost orders, legal problems, or fatal accidents — even, at times, war. One reported instance of communication failure took place in 1970, when several Americans ate a species of poisonous mushroom. No remedy was known, and two of the people died within days. A radio report of the case was heard by a chemist who knew of a treatment that had been successfully used in 1959 and published in 1963. Why had the American doctors not heard of it seven years later? Presumably because the report of the treatment had been published only in journals written in European languages other than English.

Several comparable cases have been reported. But isolated examples do not give an impression of the size of the problem — something that can come only from studies of the use or avoidance of foreign-language materials and contacts in different communicative situations. In the English-speaking scientific world, for example, surveys of books

and documents consulted in libraries and other information agencies have shown that very little foreign-language material is ever consulted. Library requests in the field of science and technology showed that only 13 per cent were for foreign language periodicals. Studies of the sources cited in publications lead to a similar conclusion: the use of foreign-language sources is often found to be as low as 10 per cent.

Sample academic text 3

THE BIRTH OF SCIENTIFIC ENGLISH

World science is dominated today by a small number of languages, including Japanese, German and French, but it is English which is probably the most popular global language of science. This is not just because of the importance of English-speaking countries such as the USA in scientific research; the scientists of many non-English-speaking countries find that they need to write their research papers in English to reach a wide international audience. Given the prominence of scientific English today, it may seem surprising that no one really knew how to write science in English before the 17th century. Before that, Latin was regarded as the *lingua franca*¹ for European intellectuals.

The European Renaissance (c. 14th–16th century) is sometimes called the 'revival of learning', a time of renewed interest in the 'lost knowledge' of classical times. At the same time, however, scholars also began to test and extend this knowledge. The emergent nation states of Europe developed competitive interests in world exploration and the development of trade. Such expansion, which was to take the English language west to America and east to India, was supported by scientific developments such as the discovery of magnetism (and hence the invention of the compass), improvements in cartography and – perhaps

¹ *lingua franca*: a language which is used for communication between groups of people who speak different languages.

the most important scientific revolution of them all – the new theories of astronomy and the movement of the Earth in relation to the planets and stars, developed by Copernicus (1473–1543).

England was one of the first countries where scientists adopted and publicised Copernican ideas with enthusiasm. Some of these scholars, including two with interests in language – John Wallis and John Wilkins – helped found the Royal Society in 1660 in order to promote empirical scientific research.

Across Europe similar academies and societies arose, creating new national traditions of science. In the initial stages of the scientific revolution, most publications in the national languages were popular works, encyclopaedias, educational textbooks and translations. Original science was not done in English until the second half of the 17th century. For example, Newton published his mathematical treatise, known as the *Principia*, in Latin, but published his later work on the properties of light – *Opticks* – in English.

There were several reasons why original science continued to be written in Latin. The first was simply a matter of audience. Latin was suitable for an international audience of scholars, whereas English reached a socially wider, but more local, audience. Hence, popular science was written in English.

A second reason for writing in Latin may, perversely, have been a concern for secrecy. Open publication had dangers in jutting into the public domain preliminary ideas which had not yet been fully exploited by their 'author'. This growing concern about intellectual property rights was a feature of the period – it reflected both the humanist notion of the individual, rational scientist who invents and discovers through private intellectual labour, and the growing connection between original science and commercial exploitation. There is something of a social distinction between 'scholars and gentlemen' who understood Latin and men of trade. And in the 17th century it was common practice mathematicians to keep their and proofs secret, by writing in obscure languages, or in private messages deposited in a sealed box with the

Royal Society. Some scientists might have felt more comfortable with Latin precisely because its audience, though international, was socially restricted. Doctors clung the most keenly to Latin as in 'insider language'.

A third reason why the writing of original science in English was delayed may have been to do with the linguistic inadequacy of English in the early modern period, English was not well equipped to deal with scientific argument. First, it lacked the necessary technical vocabulary. Second, it lacked the grammatical resources required to represent the world in an objective and impersonal way, and to discuss the relations, such as cause and effect, that might hold between complex and hypothetical entities.

Fortunately, several members of the Royal Society possessed an interest in language and became engaged in various linguistic projects. Although a proposal in 1664 to establish a committee for improving the English language came to little, the society's members did a great deal to foster the publication of science in English and to encourage the development of a suitable writing style. Many members of the Royal Society also published monographs in English. One of the first was by Robert Hooke, the society's first curator of experiments, who described his experiments with microscopes in *Micrographia* (1665). This work is largely narrative in style, based on a transcript of oral demonstrations and lectures.

In 1665 a new scientific journal, *Philosophical Transactions*, was inaugurated. Perhaps the first international English-language scientific journal, it encouraged a new genre of scientific writing, that of short, focused accounts of particular experiments.

The 17th century was thus a formative period in the establishment of scientific English. In the following century much of this momentum was lost as German established itself as the leading European language of science. It is estimated that by the end of the 18th century 401 German scientific journals had been established as opposed to 96 in France and 50 in England. However, in the 19th century scientific English

again enjoyed substantial lexical growth as the industrial revolution created the need for new technical vocabulary, and new, specialised, professional societies were instituted to promote and publish in the new disciplines.

Sample academic text 4

ENGLISH FOR FOREIGNERS

The problem of English for foreigners has been discussed time and again. But although there exists a large number of books on «style» and «good English», etc., the foreign learner has never been given a text of any length, which he could imitate as a model for his own style of writing and speaking. It is common knowledge that there exist so many different kinds of English to choose from that the foreign learner is often at a loss: what variety he should imitate.

It should be pointed out at the very outset that we are teaching English as a means of international communication. The thing is that more and more scholars are daily required to study English, in order to communicate in this language when discussing their professional subjects. It follows that what we expect from our students is not the abstract «language in general» but the kind of English that foreign scholars should imitate and use in their future work. It can well be assumed that the same kind of language should be recommended for scientific disquisition in general.

Before passing on to the principles and methods of creating ESP for the Humanities it is essential that we should say a few words about the language of literature. This variety of language is too individual for the foreign learner to use naturally for various professional purposes. Trying to record and learn all the words and word combinations which he finds in literary texts he is in danger of sounding funny.

It has long been assumed that all one needs to do if one's aim is to learn to write good English is to imitate the best writers. It has been

conclusively shown, however, that literature cannot provide us with texts which we can safely «make our own. Our purpose is to find a form of English which we can use to speak and write on our professional subject. We are, therefore, not concerned with the history of words or the style of this or that writer- Of course, as we read the best authors our own style improves. But this process cannot be rationalized and, therefore, is not an optimal way of learning English.

The methodology of establishing the principles of creating English as a means of international communication is based on a multistage procedure. The first step consists in choosing a model to be followed as closely as possible. These texts are subjected to a detailed analysis which is followed by creating the optimal variety of English for the foreign learner to use. These materials are further analysed on different language levels and as a result we arrive at an improved version of ESP.

Otherwise stated, our purpose is not a description of linguistic facts as registered in various texts but a kind of creative activity aimed at finding ways and means of making human linguistic communication more effective.

LANGUAGE FOCUS 1

Словообразование (Word Formation)

Неанглийские приставки и их значение в английском языке

prefix	meaning
a-	without
ante-	before
anti-	against, opposing
arch-	more extreme
auto-	self
bi-	two, twice
circum-	round
co-	with
col-, com-, con-	with
contra-, counter-	against, opposing
de-	opposite action
dia-	across
dis-	opposite action or state
dys-	abnormal
e-	electronic
eco-	relating to the environment
equi-	equal
ex-	previously

extra-	very
extra-	outside
hyper-	having too much
-il,-im, -in, -ir-	not
in-	movement to or towards the inside of something
inter-	between, connected
intra-	within
kilo-	thousand
macro-	large in size or scope
mal-	badly
micro-	small in size or scope
mis-	wrongly
mono-	one
multi-	many
neo-	based on something older but in a new form
non-	not
out-	more, to a greater extent
over-	too much
post-	after
pre-	before
pro-	in favour of
pseudo-	false
quasi-	almost, not quite

re-	again
retro-	backwards
semi-	partly
sub-	under, lesser
super-	above, bigger
trans-	across
ultra-	extreme
un-	not
under-	insufficient

**Суффиксы
и их значение в английском языке**

<i>suffix</i>	<i>meaning</i>
-able	can be
-based	forming major part of
-cy	state or quality
-ee	person affected by something
-free	without
-hood	state, condition, period
-ic	connected with
-ics	study of
-ify	give something a quality
-ism	belief, behaviour
-ist	person with specific beliefs or behaviour

-ize, -ise	bring about a state or condition
-less	without
-like	resembling
-ness	quality or state
-ocracy	type of ruling body
-ocrat	person ruling
-ology, -ological	study of
-proof	protected against, safe from
-ship	state or experience of having a specific position

Суффиксы имен прилагательных с английскими примерами и их русскими эквивалентами

-able, -ible	{	considerable	значительный
		sensible	ощутимый
-al		fundamental	основной
-aneous		instantaneous	мгновенный
-ant, -ent	{	significant	значительный
		dependent	зависящий
-ar		circular	круглый
-ary		secondary	вторичный
-ate		separate	отдельный
-ble, -ple	{	treble	утроенный
		quadruple	четверенный
-fold		twofold	удвоенный
-ful		helpful	полезный
-ic, -ical	{	basic	основной
		economical	экономный

-ile	volatile	летучий
-ior	superior	высший
-ive	responsive	легко реагирующий
-lent	turbulent	турбулентный
	violent	сильный
-less	careless	небрежный
-ory	compulsory	принудительный
-ous	numerous	многочисленный
-some	troublesome	беспокойный

Суффиксы имен существительных с английскими примерами и их русскими эквивалентами

-acy	supremacy	превосходство
-ance, ence	assistance	помощь
	dependence	зависимость
-ard	standart	стандарт
-ation	organization	организация
-ee	employee	служащий
-ic, -ics	logic	логика
	dynamics	динамика
-ice	service	обслуживание
-ing	learning	учение
-ion, -tion, -son	action	действие
	revolution	вращение
	comparison	сравнение
-ment	argument	довод
-or, our, eur	error	ошибка
	splendour	великолепие
	grandeur	величие

-th, -t	{ growth weight	рост вес
-tude	magnitude	величина
-ty, ity	majority	большинство
-ure	failure	неудача
-y	assembly	совокупность

Суффиксы глаголов

с английскими примерами и их русскими эквивалентами

-en	shorten	укорачивать
-fy, -efy, -ify	{ satisfy simplify	удовлетворять упрощать
-ize, -ise	realize	осознавать

Префиксы

с английскими примерами и их русскими эквивалентами

be-	belittle	преуменьшать
co-, con-	{ cooperate collaborate (=con+ laborate)	сотрудничать сотрудничать
cor-, com-	{ correspond compile	соответствовать составлять
counter-	counteract	противодействовать
dis-	disorder	беспорядок
en-	{ enlarge enclose engulf	увеличивать замыкать поглощать
ex-	{ ex-minister exclude	бывший министр исключать

im-, ir-, il-	{ impossible	невозможный
	{ irregular	неправильный
	{ illegal	незаконный
in-	{ include	включать
	{ indirect	косвенный
inter	{ interconnected	взаимосвязанный
mis-	{ mislead	вводить в заблуждение
non-	nonconductor	непроводник
out-	{ outdo	превзойти
	{ outstanding	выдающийся
	{ output	выпуск продукции
	{ outside	снаружи
over-	{ overestimate	переоценить
re-	rewrite	переписать
semi-	semicircle	полукруг
sub-	subdivide	подразделять
super-	supernatural	сверхъестественный
un-	unequal	неравный
under-	underestimate	недооценивать

Образование множественного числа неанглийских существительных

Foreign plurals

Some words which come from foreign languages have special plurals.

Singular

analysis

appendix

Plural

analyses

appendices or appendixes

axis	axes
basis	bases
corpus	corpora
crisis	crises
criterion	criteria
formula	formulae or formulas
hypothesis	hypotheses
datum	data
equilibrarian	equilibria
index	indexes, indices
medium	media or mediums
millennium	millennia
nucleus	nuclei or nucleuses
phenomenon	phenomena
radius	radii or radiuses
stimulus	stimuli

Образование и употребление степеней сравнения прилагательных и наречий

bad «плохой»: worse; worst

far «далёкий» и far «далеко»: farther / further [-дэ -дэ]; farthest / furthest [-д- -д-] (*в перен. знач. тк. further*)

good «хороший»: better; best

inner «внутренний»: *superl.* in-most / innermost

little «малый»: less (*об. при отвлеч. сущ.*), lesser (*об. при конкретн. сущ.*); least; — *при значении маленький в качестве срав-*

нит, и превосх. степен, к little употребляются соотв. степени от **small**: smaller; smallest

little «мало» *sg.*: less; least

lower [ˈlɔɪə] «нижний»: *superl.* lower-most

many «много» *pl.*: more; most

much «много» *sg.*: more; most

northern [-5-] «северный»: more northern; northern-most [-6-]

outer «внешний»: *superl.* out-most / outermost

top «верхний»: *superl.* top-most

upper «верхний»: *superl.* upper-most / up--most

utter «крайний»: *superl.* ut-most / utter-most

well «хорошо»: better; best

Sample academic text 5

There has always been a firm belief that a really efficient solution to the problems of language teaching must be sought for with the help of linguistics, that the practice of FLLT (Foreign Language Learning and Teaching) must be based on theoretical studies of language, that theory and practice must go hand in hand as it will do a lot of good for both of them.

Linguistic studies flourished in the Soviet Union for some quite objective historical reasons.

The USSR was a multi-lingual state with Russian as lingua-franca. Soviet linguists were committed to the cultivation of a standard Russian language, to prodigious lexicographic activity including publishing learner's dictionaries of Russian, to the teaching of Russian as a foreign language on a very large scale. As a result Soviet scholars developed original linguistic and pedagogical theories concerning FLLT.

We know from our experience of teaching Russian as a foreign language that those who teach their mother tongue as a foreign language do have their weak points, which are – surprisingly! – strong points of foreign teachers of a foreign language. And it is not just a **psychological** aspect coming from the fact that native speakers teachers of Russian (or any other language) to foreign students very often do not know any foreign language and therefore never went through all the difficulties, sufferings and humiliations of foreign language learners. The problem is much deeper, it is a serious **linguistic** problem which has required a thorough investigation that has been made by linguists of the philological faculty at Moscow State University since the 1960s. It was begun by professor Olga Akhmanova's school and has been going on quite successfully under the guidance of her successor professor Olga Alexandrova.

Sample academic text 6

OBTAINING LINGUISTIC DATA

Many procedures are available for obtaining data about a language. They range from a carefully planned, intensive field investigation in a foreign country to a casual introspection about one's mother tongue carried out in an armchair at home.

In all cases, someone has to act as a source of language data – an informant. Informants are (ideally) native speakers of a language, who provide utterances for analysis and other kinds of information about the language (e.g. translations, comments about correctness, or judgements on usage). Often, when studying their mother tongue, linguists act as their own informants, judging the ambiguity, acceptability, or other properties of utterances against their own intuitions. The convenience of this approach makes it widely used, and it is considered the norm in the generative approach to linguistics. But a linguist's personal judgements are often uncertain, or disagree with the judgements of other linguists, at which point recourse is needed to more objective methods of enquiry, using non-linguists as informants. The latter procedure is unavoidable when working on foreign languages.

A representative sample of language, compiled for the purpose of linguistic analysis, is known as a corpus. A corpus enables the linguist to make unbiased statements about frequency of usage, and it provides accessible data for the use of different researchers. Its range and size are variable. Some corpora attempt to cover the language as a whole, taking extracts from many kinds of text; others are extremely selective, providing a collection of material that deals only with a particular linguistic feature. The size of the corpus depends on practical factors, such as the time available to collect, process and store the data: it can take up to several hours to provide an accurate transcription of a few minutes of speech. Sometimes a small sample of data will be enough to decide a linguistic hypothesis; by contrast, corpora in major research projects can total millions of words. An important principle is that all corpora, whatever their size, are inevitably limited in their coverage,

and always need to be supplemented by data derived from the intuitions of native speakers of the language, through either introspection or experimentation.

Sample academic text 7

There are quite a few hidden linguistic aspects which hamper FLLT, one of them: collocability. The theoretical studies of language in general and FLLT in particular have turned out to be especially important and valuable for the practice of learning and teaching those language skills which were underdeveloped for obvious reasons, namely, the skills of speech production.

It has always been assumed that the most important unit of speech is the word. Consequently, the process of speech production is viewed by many schools of linguistics as bringing words together according to some grammar rules of the language in question.

However, in actual utterances words do not appear as independent items, they do not form speech events – they always come up in combination with one another. Thus, in the flow of speech, side by side with words, there exist units which, although complex in structure and consisting of formally separable elements, are functionally equivalent to separate words. These units are called collocations (in the Russian tradition – slovosochetaniye, a word-combination).

The collocational aspect is very important because it governs the use of words as language units in speech. This means that any word in any language has its own, characteristic only of the language in question, set or reserve of words with which it is compatible. In other words, the problem of collocability is that of **the word's life in speech**: what words it goes with, likes, attracts and what words it does not go with, dislikes, repulses.

Russian and Soviet linguists were among the first to have shown the pivotal role of collocation in speech formation.

LANGUAGE FOCUS 2

Словосочетания (Collocations)

Словосочетания с наречиями

Intensifying adverbs

In English there are lots of other ways of saying very or very much. For example, we can use words such as highly, utterly, bitterly, deeply. These alternatives collocate strongly with specific words, and other combinations often sound unnatural.

Highly

<i>collocations</i>	<i>comments</i>
(un)likely unusual successful competitive profitable effective controversial recommended	<i>Highly</i> is used with some probability words (<i>likely, unusual</i>). With the exception of highly controversial it usually combines with very positive words. Extremely can also be used with all the opposite adjectives except <i>recommended</i> .

Absolutely, utterly

<i>collocations</i>	<i>comments</i>
ridiculous stupid impossible wrong alone appalled convinced devastated miserable	<i>Absolutely</i> and (slightly more formal) <i>utterly</i> combine with adjectives with very extreme meanings where we can't use <i>very</i> . For example, we say absolutely/utterly exhausted , not <i>exhausted</i> , whereas we <i>say very tired</i> , but not <i>tired</i> . Often, but not always, these words have negative connotations.

Bitterly, deeply, ridiculously, strongly

<i>word</i>	<i>collocations</i>	<i>comments</i>
bitterly	disappointing/disappointed resent criticise regret complain	carries a feeling of deep sadness; used slightly more in writing than in conversation
deeply	concerned shocked committed moved affected hurt (of feelings)	collocates mainly with words associated with feelings; used slightly more in writing than in conversation
ridiculously	cheap expensive easy low high long short small large early	suggests something extreme, which seems unbelievable or unreasonable
strongly	oppose influence believe deny recommend support condemn suggest feel argue object	collocates with verbs, particularly verbs that relate to having an opinion

Словосочетания, выражающие мнение

Stating things strongly and less strongly

The sentences below express opinions, either strongly or less strongly.

Strong expressions of opinion

The invention of the steam engine was the **key factor** in the birth of the industrial revolution.

The events of 1954 are a **perfect example** of how political leaders make misjudgements that have serious long-term effects.

This is a **clear illustration** of the importance of a strong monetary policy.

Less strong expressions of opinion

The figures offer a **tentative explanation** of the causes of acid rain pollution. [an explanation given by someone who is not totally certain that it is the correct explanation]

The statistics **broadly support** the view that the economy is heading towards recession.

Other general academic collocations

There is a **strong tendency** in the work of some linguists to suggest that spoken language is inferior to written language.

We must first **gather evidence**, then **carry out** a detailed **study** of all the factors that play **a part** in social conditioning.

You cannot expect your claim to be accepted if you cannot offer **supporting evidence**.

Simon Hart **challenges the theory** of social change put forward by Professor Kemp.

It is important in academic writing always to **acknowledge your sources**. If you fail to do this, you will **commit plagiarism**. [use another person's idea or a part of their work and pretend that it is your own]

We **do research** or **carry out research**.

Someone **puts forward a theory** or **proposes a theory**.

Предложные словосочетания и их русские эквиваленты

as affected под влиянием (действием)

as against по сравнению с

as compared to (with) по сравнению с

as a consequence в результате

as consistent with в соответствии с

as contrasted to (with) в противоположность чему-л.

as distinct from в отличие от

as (is) evidenced by о чем свидетельствует

as far as насколько; поскольку; до

as far as ... is concerned что касается; когда речь идет о

as far as it goes поскольку дело касается, что касается

as far back as еще, уже

as following from исходя из

as follows следующим образом; следующее

as for что касается, в отношении

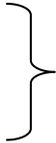
as from начиная с

as good as фактически

as granted без доказательства

as judged by (from) судя по

as though как будто как если бы

as it is (as they are)  фактически, в действительности

as it does (as they do)

as it stands при создавшемся положении вещей

as a conservative estimate по скромному подсчету

as a matter of convenience для удобства

as a matter of course как нечто само собой разумеющееся

as a matter of experience исходя из опыта

as a matter of fact фактически, на самом деле
as a matter of record на основании полученных данных
as of по данным на
as often as not нередко
as on по состоянию на
as opposed to в противоположность, в отличие от
as per согласно
as regards что касается, в отношении
as relating to относительно
as such как таковой; сам по себе; по существу
as a whole в целом
by the agency посредством
by all means во что бы то ни
by chance случайно
by contrast to (with) по сравнению с
by degrees постепенно
by far значительно; несомненно
by hand вручную
by means of посредством
by no means никоим образом, ни в коем случае
by now к этому времени; до сих пор
by then к тому времени
by turns по очереди

by (in) virtue of благодаря (чему-л.), посредством (чего-л.); в силу, на основании (чего-л.)

by way of в качестве; с целью; через, посредством, путем

as follows следующим образом; следующее

following *a.* следующий; *prep.* вслед за, после

for all that несмотря на все это

for all we know насколько нам известно

for a while на некоторое время

for granted без доказательств

for lack of из-за отсутствия, из-за недостатка

for one например

for one's sake ради кого-л.

for the present на этот раз; пока

for this reason

for which reason

for the sake of ради чего-л.

} по этой причине

under consideration

under examination

under review

under investigation

under study

} рассматриваемый

} исследуемый

under observation наблюдаемый

under test испытываемый

under way осуществляемый в данное время

Неанглийские общеакадемические устойчивые словосочетания и их русские эквиваленты

ab initio	с начала
ab ovo	с самого начала
a. c. (anni currentis)	текущего года
addenda <i>pl. om addendum</i>	
addendum	добавление
A. D. (Anno Domini)	нашей эры
ad hoc	к этому случаю
ad infinitum	до бесконечности
ad intenum	в промежутке
a. m. (ante meridiem)	до полудня
a posteriori	на основании опыта
a priori	заранее, независимо от опыта
B. C. (before Christ)	до нашей эры
c. (circa)	приблизительно, около
caeteris (ceteris) paribus	при прочих равных условиях
cf. (confer)	сравни
corrigena	список ошибок
cum c	включая
e. g. (exempli gratia) = for example	например
e. r. (en route) = on the way	в пути
errata <i>pl. om erratum</i>	
erratum	опечатка
et ae	и другие
etc. (et cetera)	и так далее
et seq. (et sequentia)	и последующие
foci <i>pl. om focus</i>	

focus	фокус
f. v. (folio verso)	на обороте листа
ib., ibid, (ibidem)	там же, в том же месте
id (idem)	то же самое; так же; тот же
i. e.(id est) = that is	то есть
in ex. (in extenso)	довольно, полностью
in loc (in loco)	на своем месте
in loc cit (in loco citato)	в цитируемом месте
in parvo	в незначительной мере
in re	относительно, по вопросу
in situ	на месте
in toto	в целом
in vitro	в лабораторном сосуде
in vivo	в естественных условиях, в живом организме
int. al. (inter alia)	между прочим
ipso facto	в силу очевидности, самим фактом
loc. cit.	указанное сочинение
loci pl. om locus	
locus	место, месторасположение; геометрическое место точек
med. (medium)	середина, средний
memo (memorandum)	меморандум
modus operandi	способ действия
m. p. (manu propria)	собственноручно
mutatis mutandis	сделав соответствующие изменения
N. B. (nota bene)	примечание, отметка
nuclei pl. om nucleus	
nucleus	ядро, ячейка
op. cit. (opus citatum)	цитируемое произведение
par example	например
par excellence	по преимуществу, преимущественно

pari passu	попутно
per capita	на душу населения
per se	сам по себе, по существу
p. m. (post meridiem)	после полудня
prima facie	на первый взгляд
pro et con (pro et contra)	за и против
pro forma	формально, для вида
pro rata	пропорциональный; пропорционально
quantum libet	сколько угодно
quod vide	смотри (там-то)
re, in re	по делу, по вопросу
s. a. (sine anno)	без указания года (издания)
s. a. e. l. (sine anno et loco)	без указания года и места (издания)
s. d. (sine die)	без указания срока или даты; на неопределенный срок
sic! <i>букв.</i>	так! (<i>в скобках или на полях указывает на важность или подлинность данного места в тексте или на ошибочность приведенных слов</i>)
s. s. (sensu stricto)	в буквальном смысле
sui generis	своего рода, своеобразный
terra incognita	незнакомая область
u. i. (ut infra)	как указано ниже
ut sup (ut supra)	как указано выше
versus (vers, vs)	против; в сравнении с; в зависимости от
vice versa (v. v.)	наоборот
vide infra	см. ниже
vide supra	см. выше
viz (videlicet)	а именно
vulgo	обычно

Sample academic text 8

STANDARD ENGLISH

There are numerous varieties of the English language, and what we ordinarily mean by English is a common core or nucleus which realized only the different forms of the language that we actually hear of read.

The degree of acceptance of a single standard of English throughout the world, across a multiplicity of political and social systems, is a truly remarkable phenomenon: the more so since the extent of the uniformity involved has, if anything, increased in the present century.

Uniformity is greatest in what is from most viewpoints the relatively unimportant matter of spelling. Although printing houses in all English-speaking countries retain a tiny area of individual decision (some preferring *-ise* and others *-ize* in words like *realize*; some preferring *judgment* and others *judgement*; etc), there is basically a single system with two minor subsystems. The one is the subsystem with British orientation (used in all English-speaking countries except the United States) with distinctive forms in only a small class of words, *colour*, *centre*, *levelled*, etc. The other is the American subsystem: *color*, *center*, *leveled* etc. In Canada, the British subsystem is used for the most part, but some publishers (especially of popular material) follow the American subsystem and some a mixture" (*color* but *centre*). In the American Mid-West, some newspaper publishers (but not book publishers) use a few additional separate spellings such as *thru* for *through*.

In grammar and vocabulary, Standard English presents somewhat less of a monolithic character, but even so the world-wide agreement is extraordinary and – as has been suggested earlier – seems actually to be increasing under the impact of closer world communication and the spread of identical culture, both material and non-material. The uniformity is especially close in neutral or formal styles of written English on subject matter not of obviously localized interest: in such circumstances one can frequently go on page after page without encountering a feature which would identify the English as belonging to one of the *national standards*.

LANGUAGE FOCUS 3

Примеры стилистической дифференциации грамматики и лексики

Sample formal, neutral and informal grammar and vocabulary

Most people speak and write in different ways on different occasions.

There are some words and structures which are mostly used in *formal* situations – that is to say situation when people are careful about how they express themselves, like report writing, business meetings, conferences. And some words and structures are mostly used in *informal* situations – for example conversations with friends, or letters to one's family. Writing is more often formal, and speech is more often informal, but informal writing and formal speech are used when the situation makes them necessary.

Most word and expressions are neither formal nor informal, but neutral.

Grammar

Some grammatical structures have different formal and informal versions. For example, contracted auxiliary verbs and negatives are common in informal speech and writing.

Formal: It has gone. It is not possible.

Informal: It's gone. It isn't possible.

Prepositions come at the end of certain structures in informal language.

Formal: In which century did he live?

Informal: Which century did he live in?

Some relative structures are different.

Formal: The man whom she married...

Informal: The man she married...

Some determiners are followed by singular verb forms in formal language and plural forms in informal language.

Formal: Neither of us likes him.
 Informal: Neither of us like him.

Some pronouns have different forms.

Formal: It was she who first saw what to do.
 Informal: It was her that first saw what to do.
 Formal: Whom did they elect?
 Informal: Who did they elect?

Ellipsis (leaving out words) is more common in informal language.

Formal: Have you seen Mr Andrews?
 Informal: Seen John?
 Formal: We think that it is possible.
 Informal: We think it's possible.

Vocabulary

Some words and expressions are used mainly in informal situations; in neutral or formal situations other words or expressions are used.

Formal	Neutral	Informal
repair	mend (GB)	fix
commence	begin/start	begin/start
in order	all right	OK
Thank you	Thank you	Thanks
I beg your pardon?	Pardon?/Sorry?	What?

big, large and great

1. concrete nouns: *big* and *large*

Big and *large* are used mostly with concrete nouns – the names of things you can see, touch etc. *Big* is most common in an informal style.

It was a large house, situated near the river.

2. abstract nouns: *great*

Great is used mostly with abstract nouns – things you cannot see, touch etc.

You are making a great mistake.

Her work showed a great improvement last year.

I have great respect for her ideas.

3. *big* with countable abstract nouns

Big can be used with countable abstract nouns in an informal style.

Large is not normally used with abstract nouns.

You're making a big mistake.

Big is not used with uncountable abstract nouns (except in a few fixed expressions like *big business*, *big trouble*).

His work shows great intelligence.

4. uncountable concrete nouns

With uncountable concrete nouns, none of these three words is usual.

You 've got a lot of luggage!

5. other uses of *great*

We also use *great* to mean 'famous' or 'important'.

Do you think Napoleon was really a great man?

And in an informal style, *great* can mean 'wonderful'.

I've just got a great new job.

Great is used in some informal expressions to emphasise the idea of size.

He's just a great big baby.

6. *large* and *wide*

Large is a 'false friend' for speakers of some languages. It does not mean 'wide'.

The river is 100 metres wide.

a lot, lots, plenty, a great deal, a large number, the majority

1. use of *of*

These expressions have similar meanings to the determiners *much*, *many* and *most*, but the grammar is not quite the same. In particular, *of* is used after these expressions even before nouns with no determiner.

There's not a lot of meat left.

There's not much meat left.

Plenty of shops open on Sunday mornings.

Many shops open on Sunday mornings.

2. a lot of and lots of

These are rather informal. In a more formal style we prefer a *great deal of*, *a large number of*, *much* or *many*. (Much and many are used mostly in questions and negative clauses).

There is not much difference between a *lot of* and *lots of*: they are both used mainly before singular uncountable and plural nouns, and before pronouns. It is the subject, and not the form *lot/lots*, that makes a following verb singular or plural. So when a lot of is used before a plural subject, the verb is plural; when *lots of* is used before a singular subject, the verb is singular.

A lot of time is needed to learn a language.

Lots of patience is needed, too.

Lots of us think it's time for an election.

3. plenty of

Plenty of is usually rather informal. It is used mostly before singular uncountables and plurals. It suggests 'enough and more'.

Don't rush. There's plenty of time. Plenty of shops take cheques.

4. a large amount of, a great deal of and a large number of

These are used in similar ways to a *lot of* and *lots of*, but are more formal. A *large amount of* and a *great deal of* are generally used with uncountable nouns.

Mr. Lucas has spent a great deal of time in the Far East.

A large number of is used before plurals, and a following verb is plural.

A large number of problems still have to be solved.

(More natural than A large amount of problems ... or A great deal of problems...)

5. *the majority of*

The majority of (= 'most' or 'most of') is mostly used with plural nouns and verbs.

The majority of criminals are non-violent.

6. measurement nouns

These expressions are not generally used before words for units of measure, like pounds, years or miles. Other words have to be used.

It cost several pounds,

They lived many miles from the town.

7. use without following nouns

These expressions can be used without nouns if the meaning is clear. In this case, *of* is not used.

'How much did it cost?' 'A lot.' (= 'A lot of money.')

He stays silent for long periods, but when he does speak he says a great deal.

8. use as adverbs

A lot and *a great deal* can be used as adverbs.

The government seems to change its mind a great deal.

sort of, kind of and type of

1. articles

The article *a/an* is usually dropped after *sort of*, *kind of* and *type of*, but structures with articles are possible in an informal style.

That's a funny sort of (a) car. What sort of (a) bird is that?

2. singular and plural; these sort of etc

When we are talking about one sort of thing, we can use *sort of*, *kind of* or *type of* followed by a singular noun.

This sort of car is enormously expensive to run.

I'm interested in any new type of development in computer science.

Singular *sort of*, *kind of* and *type of* can also be followed by plural nouns, especially in an informal style.

I'm interested in any new kind of developments...

Plural demonstratives (*these* and *those*) can also be used.

These sort of cars are enormously expensive to run.

Do you smoke those kind of cigarettes?

This structure is often felt to be incorrect, and is usually avoided in a formal style. This can be done by using a singular noun, by using plural *sorts/kinds/types*, or by using the structure... of *this/that sort/kind/type*.

This sort of car is... These kinds of car(s) are...

Cars of that type are...

speak and talk

1. little difference

There is not very much difference between *speak* and *talk*. In certain situations one or the other is preferred (though they are usually both possible).

2. formality

Talk is the more usual word to refer to conversational exchanges and informal communication.

When she walked into the room everybody stopped talking.

Could I talk to you about the football match for a few minutes?

Speak is often used for one-way communication and for exchanges in more serious or formal situations.

I'll have to speak to that boy - he's getting very lazy.

They had a terrible row last week, and now they're not speaking to one another.

After she had finished reading the letter, nobody spoke.

3. lectures etc

Talk is often used for the act of giving an informal lecture (a *talk*); *speak* is preferred for more formal lectures, sermons etc.

This is Mr Patrick Allen, who's going to talk to us about flower arrangement.

Стилистически нейтральные и более формальные академические слова и выражения

Neutral and formal academic words and expressions

There are many differences between formal, neutral and informal vocabulary in English. Here we list a number of words and expressions that are frequent in academic contexts and which may present problems in terms of choosing between formal and neutral alternatives.

Use a good dictionary which gives information about formality if you are in doubt. Space is provided at the end for you to add further examples of your own.

(n) = noun (v) = verb (adj) = adjective

<i>neutral</i>	<i>formal</i>
agreement	accord
obtain, get (less formal)	acquire
give attention to	address (v)
speak/talk about	address, speak to
judge	adjudicate
give	administer

support, encourage	advocate (v)
set out (to do X)	aim
try	attempt
list	catalogue (v)
typical	characteristic (adj)
go through	check
write	compose
carry out	conduct
behaviour	conduct (n)
be made up of	consist of
make up	constitute
read, look at	consult (v)
argue against, disagree with	contest (v)
agreement	convention
right	correct
give	deliver
show	demonstrate
set out	describe
decrease, grow smaller	diminish
go into	discuss
get rid of	dispose of
record, write about	document (v)
last	endure
be more, higher, greater than	exceed
last	final

pecking order	hierarchy
point up	highlight
wrong	improper
over, higher than	in excess of
in more detail	in greater detail
with regard to, as far as X is concerned	in respect of, with respect to
in short, to sum up, summing up	in sum, in summary
unsuitable	inappropriate
result in, experience	incur
initiate, start something	instigate
direct, order	instruct
keep	maintain
refer to	make reference to
talks	negotiations
point out	observe
time	occasion
job, profession	occupation
ask	pose
put forward	present
mainly	primarily
recap	recapitulate
lately	recently
solve	resolve
be based on	rest on

come back, go back, get back	return
look back over, go over	revise
permit	sanction (v)
obtain	secure (v)
slightly, a little, a bit (informal)	somewhat
large, big	substantial
deal with	treat
promise	undertaking (n)
use something effectively	utilise
almost, more or less	virtually

Фразовые глаголы и их более формальные эквиваленты

allow for (something)
consider when making a plan

bring (something) about (something)
cause to happen

bring (something) out (something)
publish, release
bring (something) up (something)
mention

build up (intransitive)
increase in size (negative)

carry (something) out (something)
complete a plan

come down to (something)
in the end be a matter of

come in for (something)
receive blame, criticism etc

count on (someone)
rely on

draw (something) up (something)
prepare a plan or document

fit in with (something)
be included in a plan

give in to (something), give in (intransitive)
yield, surrender

hit on / upon (something)
discover by chance, have an idea

hold with (something)
agree with (usually negative)

impose (something) on (something / one)
force people to do accept something

keep (something) up (something)
continue to do something

keep to (usually passive)
be limited to

lay down (especially the law) (or + that-clause)
state a formal rule

look into (something)
investigate

look on / upon (something)
consider

look up (intransitive) (usually progressive)
improve

make for (comparative + noun)
result in

make (something) up (something)
invent

make up for (something)
compensate for

miss (something) out (something)
fail to include

own up (to something)
admit

pin (someone) down
force someone to make a decision

point out (+ that-clause)
draw attention to a fact

push on (intransitive)
continue doing something

put (something) across (to something)
explain an idea

put (something) down (to something)
explain the cause of

put in for (something)
apply for

put up with (something / someone)
tolerate, bear

rip (someone) off
charge too much

run (someone) down (someone)
criticize

run to (something)
reach an amount or number

run over / through (something)
check, explain
see to (something)
deal with

set about (something)
begin doing something

set (something / someone) back
delay progress

set out (something)
give in detail

set out (+ to-infinitive)
intend to

set something up (something)
establish, arrange (a meeting)

sort (something) out (something)
do something to solve a problem
stand by (something)
keep to (especially an agreement)

stand for (something)
represent

stand for (something) (usually negative)
tolerate

step (something) up (something)
increase

sum up (intransitive)
give a summary

take (something) on (something)
acquire a particular characteristic

take (something) over (something)
gain control of

track (someone / something) down
find after a long search

try (something) out (something)
test to see if it works

turn (something) down (something)
reject

turn out (+ to-infinitive) or (that-clause)
happen to be in the end

turn up (intransitive)
arrive or be discovered by chance

work (something) out (something)
calculate

Sample academic text 9

The academic vocabulary focused on in this work was all selected from language identified as significant by the Cambridge International Corpus of written and spoken English and also the CANCODE corpus of spoken English developed at the University of Nottingham in association with Cambridge University Press. These enormous corpora include large collections of written and spoken academic text and so it was possible to identify language that is distinctive for academic contexts. We also made considerable use of the Cambridge Learner Corpus, a corpus of tens of thousands of learner scripts from students taking Cambridge ESOL exams all over the world. From this corpus we were able to learn what kinds of errors students taking, for example IELTS, were typically making. Besides we made considerable use of Averil Coxhead's work on developing academic word list. Her lists can be found at <http://language.massey.ac.nz/staff/awl/index.shtml> and we would highly recommend that students of academic vocabulary investigate this site.

The Academic Word List (AWL) is a list of 570 word families that are commonly found in academic texts. This list was selected by examining a large corpus (or collection) of written academic texts and selecting the words that occurred:

1. Over 100 times in the corpus overall.
2. At least 10 times in each academic faculty section.
3. Outside the 2000 most frequent words on Michael West's General Service List (GSL). The GSL includes everyday words such as **I**, **house** and **do**.

These principles ensured that only words that occurred reasonably frequently in a variety of study areas were selected.

The AWL targets vocabulary that occurs most often in written academic texts.

The AWL covers up to 10% of the vocabulary covered in written academic texts. This means that, on average, one word in 10 in an academic textbook is in the AWL.

LANGUAGE FOCUS 4

Academic Word List

abandon ¹	acquisition n	alteration n	approach ¹ v
abandoned adj	adapt v	alternate ¹ adj	approach ² n
abnormal adj	adaptable adj	alternate ² v	appropriate ¹ adj
abstract ¹ adj	adaptation n	alternative ¹ adj	approximate ¹ adj
abstract ² n	adequate adj	alternative ² n	approximate ² v
abstract ³ v	adjacent adj	ambiguity n	approximation n
abstraction n	adjust v	ambiguous adj	arbitrary adj
academic ¹ adj	adjustment n	amend v	area n
academic ² n	administration n	amendment n	aspect n
academy ² n	administrative adj	analogous adj	assemble v
access ¹ n	adult ¹ n	analogy n	assembly n
access ¹ v	adult ² adj	analyse v	assess v
accessible adj	advocacy n	analysis n	assessment n
accommodate v	advocate ¹ v	analyst n	assign v
accommodation n	advocate ² n	analytica ¹ adj	assignment n
accompaniment n	affect v	analyze v	assist ¹ v
accompany v	aggregate ¹ n	annual ¹ adj	assistance n
accumulate v	aggregate ² adj	anticipate v	assume v
accuracy n	aggregate ³ v	anticipation n	assuming conj
accurate adj	aid ¹ n	apparent adj	assumption n
achieve v	aid ² v	append v	assurance n
achievement n	albeit conj	appendix n	assure v
acknowledge v	allocate v	appreciable adj	attach v
acknowledgement n	allocation n	appreciate v	attachment n
acquire v	alter v	appreciation n	attain v

attainment n	brief ¹ adj	classic ¹ adj	communicate v
attitude n	brief ² n	classic ² n	communication n
attributable adj	brief ³ v	classical adj	communicative adj
attribute ¹ v	briefing n	clause n	community n
attribute ² n	briefly adv	code ¹ n	compatibility n
author ¹ n	bulk ¹ n	code ² v	compatible ¹ adj
author ² v	bulky adj	coded adj	compensate v
authoritative adj		coding n	compensation n
authority n	capability n	coherence n	compensatory adj
authorship n	capable adj	coherent adj	compilation n
automate v	capacity n	coincide v	compile v
automated adj	category n	coincidence n	complement ¹ n
automatic ¹ adj	ceased ¹ v	coincident adj	complement ² v
automatically adv	challenge ¹ n	coincidental adj	complementary adj
automation n	challenge ² v	collapse ¹ v	complex ¹ adj
available adj	challenging adj	collapse ² n	complex ² n
aware adj	channel ¹ n	colleague n	complexity n
awareness n	channel ² v	commence v	component ¹ n
	chapter n	commencement n	component ² adj
behalf n	chart ¹ n	comment ¹ n	compound ¹ n
beneficial adj	chart ² v	comment ² v	compound ² v
beneficiary n	chemical ¹ n	commentary n	compound ³ adj
benefit ¹ n	chemical ² adj	commentator n	comprehensive adj
benefit ² v	circumstance n	commission ¹ n	comprise v
bias ¹ n	citation n	commission ² v	computation n
bias ² v	cite v	commit v	compute v
biased adj	civil adj	commitment n	computer n
bond ¹ n	clarification n	committed adj	computing n
bond ² v	clarify v	commodity n	conceivable adj
brevity n	clarity n	communicable adj	conceive v

concentrate ¹ v	considerable adj	contact ¹ n	convert ¹ v
concentration n	considerably adv	contact ² v	convertible ¹ adj
concept n	consist v	contact ³ adj	convince v
conception n	consistency n	contemporary ¹ adj	convinced adj
conceptual adj	consistent adj	contemporary ² n	convincing adj
conclude v	constancy n	context n	cooperate v
concluding adj	constant ¹ adj	contextual adj	cooperation n
conclusion n	constant ² n	contextualize v	cooperative ¹ adj
conclusive adj	constantly adv	contract ¹ n	coordinate ¹ v
concurrent adj	constituency n	contract ² v	coordinate ² n
conduct ¹ v	constituent ¹ n	contractor n	coordinate ³ adj
conduct ² n	constituent ² adj	contradict v	coordination n
confer v	constitute v	contradiction n	coordinator n
conference n	constitution n	contradictory adj	core ¹ n
confine v	constitutional ¹ adj	contrary ¹	core ² adj
confined adj	constrain v	contrary ² adj	core ³ v
confirm v	constrained adj	contrast ¹ n	corporate adj
confirmation n	constraint n	contrast ² v	corporation n
conflict ¹ n	construct ¹ v	contrasting adj	correspond v
conflict ² v	construct ² n	contribute v	correspondence n
conform v	construction n	contribution n	corresponding adj
conformation n	constructive adj	contributor n	couple ¹ n
conformist adj	consult v	controversial adj	couple ² v
conformity n	consultancy n	controversy n	create v
consensus n	consultant n	convene v	creation n
consent ¹ n	consultation n	convention n	creative ¹ adj
consent ² v	consultative adj	conventional adj	creativity n
consequence n	consume v	converse ³ adj	creator n
consequent adj	consumer n	conversely adv	credit ¹ n
consequently adv	consumption n	conversion n	credit ² v

creditor n	denial n	discriminate v	domesticated adj
criterion n	denote v	discrimination n	dominance n
crucial adj	deny v	disestablish v	dominant ¹ adj
cultural adj	depress v	displace v	dominate v
culturally adv	depression n	displacement n	draft ¹ n
culture ¹ n	derivation n	display ¹ n	draft ² v
currency n	derivative ¹ n	display ² v	draft ³ adj
cycle ¹ n	derivative ² adj	disposable adj	drama n
cycle ² v	derive v	disposal n	dramatic adj
cyclic adj	design ¹ n	dispose v	dramatist n
	design ² v	disproportion n	dramatize v
data n	designer ¹ n	disproportionate adj	duration n
debatable adj	despite prep	dissimilar adj	dynamic ¹ adj
debate ¹ n	detect v	distinct adj	dynamic ² n
debate ² v	detection n	distinction n	
decade n	detective n	distinctive adj	economic adj
decline ¹ n	detector n	distinctly adv	economical adj
decline ² v	deviate ¹ v	distort v	economically adv
deduce v	deviation n	distribute v	economics n
deduction n	device n	distribution n	economist n
define v	devote v	distributive adj	economy ¹ n
definite adj	devoted adj	diverse adj	edit v
definitely adv	devotion n	diversify v	edition n
definition n	differentiate v	diversity n	editor n
definitive adj	dimension n	document ¹ n	editorial ¹ adj
demonstrable adj	diminish v	document ² v	editorial ² n
demonstrate v	diminution n	documentation n	element n
demonstration n	discrete adj	domain n	eliminate v
demonstrative adj	discretion n	domestic ¹ adj	elimination n
demonstrator n	discretionary adj	domesticate v	emerge v

emergence n	equipment n	exceed v	facilitate v
emergent adj	equivalent ¹ adj	exclude v	facilitator n
emerging adj	equivalent ² n	excluding prep	facility n
emphasis n	erode v	exclusion n	factor ¹ n
emphasize v	erosion n	exclusive ¹ adj	factor ² v
emphatic adj	erroneous adj	exclusively adv	feature ¹ n
empirical adj	error n	exhibit ¹ v	feature ² v
empiricism n	establish v	exhibit ² n	federal adj
enable v	established adj	exhibition n	federation n
enabling adj	establishment n	expand v	fee n
encounter ¹ v	estate n	expansion n	file ¹ n
encounter ² n	estimate ¹ n	expansionism n	file ² v
energetic adj	estimate ² v	expansive adj	filing n
energy n	estimation n	expert ¹ n	final ¹ adj
enforce v	ethic n	expert ² adj	final ² n
enforced adj	ethical adj	expertise n	finality n
enforcement n	ethnic ¹ adj	explicit adj	finalize v
enhance v	ethnic ² n	exploit ¹ v	finally adv
enhanced adj	evaluate v	exploitation n	finance ¹ n
enormity n	evaluation n	export ¹ n	finance ² v
enormous adj	eventual adj	export ² n	financial adj
enormously adv	eventuality n	exporter n	financier n
ensure v	eventually adv	expose v	finite adj
entity n	evidence ¹ n	exposed adj	flexibility n
environment n	evident adj	exposure n	flexible adj
environmental adj	evidential adj	external adj	fluctuate v
environmentalist n	evidently adv	externalize v	fluctuation n
equate v	evolution n	extract ¹ v	focus ¹ v
equation n	evolutionary adj	extract ² n	focus ² n
equip v	evolve v	extraction n	focussed adj

format ¹ n	grant ² n	immature adj	incoherent adj
format ² v	guarantee ¹ v	immigrant n	income n
formula n	guarantee ² n	immigrate v	incompatible adj
formulate v	guideline n	immigration n	inconceivable adj
forthcoming adj		impact ¹ n	inconclusive adj
found ² v	hence adv	impact ² v	inconsistency n
foundation n	hierarchical adj	implement ¹ v	inconsistent adj
founder ¹ n	hierarchy n	implement ² n	incorporate v
founding n	highlight v	implicate v	incorporated adj
framework n	hypothesis n	implication n	indefinite adj
function ¹ n	hypothesize v	implicit adj	indefinitely adv
function ² v	hypothetical adj	imply v	index ¹ n
functional adj		impose v	index ² v
fund ¹ n	identical adj	imposition n	indicate v
fund ² F	identifiable adj	imprecise adj	indication n
fundamental adj	identification n	inaccessible adj	indicative ¹ n
fundamentally adv	identify v	inaccuracy n	indicative ² adj
funding n	identity n	inaccurate adj	indicator n
furthermore adv	ideological adj	inadequacy n	indiscretion n
	ideology n	inadequate adj	indistinct adj
gender n	ignorance n	inappropriate adj	individual ¹ adj
generate v	ignorant adj	incapable adj	individual ² n
generation n	ignore v	incapacitate v	individualism n
globalization n	illegal ¹ adj	incentive n	individualist n
globe n	illogical adj	incidence n	individuality n
goal n	illustrate v	incident n	individually adv
grade ¹ n	illustration n	incidentally adv	induce v
grade ² v	illustrative adj	inclination n	induction n
graded adj	image n	incline ¹ v	inevitability n
grant ¹ v	imagery n	incline ² n	inevitable adj

inevitably adv	insignificant adj	interactive adj	irrelevant adj
infer v	inspect v	intermediate ¹ adj	irreversible adj
inference n	inspection n	internal adj	isolate v
infinite adj	inspector n	internalize v	isolated adj
infinitely adv	instability n	interpret v	isolation n
inflexible adj	instance ¹ n	interpretation n	isolationism n
infrastructure n	instance ² v	interpretative adj	issue ¹ n
inherent adj	institute ¹ n	interpretive adj	issue ² v
inhibit v	institute ² v	interval n	item n
inhibition n	institution n	intervene v	
initial ¹ adj	institutional adj	intervening adj	job n
initially adv	institutionalized adj	intervention n	journal n
initiate ¹ v	instruct v	intrinsic adj	justifiable adj
initiation n	instruction n	invalidate v	justification n
initiative n	instructive adj	invalidity n	justified adj
initiator n	instructor n	invariable adj	justify v
injure v	insufficient adj	invariably adv	
injured adj	integral adj	invest v	label ¹ n
injury n	integrate v	investigate v	label ² v
innovate v	integrated adj	investigation n	labor n
innovation n	integration n	investigative adj	labored adj
innovative adj	integrity n	investigator n	labour ¹ n
innovator n	intelligence n	investment n	labour ² v
input ¹ n	intelligent adj	investor n	laboured adj
input ² v	intense adj	invisible adj	layer ¹ n
insecure adj	intensify v	invoke v	layer ² v
insert ¹ v	intensity n	involve v	lecture ¹ n
insertion n	intensive adj	involvement n	lecture ² v
insight n	interact v	irrational adj	lecturer n
insightful adj	interaction n	irrelevance n	legal adj

legality n	maintenance n	migration n	neutral ¹ adj
legally adv	major ¹ adj	migratory adj	neutrality n
legislate v	majority n	military ¹ adj	neutralize v
legislation n	manipulate v	military ² n	nevertheless adv
legislative adj	manipulative adj	minimal adj	nonconformist n
legislator n	manual ¹ adj	minimize v	nonetheless adv
legislature n	manual ² n	minimum ¹ adj	norm n
levy ¹ v	margin n	minimum ² n	normal ¹ adj
levy ² n	marginal adj	ministerial adj	normal ² n
liberal ¹ adj	marginally adv	ministry n	normality n
liberal ² n	maturation n	minor ¹ adj	normalize v
liberalism n	mature ¹ adj	minority n	normally adv
liberalize v	mature ² v	misinterpret v	notion n
liberally adv	maturity n	mode n	notwithstanding prep
liberate v	maximize v	modification n	nuclear adj
liberated adj	maximum ¹ adj	modify v	
licence n	maximum ² n	monitor ¹ v	objective ¹ n
license v	mechanism n	motivated adj	objective ² adj
licensed adj	media n	motivation n	objectively adv
likewise adv	mediate v	motive ¹ n	obtain v
link ¹ v	medical ¹ adj	motive ² adj	obtainable adj
link ² n	medium ¹ adj	mutual adj	obvious adj
linkage n	medium ² n	mutually	obviously adv
locate v	mental adj		occupancy n
location n	mentality n	negate v	occupant n
logic n	method n	negative ¹ adj	occupation n
logical adj	methodical adj	negative ² n	occupational adj
logician n	methodology n	network ¹ n	occupier n
	migrant n	network ² v	occupy v
maintain v	migrate v	networking n	occur v

occurrence n	parameter n	physically adv	preliminary ² n
odd adj	participant n	plus ¹ prep	presumably adv
odds n	participate v	plus ² n	presume v
offset ¹ v	participation n	plus ³ adj	presumption n
ongoing adj	participatory adj	policy n	previous adj
option n	partner ¹ n	portion ¹ n	previously adv
optional adj	partnership n	pose ¹ v	primacy n
orientx v	passive ¹ adj	pose ² n	primarily adv
orientate v	passive ² n	positive ¹ adj	primary ¹ adj
orientated adj	perceive v	positively adv	prime ¹ adj
orientation n	percent ¹ adj	potential ¹ adj	principal ¹ adj
oriented adj	percent ² n	potential ² n	principally adv
outcome n	percentage n	potentially adv	principle n
output ¹ n	perception n	practitioner n	principled adj
output ² v	period ¹ n	precede v	prior ¹ adj
overall ¹ adj	periodic adj	precedence n	prioritize v
overall ² adv	periodical n	precedent n	priority ¹ n
overestimate ¹ v	persist v	preceding adj	procedural adj
overestimate ² n	persistence n	precise adj	procedure n
overlap ¹ v	persistent adj	precisely adv	proceed v
overlap ² n	perspective n	precision ¹ n	proceeding n
overseas ¹ adv	phase ¹ n	precision ² adj	proceeds n
overseas ² adj	phase ² v	predict v	process ¹ n
	phenomenal adj	predictable adj	process ² v
panel	phenomenon n	prediction n	processed adj
paradigm n	philosopher n	predominance n	professional ¹ adj
paragraph n	philosophical adj	predominant adj	professional ² n
parallel ¹ n	philosophize v	predominantly adv	professionalism n
parallel ² adj	philosophy n	predominate v	professionally adv
parallel ³ v	physicall adj	preliminary ¹ adj	prohibit v

prohibition n	radical ¹ adj	regional adj	requirement n
prohibitive adj	radical ² n	register ¹ n	reschedule v
project ¹ n	random adj	register ² v	research ¹ n
project ² v	range ¹ n	registration n	research ² v
projection n	range ² v	regulate v	reside v
promote v	ratio n	regulation ¹ n	residence n
promoter n	rational adj	regulator n	resident ¹ n
promotion n	rationalism n	regulatory adj	resident ² adj
proportion ¹ n	rationalize v	reinforce v	residential adj
proportional adj	react v	reinforcement n	resolution n
proportionate adj	reaction n	reinvest v	resolve ¹ v
prospect ¹ n	reactionary ¹ adj	reject ¹ v	resolve ² n
prospective adj	reactionary ² n	rejection n	resource ¹ n
protocol n	reactivate v	relax v	resource ² v
psychological adj	reactive adj	relaxation n	resourceful adj
psychologist n	reactor n	release ¹ v	respond v
psychology n	readjust v	release ² n	respondent n
publication n	reassess v	relevant adj	response n
publish v	reconstruct v	reliable adj	responsive adj
publisher n	reconstruction n	reliance n	restoration n
publishing n	recover v	reliant adj	restore v
purchase ¹ v	recovery n	relocate v	restored adj
purchase ² n	recreate v	reluctance n	restrain v
pursue v	redistribute v	reluctant adj	restraint n
pursuit n	redistribution n	rely v	restrict v
	refine v	removable adj	restricted adj
qualitative adj	refined adj	removal n	restriction n
quotation n	refinement n	remove ¹ v	restrictive adj
quote ¹ v	regime n	remove ² n	restructure v
quote ² n	region n	require v	retain v

retainer n	section ¹ n	simulated adj	structure ¹ n
retention n	section ² v	simulation n	structure ² v
retentive adj	sector n	site ¹ n	structured adj
reveal v	secure ¹ adj	sole ¹ adj	style ¹ n
revealing adj	secure ² v	solely adv	style ² v
revelation n	securely adv	somewhat adv	styling n
revenue n	security n	source ^J n	stylish adj
reversal n	seek v	source ^{2v}	stylized adj
reverse ^{1v}	select ¹ v	specific] adj	submission n
reverse ²ⁿ	select ² adj	specific ² n	submit v
reverse ³ adj	selection n	specifically adv	subordinate ¹ adj
reversible adj	selective adj	specification n	subordinate ² n
revise v	selector n	specify v	subordinate ³ v
revision n	sequence n	sphere n	subsequent adj
revolution n	sequencing n	spherical adj	subsequently adv
revolutionary ¹ adj	sequential adj	stability n	subsidiary ² adj
revolutionary ² n	series n	stabilize v	subsidize v
revolutionize v	sex ¹ n	stable! adj	subsidy n
rigid adj	sexism n	statistic n	substitute ¹ n
role n	sexual adj	statistician n	substitute ² v
route ¹ n	sexuality n	status n	substitution n
route ² v	shift ¹ v	straightforward adj	succession n
	shift ² n	strategic adj	successive adj
scenario n	significant adj	strategist n	successor n
schedule ¹ n	significantly adv	strategy n	sufficiency n
schedule ² v	signify v	stress ¹ n	sufficient adj
schematic adj	similar adj	stress ² v	sum ¹ n
scheme ¹ n	similarity n	stressed adj	sum ^{2v}
scheme ² v	similarly adv	stressful adj	summarize v
scope ¹ n	simulate v	structural adj	summary ¹ n

summary ² adj	technically adv	transfer ² n	unaware adj
summation n	technique n	transference n	unbiased adj
supplement ¹ n	technological adj	transform v	uncharted adj
supplement ² v	technology n	transformation n	unconstitutional adj
supplementary adj	temporary adj	transit n	unconventional adj
survey ¹ n	tense ¹ adj	transition n	undeniable adj
survey ² v	tension n	transitional adj	underestimate ¹ v
survival n	terminal adj	transitory adj	underestimate ² n
survive v	terminal ² n	transmission n	undergo v
survivor n	terminate v	transmit v	underlie v
suspend v	termination n	transport ¹ n	underlying adj
suspension n	text ¹ n	transport ² v	undertake v
sustain v	textual adj	transportation n	undertaking n
sustainable adj	thematic adj	transporter n	underwent v
sustained adj	theme n	trend n	undiminished adj
sustenance n	theoretical adj	trigger ¹	uneconomical adj
symbol n	theoretically adv	trigger ² v	unethical adj
symbolic adj	theorist n		unfounded adj
symbolism n	theory n	ultimate ¹ adj	unification n
symbolize v	thereby adv	ultimately adv	unified adj
	thesis n	unaccompanied adj	uniform ² adj
tape ¹ n	topic n	unaffected adj	uniformity n
tape ² v	topical adj	unaided adj	unify v
target ¹ n	trace ¹ v	unalterable adj	unique adj
target ² v	trace ² n	unambiguous adj	unjustified adj
task ¹ n	tracing n	unanticipated adj	unlicensed adj
task ² v	tradition n	unapproachable adj	unobtainable adj
team ¹ n	traditional adj	unattached adj	unparalleled adj
team ² v	traditionalist n	unattainable adj	unprecedented adj
technical adj	transfer ¹ v	unavailable adj	unpredictable adj

unprincipled adj	unsustainable adj	vehicle n	visually adv
unpublished adj	utility n	version n	volume n
unregulated adj	utilize v	via prep	voluntarily adv
unreliable adj		violate v	voluntary ¹ adj
unresolved adj	valid adj	violation n	volunteer ¹ n
unresponsive adj	validate v	virtual adj	volunteer ²
unrestrained adj	variable ¹ adj	virtually adv	
unrestricted adj	variable ² n	visibility n	welfare n
unscheduled adj	variance n	visible adj	whereas conj
unspecified adj	variant n	visibly adv	whereby adv
unstable adj	variation n	vision n	widespread adj
unstressed adj	varied adj	visual ¹ adj	
unstructured adj	vary v	visualize v	

Sample academic text 10

(выделены слова из AWL)

The English Program of the Institute interacts with the economics and business curriculum. While many students attend the Institute on English language study, others enroll in English courses to eliminate language skill deficiencies and **enhance** their performance in other **areas** of the curriculum. The **Institute** program is **designed** to meet a wide range of needs.

The **objective** of the English program is to deliver students the highest possible **quality** of education utilizing several **modes** of instruction, including **lectures**, seminars, and tutorials. Each **method** allows students to gain knowledge in their respective fields by learning content through **theoretical** models and **practical** applications. **Various instructional media** such as audio and video **tapes** and computer software are used as **appropriate** to **reinforce** learning. The Institute is also adopting new **instructional techniques** to better prepare students for **professional** employment in this **decade** of change.

Through the use of **cooperative** learning **strategies**, the **Institute's** program provides a balance of collaborative and **individual instruction** that allows students from **diverse** educational backgrounds to **achieve** optimum **academic** performance. Peer **interaction** is a large **component** of this **process** particularly as it encourages development of interpersonal **communication** skills, an important **part** of the listening and speaking segment of the English Program. This **principle** of face-to-face **interaction promotes positive cross-cultural** relationships, sensitizing students to a **global perspective**. Thus, the **Institute's commitment** to excellence in **international** education is **achieved** through the **implementation** of **innovative** teaching **methods** in the classroom.

Sample academic text 11

(выделены слова из AWL)

GRE Preparation

This **course supplement** the basic curriculum in order to help students **achieve** higher GRE scores. **Specific** test-taking **strategies** for each **section** of the exam are presented: **analogies** and word meanings, reading comprehension, problem solving, quantitative **comparison** and **analytical** problems. The verbal section is taught in two parts. Thus, students may choose to take the GRE verbal **course** once or twice. In addition, students experience extensive **practice** in taking actual GRE tests. Students may enroll in either the verbal or quantitative **sections**, or both.

Sample academic text 12

(выделены слова из AWL)

GMAT Preparation

This **course focuses specifically** on the GMAT in order to help students **achieve** their personal best on the exam. Test-taking **strategies** for each **section** of the exam are presented: reading comprehension, sentence correction, critical reasoning, problem solving, and **data** sufficiency. Students also **participate** in several **practice** tests to increase their familiarity with taking the exam. The verbal **section** is presented in two **parts**. Thus, students may choose to take the GMAT verbal **course** once or twice. Students may enroll in either the verbal or quantitative **sections**, or both.

Sample academic text 13

(выделены слова из AWL)

ADVANCED ENGLISH: RESEARCH PAPER

The **general objectives** of this course are to prepare the student for serious **research** the graduate and **professional levels** and to introduce the student to skills and tools expected of a graduate **research assistant**. **Specifically**, the course **clarifies** a **process** with which to write a **formal research** paper (**approximately** 10 pages) in an **area relevant** to the student's **academic** or **professional areas of focus**. **Issues** addressed include how to *clearly* narrow a *topic*; how to use the library's **resources** to **identify** and **locate relevant sources**; how to **evaluate** and take **notes** from **sources**; how to organize **notes** using outlines and **note** cards; how to **structure** a longer essay; how to **incorporate** paraphrased and **quoted** materials; and how to properly **document sources** according to **academic** discipline.

Sample academic text 14

(выделены слова из AWL)

REASONS FOR TAKING THE TOEFL TEST

The **Test** of English as a Foreign Language (TOEFL) is an **examination** that is **administered** by the Educational **Testing** Service (ETS) and is used to **evaluate** a nonnative English speaker's **proficiency** in the English language. Many North American **colleges** and **universities**, as well as a large number of **institutions**, agencies, and **programs**, ask for official TOEFL **test** scores during the admissions **process**. An acceptable score on the TOEFL test depends on the **specific requirements** of the particular **institution** or **agency** involved.

Requirements vary from institution to institution. You should check with the **institutions** or **agencies** you are applying to for their **specific requirements**.

A few **colleges** and **universities** do not **require** nonnative English-speaking **students** to take the TOEFL **test**. They may, however, have their own English **proficiency exam** that **students** are **required** to take. Because these **exams test** the same skills as the TOEFL **test**, preparing yourself for the TOEFL **test** is a good way to prepare for any English **proficiency exam**.

Until the TOEFL iBT **test** has become **available** worldwide, whether you take the Internet-**based**, **computer-based**, or paper-**based** TOEFL **test** will depend on where you live or the **circumstances** under which you are taking the **test**. You should find out which **test** you will be taking so that you can become familiar with that particular **test format** and **requirements**.

LANGUAGE FOCUS 5

Beyond AWL

агентство – agency	организация – organization
аппарат – apparatus	парадокс – paradox
аргумент – argument	план – plan
база – base	популярность – popularity
библиография – bibliography	проблема – problem
генезис – genesis	программа – programme
график – graph	прогресс – progress
диаграмма – diagram	продуктивность – productivity
идея – idea	профессор – professor
инструмент – instrument	публика – public
интерес – interest	реальность – reality
информация – information	результат – result
класс – class	резюме – resume
колледж – college	рекомендация – recommendation
коллектор – collector	риск – risk
компромисс – compromise	роль – role
критик – critic	семинар – seminar
курс – course	символ – symbol
литература – literature	система – system
манера – manner	ситуация – situation
материал – material	сорт – sort
модель – model	стандарт – standard
момент – moment	студент – student
монография – monograph	теорема – theorem
операция – operation	термин – term

тест – test

тип – type

тривиальность – triviality

университет – university

факт – fact

фигура – figure

характер – character

центр – centre

школа – school

экзамен – exam

эксперимент – experiment

эффект – effect

(список открыт для пополнения)

Sample academic text 15

In every country there are fashions among **students** about which **subjects** are the best to study at **university**. Sometimes the **popularity** of a **subject** is **determined** by how much money a **graduate** could **subsequently** earn in that field. Or subjects, that are perceived as a **relatively** easy' may also become popular, in spite of later difficulties of **finding appropriate** employment. It is up to governments to give incentives to **students** to choose **subjects** that match the needs of their society.

Obviously one way to do this would be for the government to pay the **fees** of those choosing such **subjects**. The advantage would certainly be that higher numbers of **students** would enroll and would later fill the employment gaps.

However, the disadvantages of such a **policy** would be considerable. For example, the **students** attracted by the funding may not have any **real interest** in or aptitude for that **subject**. Such **students** may drop out before **graduation** or after working only a short time in a **related** job. Furthermore, funding one **group** of **students** but not others would **penalise** those with a genuine **interest** and ability for another field. Such **discrimination** would certainly **affect** the whole of higher education of the country and **students** would develop very **negative** attitudes towards going to **university** altogether. This would be very **counter-productive** for any country.

In conclusion I think that there are many other incentives for **students** that could be considered, such as making **courses** more **interesting** to take, or the job rewards greater after **graduation**. The educational **policy** proposed above, however, would certainly have more long-term disadvantages than benefits for society.

Заключение

Мы завершили этот выпуск живым примером учебного академического текста. Это эссе, написанное одним из соискателей при сдаче экзамена IELTS. Оно оценено экспертами IELTS на высший бал – 9 из 9. В нем чуть больше 170 знаменательных слов (не-предлогов, не-артиклей, не-союзов). Мы выделили лексику из списка «Academic World List» и прибавили к ней те слова с интернациональной основой, которые во многих случаях могут быть практически идентичны по значению и употреблению в английском и русском языках.

- | | |
|-----------------------|------------------------------|
| 1. student | – студент |
| 2. university | – университет |
| 3. subject | – субъект (предмет изучения) |
| 4. popular | – популярный |
| 5. essay | – эссе |
| 6. relativistic | – релятивистский |
| 7. policy | – политика |
| 8. real | – реальный |
| 9. interest | – интерес |
| 10. penalty | – пенальти |
| 11. group | – группа |
| 12. discrimination | – дискриминация |
| 13. effect | – эффект |
| 14. negative | – негативный |
| 15. counterproductive | – контрпродуктивный |
| 16. course | – курс |

С учетом повторов мы отметили более 40 слов, т.е. каждая 4-я лексическая единица эссе является общеакадемической и интернациональной.

That is the core EAP we use in the Humanities.

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ОТ ЛИНГВИСТИКИ К ЛИНГВОДИДАКТИКЕ

Выпуск I

What is the core EAP we use in the Humanities?

Справочно-теоретическая трактовка
базовых характеристик английского языка
для общеакадемических целей

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