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АНГЛИЙСКИЙ ЯЗЫК для лингвистов ПРОДВИНУТЫЙ УРОВЕНЬ

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Предлагает материал по ключевым аспектам языка и лингвистической науки. Логичное распределение информации помогает сформировать у студентов четкое представление о дисциплине. Особое внимание уделяется формированию и развитию у студентов четырех видов речевой деятельности: чтения, аудирования, говорения, письма. Акцент сделан на пополнение словарного запаса с помощью различных видов коммуникативных упражнений, вовлекающих студентов в интеллектуальную деятельность. Практические задания направлены на развитие критического мышления и лингвистического кругозора. Важной частью учебника является индивидуальное портфолио, систематизирующее полученные знания по окончании каждого раздела. Предполагает владение иностранным языком в пределах уровня В2 по общеевропейской шкале.

Соответствует ФГОС ВО последнего поколения.

Для студентов бакалавриата и магистратуры, обучающихся по направлениям «Лингвистика» и «Филология».

Ключевые слова: английский язык; лингвистика; история языка; межкультурная коммуникация.

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LANGUAGE LINGUISTICS COMMUNICATION

Textbook

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ЭЛЕКТРОННО-БИБЛИОТЕЧНАЯ СИСТЕМА
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Contents

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- B19** **Vasilyeva, Evgeniya Alekseevna.**
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Covers key aspects of language studies along with notions and concepts of language and linguistics. Information has been combined in a logical way for the students to have a clear understanding of the discipline. The textbook focuses on building and developing four language skills: reading, writing, listening, speaking. The units are brimful of exciting material and challenging tasks. Particular emphasis is placed on new vocabulary, which is introduced through various meaningful assignments. Practical tasks engage students in intellectual activity and focus on the development of critical thinking as well as broadening their linguistic outlook. To ensure progress, students are involved in designing their individual Portfolio, which is an integral part of their continuous work throughout the course.

The textbook conforms to the updated Federal State Educational Standard of Higher Education.

The textbook is designed for bachelors and masters majoring in language studies, linguistics and intercultural communication.

Key words: English language; linguistics; history of English; intercultural communication.

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Introduction

'*Language, Linguistics, Communication*' is designed for students, teachers and everyone whose interests lie in the field of language and linguistics. The textbook focuses on building and developing four basic language skills: reading, writing, listening, speaking, in which students are expected to cope with input texts in the discipline and to produce output texts throughout the course.

The textbook comprises six units covering key aspects of language studies along with notions and concepts from language and linguistics which have been combined in a logical way for the students to have a clear understanding of the discipline:

- What is Language? What is Linguistics?;
- Branches of Linguistics;
- Great Linguists;
- A Brief History of English;
- The Spread of English;
- Language Learning and Acquisition.

All units have a clear design with the following sections: active vocabulary and terminology, reading and listening skills, writing skills, speaking skills, and research skills. The tasks within each section encourage students to take part in wide-ranging discussions, thus, building communicative and soft skills. The *Self-study* section is aimed at developing students' receptive skills. The units are brimful of exciting information and challenging tasks. Particular emphasis is placed on new vocabulary, which is introduced through various meaningful tasks. *Research Skills* tasks engage students in intellectual activity and focus on the development of critical thinking as well as broadening their linguistic outlook. To ensure progress, students are involved in designing their individual *Portfolio*, which is an integral part of their continuous work throughout the course.

Each unit provides supplementary material in the *Appendices* section, which offers extra information on the unit topic.

It is assumed that prior to using this textbook, students have already completed the B2 level.

Symbols:  — a portfolio task;  — a listening task;  — reference to Appendices.

Unit 1 What is Language? What is Linguistics?

Active Vocabulary

Vocabulary	Terms and Names
to be comparable to capacity to emerge language faculty to reflect one's self-identity indispensable (for) conscious(ly)/subconscious(ly) to vary practical applications of descriptive characteristics of language to display smth to transmit and receive messages to transmit gesturally viable property serve some purpose communicate a message to question smth/smn social bonding to establish social relationships to initiate a conversation maintenance of social structure to comprehend communicative interaction genetic or hereditary background arbitrary to be imitative of cognitive to be intrinsic to utterance	Terms design features of language mode of communication semanticity pragmatic function interchangeability cultural transmission arbitrariness onomatopoeia (onomatopoetic / onomatopoeic) duality displacement creativity Names Charles Hockett

The formalist, functionalist and cognitive approaches are just three of the principal ways in which linguists are trying to get the rich and complex nature of human languages. Now, so far, we have taken it for granted that we know

what languages are. But this is not so obvious. We need now to clarify what we mean by the term ‘language’.

Linguistics is a scientific study of language – but what is language? Does the term ‘language’ here include things like

- The language of flowers?
- The language of dance?
- The language of dolphins?
- Does it include made-up languages like Esperanto?

No, it does not.

READING AND LISTENING SKILLS

Text 1

Why Study Language?

Language makes us uniquely human. While many species have the capacity to communicate using sounds and gestures, and a few can even acquire certain aspects of human language, no other species is comparable to humans with respect to the creativity and complexity of the systems that humans use to express thoughts and to communicate. We can manipulate elements in our language to express complex thoughts and ideas, and we can understand words and sentences that we have never spoken or heard. This capacity is shared by hearing people and deaf people, and it emerges very early in the development of children, who acquire adult linguistic competence in an astonishingly short period of time. It is the human language faculty that makes this possible. Used as a probe into the human mind, language provides us with a unique window through which we can investigate a fundamental aspect of what it is to be human.

Language also reflects one’s self-identity and is indispensable for social interactions. We perform different roles at different times in different situations in society. Consciously or subconsciously, we speak differently depending on where we come from, whom we talk to, where the conversation is carried out, what purposes we have, etc. For example, southerners in America tend to speak with an accent different from, say, that of native New Yorkers; a conversation between two buddies likely would not be the same as a conversation between business associates; two lawyers would speak differently in a café than they would in a courtroom; and a middle-aged person might imitate younger speakers in order to sound younger. All languages vary, and they reflect a speaker’s individual identity as well as social and cultural aspects of a society.

Not only does studying language reveal something interesting about human society, but there are also many practical applications of the study of language that can have a significant effect on people’s everyday lives. For example, studying languages allows us to develop better teaching tools for language instruction, design computers that can interact with humans using language, and more effectively treat people with speech and language disorders.

Task 1. Replace the words in italics with their synonyms from the box.

comparable to	capacity	reflects one’s self-identity
emerge	language faculty	consciously/subconsciously
vary	indispensable for	practical applications of

1. Non-verbal communication signs may *differ* a lot depending on culture.
2. Only humans have the *ability* to dwell on things which are not happening right here and right now.
3. Animal language cannot be *equivalent to* human language with regard to the complexity of communication systems.
4. Building a language corpus is a good example of *pragmatic use of* language studies.
5. Little children acquire their mother tongue *without being aware of doing so*.
6. A cognitive system, *neural and biological mechanism*, is involved in the uniquely human innate ability to speak and comprehend language.
7. Language is a power concept because it has the ability to *express one’s personality* through words.
8. Spoken language was a necessity of survival for early humans and is *essential for* social communication now.
9. Linguistic competence starts to *evolve* at a very young age.

Task 2. Listen to Part 1 of the talk. What does the lecturer say about languages? Circle 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.

Task 3. Listen to Part 2 of the talk and answer the questions.

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

Text 2

How to Identify Language When We Come across It

Before we discuss language in any more depth, it will be useful if we first have some idea of what people mean when they say ‘language’.

Defining language turns out to be a remarkably difficult task: nobody seems to be able to find a definition of language that captures its fundamental nature. But if we cannot define language, then we must come up with some other solution because we still must have some way to identify language when we come across it. One possibility is to identify the features that something must have in order to be a language. Linguist Charles Hockett designed one such list that identifies descriptive characteristics of language. While his list does not tell us the fundamental nature of language, it does tell us a great deal about what language is like and what we can do with it.

Hockett’s descriptive characteristics of language are known as the design features of language. The list has been modified over the years, but a standard version is provided below. While there are many kinds of communication systems in the world, only communication systems that display all nine of these design features can be called a ‘language.’ The order in which the design features are presented is also significant: the features proceed from most universal to most particular. All communication systems have the first three design features, while human language alone has the final two.

1. Mode of Communication

The term mode of communication refers to the means by which messages are transmitted and received. For most human languages, speakers transmit messages using their voices; however, a significant number of human languages are also transmitted gesturally—via hand, arm, head, and face movement. Both are viable systems for transmitting the complex sorts of messages required of language.

2. Semanticity

Semanticity is the property requiring that all signals in a communication system have a meaning or a function. It is critically important to successful linguistic communication that, for example, if your friend says to you ‘pizza,’ you both have a similar idea of what he is talking about. It would not be good for communication if your friend said ‘pizza’ and you thought, ‘There’s that word with the /p/ sound again. Wonder why he keeps saying it all the time.’

Even if you hear a word you don’t know, you nevertheless assume that it must have some meaning. If words or sentences didn’t have meaning, then we would be unable to use them to communicate!

3. Pragmatic Function

Communication systems must also have a pragmatic function: that is, they must serve some useful purpose. Some functions of human language include helping individuals to stay alive, influencing others’ behavior, and finding out more about the world. For example, a person who needs food might use language to ask for more mashed potatoes; more dramatically, a person trapped in a burning house might stay alive by calling for help. A politician communicates certain messages to try to influence people’s voting behavior. People ask questions in order to learn the information they need to get through their days.

Sometimes people may question the usefulness of a certain communicative act, for example, in the case of gossip. However, even gossip fulfills a useful purpose in societies. It helps us to understand our social environment and plays an important role in social bonding and establishing social relationships. The same is true of set phrases such as ‘nice weather today’ or the question, ‘Hey, what’s up?’ and its typical response, ‘Not much. How about you?’ These set phrases serve to acknowledge the other person or initiate a conversation, which are both necessary tasks for the maintenance of our social structure.

4. Interchangeability

Interchangeability refers to the ability of individuals to both transmit and receive messages. Each individual human can both produce messages (by speaking or signing) and comprehend the messages of others (by listening or watching).

5. Cultural Transmission

Another important feature of human language is that there are aspects of language that we can acquire only through communicative interaction with other users of the system. Even though children’s ability to learn language seems to be innate, they must still learn all of the specific signals of their language through interaction with other speakers. In fact, a child who is never spoken to will not learn language. Furthermore, children will learn the language(s) or dialect(s) that other people use to interact with them. Thus, children of Russian parents will learn Russian if their parents interact with them in Russian, but they will learn English if their parents interact with them in English. Our genetic or hereditary background in and of itself has no influence whatsoever on the language that we acquire as children.

6. Arbitrariness

It is generally recognized that the words of a language represent a connection between a group of sounds or signs, which give the word its form and a meaning. The combination of a form and a meaning is called a linguistic sign: Form + Meaning = Linguistic Sign.

An important fact about linguistic signs is that the connection between form and meaning is typically arbitrary. Arbitrariness is the absence of any natural or necessary connection between a word's meaning and its sound or form. There is no logical explanation why a cat is called cat, or why a tree has such a name. The meaning is not in any way predictable from the form, nor is the form dictated by the meaning.

It is clear that arbitrariness is the norm in language, at least as far as the basic relationship between the form of a word and its meaning is concerned. At the same time, though, it turns out that there are some non-arbitrary aspects to language. In the vocabulary of all languages, there is a small degree of nonarbitrariness involving items whose forms are largely determined by their meanings. Most notable and obvious are the so-called onomatopoeic (or onomatopoeic) words, i.e., words that are imitative of natural sounds or have meanings that are associated with such sounds of nature.

Examples of onomatopoeic words in English include noise-words such as bow-wow [bəʊwəʊ] for the noise a dog makes, splat [splæt] for the sound of a rotten tomato hitting a wall, and burble [bɜːbl] for expressing the rushing noise of running water.

 **Task 4. Now listen to the recording and make notes on the three features mentioned in it:**

7. Duality

8. Displacement

9. Creativity

All languages exhibit all nine design features: any communication system that does not is therefore not a language. Furthermore, as far as we know, only human communication systems display all nine design features.

Task 5. Read the text and mark the sentences as True (T), False (F) or Not Stated (NS).

1. All verbal communication systems in the world can be called a 'language.'
2. Most messages are transmitted non-verbally.

3. A pragmatic function is necessary for structuring social interaction and maintenance of conversation.
4. Interchangeability helps individuals solve psychological problems.
5. Cultural Transmission enables children to master their parents' language without learning it.
6. Arbitrariness means there is no logical or intrinsic relationship between sound pattern and concept.

Task 6. Match the terms with their definitions.

a) Creativity	1. the ability to talk with quite extraordinary precision about things which are not happening right here or now
b) Cultural Transmission	2. the ability to create infinite number of meaningful linguistic units out of limited number of meaningless elements
c) Interchangeability	3. the capacity to create new items and new ways of combining them
d) Mode of Communication	4. the ability of individuals within a species to both send and receive messages
e) Arbitrariness	5. the capacity of a communication system to serve some useful purpose
f) Duality	6. ways through which messages are transmitted, using one or more sensory systems to transmit and interpret, such as vocal-auditory or visual
g) Displacement	7. the property of most linguistic signs meaning that the form of a sign is not inherently or logically related to its meaning
h) Pragmatic Function	8. the naming of a thing or action by a vocal imitation of the sound associated with it
i) Semanticity	9. the ability of a linguistic sign to carry some meaning for users
j) Onomatopoeia	10. the need for some aspects of a communication system to be learned through interaction with others, rather than being 100 percent innate or genetically programmed