



# **Expanding your English vocabulary skills**

## **Course Notes Winter 2019/2020**

online:

<http://www.spence.saar.de/courses/lexis>

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We study language partly in order to understand language and how it works, and partly in order to understand what people do with it. The two questions are closely connected: the way language is organised has been determined, over the million and more years of its evolution, by the functions it is called on to serve.

[M. A. K. HALLIDAY, 'Coda: Text, context, and learning', in: M. A. K. HALLIDAY and Ruqaiya HASAN: *Language, context, and text: Aspects of language in a social-semiotic perspective*, Geelong: Deakin University Press, 1985: 44]

(On the justification for the word 'functional' in 'functional grammar':)

It is functional in the sense that it is designed to account for how the language is **used**. Every text — that is, everything that is said or written — unfolds in some context of use; furthermore, it is the uses of language that, over tens of thousands of generations, have shaped the system. Language has evolved to satisfy human needs; and the way it is organized is functional with respect to those needs — it is not arbitrary. A functional grammar is essentially a 'natural' grammar, in the sense that everything in it can be explained, ultimately, by reference to how language is used.

[M. A. K. HALLIDAY, *An Introduction to Functional Grammar*, London: Longman, 1994<sup>2</sup>: xii]

## 1 Basic organization; initial assessment

### 1.0 General information about the course

#### 1.0.1 Overall goal(s) of the course

This course is designed to help students improve their English, across all four language skills: listening, speaking, reading, and writing, with an emphasis on expanding active command of vocabulary items.

The philosophy underlying *Expanding your English vocabulary skills* is to take two things, often traditionally considered to be separate, and attempt to weave them into a seamless and meaningful whole. These two things are, first, an introductory discourse about a particular theory of language, and second, a set of practical exercises on context-sensitive English lexis and grammar.

The theory of language that informs this course—Systemic Functional Linguistics—is one that has been chosen deliberately and with much thought and care. There are of course other types of theories of language than functional ones, but they tend to turn out to have remarkably little to say when it comes to such practical tasks as designing the syllabus of a language-teaching programme. And there are other functional theories of language besides Systemic Functional Linguistics, but none that is anywhere near as versatile. Given that the students for whom the course is intended — exchange students pursuing studies in translation and interpreting — are likely to be interested in practical applications of language, rather than in theory of language *per se*, the theory to which they are exposed should be as practically oriented and functionally versatile as possible.

#### 1.0.2 Who this course is for

The course is intended primarily for ERASMUS exchange students who are studying interpreting and translating, or a similar degree course, at their home university. Other students are welcome to attend the course provided they have a reasonably sound knowledge of English, and provided there is room for them.

### 1.0.3 How the course works

The course runs for one 15-week semester ( $1 \times 2 \text{ SWS} = 2 \text{ SWS}$ ). We meet Mondays 14–16 (in practice, this means 14:15 to 15:45). Each lesson is typically divided into three distinct activities (labelled A, B, and C in the course plan below). After each class (15 x 2 hours) there is a certain amount of homework, consisting of exercises designed to review what has just been learnt and prepare the ground for what is to come. The total extent of the course is thus 30 (15 x 2) contact hours, plus an additional 60 hours devoted to homework, making a total of 90 hours for 3 credit points.

### 1.0.4 Communication

All students taking the course should make sure that their correct email address is on the course mailing list. When sending an email to the course leader, please make sure that the following piece of text

**[lexis]**

(including the square brackets!) is included in the subject line. (This will happen automatically if you are reading any email I have already sent you concerning this course and you simply hit the “Reply” button.)

### 1.0.5 Successful participation

Students are expected to attend regularly. *If you are unable to attend one of the lessons, it is vital that you contact me beforehand to let me know. Missing more than two lessons altogether would seriously compromise your chances of successfully completing the course.*

ERASMUS and other exchange students taking *Expanding your English vocabulary skills* can obtain a graded certificate (*benoteter Teilnahmeschein*) by attending regularly and doing all the set exercises, plus an additional, brief written assignment.

## COURSE MATERIALS:

Most of the course materials, including the majority of the weekly worksheets, are included in the document you are reading right now; certain additional materials will be distributed in the lessons; and other materials can be accessed by following the links on the course website.

The reading material to accompany the first part of *Expanding your English vocabulary skills* in winter semester 2019/2020, up to the Christmas break, is:

[SWL]

M. A. K. Halliday:

*Spoken and written language*

Geelong: Deakin University Press, 1985.

The reading material to accompany the second part of *Expanding your English vocabulary skills* in winter semester 2019/2020, after the Christmas break, is Part A of:

[LCT]

M. A. K. Halliday and Ruqaiya Hasan:

*Language, context, and text: Aspects of language in a social-semiotic perspective*

Geelong: Deakin University Press, 1985.

The reading material will be made available to students free of charge at the beginning of the semester; Part B of the second set of readings will not be dealt with in the classes but should be kept for later reference.

We will also be working with the 'Academic Word List' issued by the Department of English (FR Anglistik). This will be sent to you by email.

### 1.0.6 Provisional timetable

<i>Week</i>	<i>Date</i>	<i>Description</i>
01	14.x	INTRODUCTION A: Organization, outline. B: Introductions. C: Initial assessment test.
02	21.x	GENERAL A: Historical retrospective. B: Discussion of Preface. C: Feedback on emails. D: Feedback on initial test.
03	28.x	SWL CHAPTER 1: DEVELOPMENT OF SPEECH A: Discussion of chapter 1. B: Vocabulary exercise. C: Video comprehension exercise.
04	04.xi	SWL CHAPTER 2: WRITING SYSTEMS A: Discussion of chapter 2. B: Writing system exercise. C: Dictation exercise.
05	11.xi	SWL CHAPTER 3: WRITTEN LANGUAGE A: Discussion of chapter 3. B: Vocabulary exercise. C: Punctuation exercise.
06	18.xi	SWL CHAPTER 4: SPOKEN LANGUAGE: A: More on punctuation. B: Discussion of chapter 4. C: Intonation exercise.
07	25.xi	GRAMMAR A: Discussion on parts of speech. B: Exercise on parts of speech. C: Nominal group structure.
08	02.xii	SWL CH 5: WRITTEN LANGUAGE: LEXICAL DENSITY A: Discussion of chapter 5. B: Oral reports on unpacking lexical density. C: Gerunds.
09	09.xii	SWL CH 6: SPOKEN LANGUAGE: GRAMMATICAL INTRICACY A: Discussion of chapter 6. B: Exercise on nominal style. C: Essay-writing task (1).
10	16.xii	SWL CHAPTER 7: SPEAKING, WRITING, AND LEARNING A: Discussion of chapter 7. B: Working with grammatical metaphor. C: Taxis vs. intonation.
11	6.i	ESSAYS A: Oral reports. B: Discussion of essays. C: Talking about the future.
12	13.i	LCT CHAPTER 1: CONTEXT OF SITUATION A: Discussion of chapter 1. B: Generic structure: sermons. C: Morphology exercise (1).
13	20.ii	LCT CHAPTER 2: FUNCTIONS OF LANGUAGE A: Discussion of chapter 2. B: Morphology exercise (2). C: Essay-writing task (2).
14	27.ii	LCT CHAPTER 3: REGISTER VARIATION A: Discussion of chapter 3. B: Discussion of essays. C: Morphology exercise (3).
15	3.ii	LCT CODA; FEEDBACK A: Discussion of coda. B: Feedback and course evaluation. C: Erasmus certificates.

### 1.1 A note on how to use these course notes

Each unit of this course typically consists of the following parts:

1. A checklist of **learning goals** for the unit.
2. A **vocabulary list** to accompany the pre-class reading assignment.
3. A **list of questions** to help in preparing for the discussion of the reading assignment.
4. One or more pieces of **additional material** relating to the work to be done in class.
5. A specification of the **homework** to be done before the next class.

### 1.2 ‘Language in use’

As you begin this course, think about some of the ways in which you will need to *use* English throughout your career. The course will provide you with a considerable amount of practice in listening, speaking, reading and writing English, on a variety of topics. But our overriding concern will be with language itself — with the nature and properties both of human language in general, and of the English language in particular.

### 1.3 Learning goals for this unit

1. Ascertain whether this is the right course for your needs
2. Reach agreement about:
  - a) starting and finishing times of lessons
  - b) requirements for successful participation and awarding of Credit Points
  - c) modalities of teaching and learning
3. Begin exploring the structure and content of the course
4. Introduce yourself to the rest of the group
5. Exchange contact details with the course leader
6. Complete the initial assessment test
7. (As homework:) Send the course leader an email with information about yourself, your career plans, and your expectations of this course



## 1.4 Class work for session 1

### 1.4.1 Lesson 1 Part A: Organization, outline

The first part of the first lesson will be devoted to organizational matters. Students will enter their names and email addresses on a list, and we will discuss the way the course will run and give a brief outline of what the work will be about.

### 1.4.2 Lesson 1 Part B: Introductions

The middle part of the lesson will be devoted to introductions.

Provided the group is not too big, you will form pairs (I will help make up the last pair if necessary) and spend a few minutes introducing yourself to your neighbour and answering any questions they may have; then you will swap roles, listening to your neighbour introduce themselves and asking them any questions you may have. Then each student will introduce the other member of the pair to the rest of the group.

If the group is too big, each student will introduce themselves directly to the group as a whole.

I will then make sure I can read your names and decipher your email addresses.

Don't forget to send me an email as homework!

### 1.4.3 Lesson 1 Part C: Initial assessment

The remainder of the lesson will be devoted to the initial assessment test (four pages of multiple-choice questions). If you miss the first class (week 1), please contact me to obtain a copy of the initial assessment test and complete it as soon as possible. The results of the test will be discussed in week 2.

## 1.5 Homework to be completed before session 2

1. Make a list of any questions in the initial assessment test that you found difficult.
2. Attempt to find the answers to those questions before next week.
3. Write an email (of no more than 200 words) to the course leader, telling him who you are, what career goals you are pursuing, and what you expect of Expanding your English Vocabulary Skills.
4. Read the Preface to *Spoken and written language* and be prepared to discuss it in class next week. (See the vocabulary list in 2.2 and the questions in 2.3 below.)

## 2 Introduction

### 2.1 Learning goals for this unit

1. Make sure you have an overview of the reading material for the course and have read and understood the Preface to *Spoken and Written Language*.
2. Learn to recognize some of the archaic (or archaizing) forms of English that are used for liturgical purposes.
3. Overcome any problems encountered in the emails you sent the course leader.
4. Overcome any problems encountered in the initial assessment test from last week.

### 2.2 Vocabulary for the Preface to *Spoken and Written Language*

literate /'lit.ər.ət/	(1) able to read; (2) well-read (having read many books)
prestigious /pre.'stɪdʒ.əs/	prestigeträchtig
steal the limelight /ˌsti:l ðə 'laɪm.laɪt/	die Show stehlen
figure /'fɪɡ.ə/	Abbildung
calligraphic /ˌkæl.ɪ.'græf.ɪk/	kalligraphisch
calligraphy /kə.'lɪɡ.rəf.i/	(1) Schönschreibkunst, (2) Schönschrift
prodding /'prɒd.ɪŋ/	(1) Stupsen, Anstacheln; (2) Anstoßen

If you have any additions or corrections to this list, please let me know!

### 2.3 Questions on the reading material

1. Are there any languages that you can understand or speak, without being able to read and write them?
2. Are there any languages that you can read and/or write, without being able to speak or understand them in their spoken form?
3. How do you compose written text? Do you speak it aloud as you are composing it?
4. Do you feel there is more of a difference between 'spoken' and 'written' in English than there is in German (or in other languages you know)?

## 2.4 Class work for session 2

### 2.4.1 Lesson 2 Part A: Historical retrospective

In the first part of the lesson we will listen to a piece of liturgical music by a sixteenth-century English composer named Thomas Tallis.

The music can be found here:

<https://www.youtube.com/watch?v=eqt005j1dB0>

or here:

<https://www.youtube.com/watch?v=1zG0sN0pAw0>

The text can be found here:

[http://www1.cpd1.org/wiki/index.php/If\\_ye\\_love\\_me](http://www1.cpd1.org/wiki/index.php/If_ye_love_me)

or here:

<http://www.biblegateway.com/passage/?search=John%2014:%2015-17&version=KJV>

In addition, we will explore some of the main grammatical features of the archaizing form of English used in the King James Bible of 1611 and the 1662 version of the Church of England's Book of Common Prayer.

### 2.4.2 Lesson 2 Part B: Discussion of the Preface to *Spoken and written language*

In the second part of the lesson, we will briefly discuss the Preface to *Spoken and written language*. (See 2.2 and 2.3 above.)

### 2.4.3 Lesson 2 Part C: Feedback on emails

In the third part of the lesson, I will give you some feedback on the emails you sent me for homework. If you are unable to attend this lesson (week 2) please let me know, in order to prevent me losing track of your work.

Typically, this stage of the lesson would be done as follows: I give you back two printouts of your email, the second of which is folded closed (to hide its contents) and attached behind the first. The second contains my corrections, but on the first I have merely indicated the location and seriousness of any problems, and it is up to you to try to correct your mistakes on your own (if possible) before opening the second printout.

It has generally been found counterproductive to do this exercise in pairs, as most people have not yet learnt to view language mistakes impersonally and impartially.

#### 2.4.4 Lesson 2 Part D: Feedback on initial test

In the fourth part of the second lesson, I will give you some feedback on your performance in the initial assessment test. I will indicate which questions you failed to answer correctly and give you a chance to self-correct. If there are any remaining problems, you can ask your neighbour or email me about them.

### 2.5 Homework to be completed before session 3

1. Go through the initial assessment test again and make sure that you know all the correct answers.
2. Read chapter 1 of *Spoken and written language* and be prepared to discuss it in class next week. (See the vocabulary list in 3.2 and the questions in 3.3 below.)

### 3 SWL chapter 1: Development of speech

#### 3.1 Learning goals for this unit

1. Read and understand chapter 1 of *Spoken and Written Language*.
2. View and understand the video 'Susan Savage-Rumbaugh and apes that write'.

#### 3.2 Vocabulary for chapter 1 of *Spoken and Written Language*

ambiguity /æm.bɪ.'gju:.ət.i/	Ambiguität
forebears /'fɔ:.beəz/	Vorfahren
articulatory /ɑ:.'tɪk.jʊl.ətr.i/	artikulatorisch
articulation /ɑ:.'tɪk.ju.'leɪf.n/	Artikulation
sequences /'si:k.wən.sɪz/	Folgen, Reihen
diaphragm /'daɪ.ə.fræm/	Zwerchfell
predisposed /,pri:.dɪ.'spəʊzd/	veranlagt
ontogeny recapitulates phylogeny /ɒn.'tɒdʒ.ən.i ˌri:.kə.'pɪtʃ.u.leɪts faɪ.'lɒdʒ.ən.i/	the development of the individual goes through the same main stages as the development of the species
caution /'kɔ:ʃ.n/	Vorsicht
rehearsing /ri.'hɜ:s.ɪŋ/	wiederholend (zum Einprägen)
limbs /lɪmz/	Gliedmaßen
sympathetic /,sɪm.pə.'θet.ɪk/	mitfühlend
deity /'deɪ.ət.i/	Gotttheit
use (n) /ju:s/	Gebrauch
use (v) /ju:z/	gebrauchen
gestural /'dʒes.tʃər.əl/	gestisch
bootie /'bu:.ti/	Babyschuh
breathy /'breθ.i/	gehaucht
revving up /,rev.ɪŋ 'ʌp/	Hochdrehen, Aufheulen
to rev up /tə ,rev 'ʌp/	hochdrehen, aufheulen
iconic /aɪ.'kɒn.ɪk/	ikonisch

exemplify /ɪg.'zemp.lɪ.fai/	veranschaulichen
pragmatic /præg.'mæt.ɪk/	pragmatisch, auf das Handeln bezogen
mathetic /mæ.'θet.ɪk/	mathetisch, auf das Lernen bezogen

If you have any additions or corrections to this list, please let me know!

### 3.3 Questions on the reading material

1. What are the main differences between language and protolanguage?
2. What are the limitations of protolanguage?

### 3.4 Class work for session 3

#### 3.4.1 Lesson 4 Part A. Discussion of chapter 1 of *Spoken and written language*

In the first part of the lesson, we will discuss chapter 1 of *Spoken and written language*. (See 3.2 and 3.3 above.)

#### 3.4.2 Lesson 4 Part B. Vocabulary exercise: some vocabulary for the bonobo video

##### Proper names:

Sue Savage-Rumbaugh (bonobo researcher); Austin (researcher?); Kanzi, Panbanisha, Nyota (bonobos); the Congo; Tasmania; Georgia; NHK of Japan

##### Other words and expressions

a well-kept secret

they're not in too many zoos

too humanlike

egalitarian

empathetic

to permeate

conflict resolution

hard-wired

causal thought

to attribute something to something

australopithecine

pelvic area, pelvis

bipedal gait

to walk bipedally

to walk upright

campfire

to zip up the back half of a backpack

golf cart

she's got the pedals down

to groom; grooming behaviour

to tug

tough animal hide

a glancing blow

a flake

to be longing to do something

an A-frame

lexigrams

the driving force in language acquisition

to wear a collar

an institutional requirement

xylophone

bi-species environment

pan-homo culture

high-pitched tones

### 3.4.3 Lesson 4 Part C: Susan Savage-Rumbaugh on apes that write

In the last third of the lesson, we will watch the ‘bonobo’ video—a video about a research project into human-bonobo communication.

The video is available on the internet. The best source is the TED website:

<http://tinyurl.com/ssroatw>

The last part of the URL is an acronym: “susan savage-rumbaugh on apes that write”.

The TED website contains a complete “interactive transcription” of the video, which can be consulted if there are any other words that are acoustically unclear; and you can see more of the lexigrams here:

<http://tinyurl.com/lexigrams-subset>

or (directly) <http://tinyurl.com/lexigrams-subset-embiggened>

## 3.5 Homework to be completed before session 4

1. If necessary, review the video and go through the vocabulary list for it again.
2. Read chapter 2 of *Spoken and written language* and be prepared to discuss it in class next week. (See the vocabulary list in 4.2 and the questions in 4.3 below.)
3. Design a logographic (Chinese-like) writing system for English and use it to write the following:
  - pair
  - pear
  - pare
  - wait
  - weight
  - four
  - for
  - paws
  - pause
  - hole
  - whole
  - lesson
  - lessen



## 4 SWL chapter 2: Writing systems

### 4.1 Learning goals for this unit

1. Read and understand chapter 2 of *Spoken and written language*.
2. Explore some of the properties of logographic writing systems.
3. Experience the uncertainties of English orthography via a dictation exercise.

### 4.2 Vocabulary for chapter 2 of *Spoken and Written Language*

larynx /'lær.ɪŋks/	Kehlkopf, Larynx
diaphragm /'daɪ.ə.fræm/	Zwerchfell
artefact /'ɑ:t.ɪ.fækt/	Artefakt
to adorn /ə.'dɔ:n/	zieren
adornment /ə.'dɔ:n.mənt/	Verzierung, Zierde
to boast /bəʊst/	angeben, prahlen
exploit (n) /'eks.plɔɪt/	Heldentat
exploit (v) /ɪks.'plɔɪt/	ausnutzen
proclaim /prə.'kleɪm/	verkünden
proclamation /,prɒk.lə.'meɪʃ.n/	Proklamation
discontinuity /,dɪs.kɒnt.ɪ.'nju:ət.i/	Diskontinuität
character /'kær.əkt.ə/	Schriftzeichen
pictorial /pɪk.'tɔ:ɪ.əl/	bildlich
picture-gazer /'pɪk.tʃə.'geɪz.ə/	Bildbetrachter
imagery /'ɪm.ɪdʒ.ər.i/	bildliche Darstellung
to incise /m.'saɪz/	einschnitzen
divination /,dɪv.ɪ.'neɪʃ.n/	Weissagung
to cast /kɑ:st/	(here:) gießen, formen
to chisel /'tʃɪz.l/	Meißel
to yield /jɪld/	(here:) nachgeben, sich ergeben
dove /dʌv/	Taube

character /'kær.ækt.ər.i/, /kə.'rækt.ər.i/	Schriftzeichensystem
morpheme /'mɔ:f.i:m/	Morphem
hieroglyph /'haɪ.ə.ɡlɪf/	Hieroglyph
hieroglyphic /,haɪ.ə.'ɡlɪf.ɪk/	hieroglyphisch
turquoise /'tɜ:k.wɔɪz/	türkis
syllabary /'sɪl.əb.ər.i/	Silbenschrift
billycan /'bɪl.i.kæn/	Teekessel
glottal stop /,ɡlɒt.l 'stɒp/	Kehlkopfverschlusslaut
consonant /'kɒns.ə.nənt/	Konsonant
vowel /'vaʊ.əl/	Vokal
diacritic /,daɪ.ə.'krɪt.ɪk/	diakritisches Zeichen
cluster /'klʌst.ə/	Anhäufung, Klumpen
indeterminate /,ɪn.di.'tɜ:m.m.ət/	unbestimmt, nicht ermittelbar
pictogram /'pɪkt.ə.ɡræm/	Piktogramm
pictographic /,pɪkt.ə.'ɡræf.ɪk/	piktographisch
Roget's Thesaurus /,rɒʒ.eɪz θɪ.'sɔɪ.r.əs/	(the best-known English thesaurus)
thesaurus /θɪ.'sɔɪ.r.əs/	Thesaurus
Altaic /æɪ.'teɪ.ɪk/	altaisch
Austronesian /,ɒs.trəʊ.'ni:z.i.ən/	austronesisch
dyslexia /dɪs.'leks.i.ə/	Dyslexie
affix /'æf.ɪks/	Affix, Anhang
to affix /ə.'fɪks/	anbringen
impoverished /ɪm.'pɒv.ər.ɪft/	verarmt
archaic /ɑ:.'keɪ.ɪk/	archaisch
to homogenize /hə.'mɒdʒ.ə.naɪz/	homogenisieren
to embody /ɪm.'bɒd.i/	verkörpern
homonymy /hə.'mɒn.ɪm.i/	Homonymie
unambiguous /,ʌn.æm.'bɪɡ.ju.əs/	eindeutig

If you have any additions or corrections to this list, please let me know!

### 4.3 Questions on the reading material

1. What is the difference between a picture and a written symbol?
2. How did pictures evolve into 'characters' in China?
3. It has been said that languages tend to get the writing system they deserve. Do you think this is true of English? Why?
4. Do you think a Chinese-style writing system would work for English? Why?

### 4.4 Class work for session 4

#### 4.4.1 Lesson 4 Part A: Discussion of chapter 2 of *Spoken and written language*

In the first part of the lesson, we will discuss chapter 2 ('Writing systems') of *Spoken and written language*. (See 4.2 and 4.3 above.)

#### 4.4.2 Lesson 4 Part B: Writing system exercise

In the second part of the lesson we will go over the task set for homework (see 3.5 above): to design a logographic writing system for English and use it to write a particular set of words.

#### 4.4.3 Lesson 4 Part C: Dictation exercise

In the third part of the lesson we will do a classic dictation. At the conclusion of the lesson, students will have the chance to self-correct what they have written.

### 4.5 Homework to be completed before session 5

1. How would you pronounce the word *zigzag* in English? (Check with a reputable dictionary to make sure.)
2. Read chapter 3 of *Spoken and written language* and be prepared to discuss it in class next week. (See the vocabulary list in 5.2 and the questions in 5.3 below.)

## 5 SWL chapter 3: Written language

### 5.1 Learning goals for this unit

1. Read and understand chapter 3 of *Spoken and written language*.
2. Become acquainted with the punctuation marks of English – including the name and function of each.
3. Experience some of the differences between spoken and written English, by punctuating the raw transcript of a portion of a debate.

### 5.2 Vocabulary for chapter 3 of *Spoken and Written Language*

to codify /'kəʊd.i.fai/	kodifizieren
to code /kəʊd/	kodieren
to emerge /i.mɜ:dʒ/	hervorkommen
codification /,kəʊd.i.f.i.'keɪf.n/	Kodifizierung
tacit /'tæs.ɪt/	stillschweigend
intelligibility /m.,tel.ɪdʒ.ə.'bɪl.ə.t.i/	Verständlichkeit
literacy rate /'lɪt.rəs.i .reɪt/	Alphabetismusrate
to hamper /'hæmp.ə/	hindern
to engender /m.'dʒend.ə/	hervorbringen
normative /'nɔ:m.ət.ɪv/	normativ
learned /'lɜ:n.ɪd/	gebildet
composite /'kɒmp.əz.ɪt/	zusammengesetzt
tamber /'tæmb.ə/	(anglicized spelling of:)
timbre /'tɛ̃:.br/	Timbre
indexical /m.'deks.ɪk.l/	sehr direkter Typ von Zeichenfunktion wie z.B. Rauch als (An-)Zeichen für Feuer; Omas Stimmqualität als Zeichen dafür, dass Oma und nicht Opa gerade im Nebenzimmer redet
omission /əʊ.'mɪʃ.n/	Auslassung
to omit /əʊ.'mɪt/	auslassen
import /'ɪm.pɔ:t/	Bedeutung, Wichtigkeit

to tabulate /'tæb.ju.lert/	tabellarisch auflisten
inherent /ɪn.'her.ənt/	inhärent
linear /'li.ni.ə/	linear
segmental /seg.'ment.l/	segmentell
tonicity /təʊ.'nis.ət.i/	Tonizität
tone /təʊn/	Ton(musterselektion)
phrasing /'freɪz.ɪŋ/	Phrasierung (wie in der Musik)
breathy /'breθ.i/	gehaucht
creaky /'kri:k.i/	knirschend
bodily /'bɒd.i.li/	körperlich
pitch range /'pɪtʃ ˌremdʒ/	Tonumfang
dominoes /'dɒm.i.nəʊz/	Dominosteine
tension /'tenʃ.n/	Spannung
streak /stri:k/	? (normalerweise: Streifen, Zug, Strähne, Spur; hier vielleicht ein Domino-Fachausdruck?)
to superimpose st. on st. /ˌsu:p.ər.ɪm.'pəʊz/	überlagern, projizieren
line of type /ˌlam əv 'taɪp/	Textzeile (gesetzt)
dialogue /'daɪ.ə.lɒɡ/	Dialog
stage directions /'steɪdʒ daɪ.'rek.fənz/	Regieanweisungen
condescension /ˌkɒn.dɪ.'senʃ.n/	Herablassung
to anchor /'æŋk.ə/	verankern
to obtain (here) /əb.'tem/	gelten
irrelevant /ɪ.'rel.əv.ənt/	irrelevant
implication of utterance /ˌɪmp.lɪ.keɪʃ.n əv 'ʌt.r.əns/	Fachausdruck aus dem britischen Kontextualismus (J. R. Firth): die Glaubhaftigkeit einer Einheit wie etwa eines Satzes, gemessen am Gefühl der an der Kommunikation Beteiligten, dass der Satz tatsächlich geäußert werden könnte
deadpan /'ded.pæn/	deadpan (ohne erkennbaren Gefühlsausdruck)
boustrophedon /ˌbu:s.trə.'fi:d.n/	Boustrophedon (archaische griechische Schreibweise)

interpolation /ɪn.tɜːp.əˈleɪʃ.n/	Interpolierung
cataphoric /ˌkæt.əˈfɔːr.ɪk/	kataphorisch (nach vorne weisend)
ascribe /əˈskraɪb/	zuschreiben
hyphen /ˈhaɪf.n/	Bindestrich
apposition /ˌæp.əˈzɪʃ.n/	Apposition
parentheses /pəˈrenθ.ə.sɪːz/	Klammern
centrepiece /ˈsent.ə.piːs/	Mittelstück
mortgage /ˈmɔːɡ.ɪdʒ/	Hypothek
attorney /əˈtɜːn.i/	Rechtsanwalt
covenant /ˈkʌv.ən.ənt/	Bund, Schwur; hier: Abkommen
collateral (n) /kəˈlæt.ər.əl/	Sicherheit
breathless /ˈbreθ.ləs/	atemlos
breathe /briːð/	atmen
predominantly /priˈdɒm.m.ənt.li/	vorwiegend
husbanding /ˈhʌz.bænd.ɪŋ/	(sorgsamer Umgang mit)
animal husbandry /ˌæn.m.l ˈhʌz.bænd.ri/	Viehzucht
inventory /ˈm.vənt.ər.i/	Inventar; Bestandsaufnahme
to inventory /ˈm.vənt.ər.i/	Inventur machen
invoice /ˈm.vɔɪs/	Rechnung
to invoice /ˈm.vɔɪs/	jdm eine Rechnung schicken
tribute /ˈtrɪb.juːt/	Tribut; Nachruf
panegyric /ˌpæn.əˈdʒɪr.ɪk/	Lobrede
ballot paper /ˈbæl.ət ˌpeɪp.ə/	Stimmzettel
pamphlet /ˈpæmf.lət/	Broschüre, Flyer
diglossia /daɪˈɡlɒs.i.ə/	Diglossie
register /ˈredʒ.ɪst.ə/	Register (funktionale Sprachvariante)
clustering /ˈklʌst.ər.ɪŋ/	Anhäufung
a will /wɪl/	Testament

caste /kɑːst/	Kaste
FIELD /fiːld/	Diskursfeld
TENOR /'ten.ə/	Diskurstenor
MODE /məʊd/	Diskursmodus
a mother-in-law language /'mʌð.ər.ɪn.(.)lɔː ˌlæŋ.gwɪdʒ/	Schwiegermuttersprache

If you have any additions or corrections to this list, please let me know!

### 5.3 Questions on the reading material

1. What are some of the things that writing systems leave out? Do you think it would be worthwhile trying to expand the writing system of English so as to include some of these?
2. What are the main differences between punctuation in English, and punctuation in German (or other languages you know)?
3. What are the differences between a dialect and a register?

### 5.4 Class work for session 5

#### 5.4.1 Lesson 5 Part A: Discussion of chapter 3 of *Spoken and written language*

In the first part of the lesson we will discuss chapter 3 ('Written language') of *Spoken and written language*. (See 5.2 and 5.3 above.)

Chapter 3 contains an example of 'boustrophedon' writing, typeset so as to give readers an impression of what it was like.

But strictly, Ancient-Greek-style 'boustrophedon' writing would look like this in English, remembering that only uppercase letters were used and the letters of each second line were mirror-reversed:

ONETHINGWASCERTAINTHATTHEWHITEKITTENHADHADNOTHINGTODOWITHITITWAS  
 CAFE2TIGNIVAHNEE3DAHNETTIKETIHWHTROFYERITNETTJUA2NETTIKKA1BEHT2  
 EWASHEDBYTHEOLDCATFORTHELASTQUARTEROFANHOURANDBEARINGITPRETTYW  
 ELLCONSIDERING2YOYU2FEETHAHTITCOULDINHAHTVAHTNADAHYANDINHEMISCHIEF

#### 5.4.2 Lesson 5 Part B: Vocabulary Exercise

In the second part of the lesson we will prepare the vocabulary for the video debate the text of which will be used as the basis for the punctuation exercise in the third part of the lesson.

### 5.4.3 Lesson 5 Part C: Punctuation Exercise

Below are three extracts from a speech by Christopher Hitchens that formed part of a debate on freedom of speech. The debate took place at the University of Toronto on 15 November 2006; Hitchens argues that freedom of speech includes the right to offend, i.e. that hate speech should not be a crime. The speech (downloadable as a single file via <https://www.youtube.com/watch?v=0lefVguutfo>) was transcribed from the following three-part YouTube video. Your task is to add the most appropriate punctuation.

[Part 1 of 3] [http://www.youtube.com/watch?v=Z0ck\\_bDb0JA](http://www.youtube.com/watch?v=Z0ck_bDb0JA)

[0:40] fire fire fire fire now youve heard it not shouted in a crowded theatre admittedly as I realize I seem now to have shouted it in the hogwarts dining room but the point is made everyone knows the fatuous verdict of the greatly overpraised justice oliver wendell holmes who asked for an actual example of when it would be proper to limit speech or define it as an action gave that of shouting fire in a crowded theatre its very often forgotten what he was doing in that case was sending to prison a group of yiddish speaking socialists whose literature was printed in a language most americans couldnt read opposing president wilsons participation in the first world war and the dragging of the united states into this sanguinary conflict which the yiddish speaking socialists had fled from russia to escape in fact it could be just as plausibly argued that the yiddish speaking socialists who were jailed by the excellent and overpraised judge oliver wendell holmes were the real firefighters were the ones who were shouting fire when there really was fire in a very crowded theatre indeed and who is to decide well keep that question if you would ladies and gentlemen brothers and sisters i hope i may say comrades and friends before your minds [2:03]

[Part 2 of 3] <http://www.youtube.com/watch?v=qHzjNhH7jXg>

[4:05] about the censorious instinct we basically know all that we need to know and weve known it for a long time it comes from an old story about another great englishman sorry to sound so particular about that this evening dr samuel johnson the great lexicographer author of the first compiler i should say of the first great dictionary of the english language when it was complete dr johnson was waited upon by various delegations of people to congratulate him of the nobility of the quality of the commons of the lords and also by a delegation of respectable ladies of london who attended on him in his fleet street lodgings and congratulated him dr johnson they said we are delighted to find that you have



not included any indecent or obscene words in your dictionary ladies said dr johnson i congratulate you on being able to look them up [4:56]

[Part 3 of 3] <http://www.youtube.com/watch?v=y30TS5gS00E>

[1:16] somebody said that antisemitism the kristallnacht in germany was the result of ten years of jew baiting ten years you must be joking its the result of two thousand years of christianity based on one verse of one chapter of st johns gospel which led to a pogrom after every easter sermon every year for hundreds of years because it claims that the jews demanded the blood of christ be on the heads of themselves and all their children to the remotest generation thats the warrant and licence for and incitement to anti jewish programs what are you going to do about that wheres your piddling subsection now does it say st johns gospel must be censored do i who have read freud and know what the future of an illusion really is and know that religious belief is ineradicable as long as we remain a stupid poorly evolved mammalian species think that some canadian law is going to solve this problem please no our problem is this our prefrontal lobes are too small and our adrenalin glands are too big and our thumb finger opposition isnt all that it might be and were afraid of the dark and were afraid to die and we believe in the truths of holy books that are so stupid and so fabricated that a child can and all children do as you can tell by their questions actually see through them and i think it should be religion treated with ridicule and hatred and contempt and i claim that right [2:45]

### 5.5 Homework to be completed before session 6

1. Complete the rest of the punctuation exercise that was begun in class.
2. If you have time, listen to the whole of Christopher Hitchens's contribution to the 'free speech' debate.
3. Read at least the first half of chapter 4 of *Spoken and written language* and be prepared to discuss it in class next week. (See the vocabulary list in 6.2 (/7.2) and the questions in 6.3 (/7.3) below.)

## 6 SWL chapter 4: Spoken language: prosodic features

### 6.1 Learning goals for this unit

1. Discuss any remaining problems that came up in the remainder of the punctuation exercise.
2. Experience more transcriptions of spontaneous speech.
3. Learn to feel the rhythm of English.
4. Learn to recognize the most important intonation patterns of English.

### 6.2 Initial vocabulary for chapter 4 of *Spoken and Written Language*

prosodic /prə.'sɒd.ɪk/	prosodisch
prosody /'prɒs.ə.d.i/	Prosodie
paradigm case /,pær.ə.dam 'keɪs/	Paradebeispiel
cranky /'kræŋk.i/	1) 'strange', merkwürdig, verrückt; 2) verärgert
a double (here) /ə 'dʌb.l/	eine Doppelwette
to fossick /'fɒs.ɪk/	nach etwas rumfummelnd schauen :-)
seventy odd dollars /,sev.ɪnt.i ɒd 'dɒl.əz/	siebzig Dollar oder so
kulak /'ku:l.æk/	Kulak
serf /sɜ:f/	Leibeigener
idiocy /'ɪd.i.əs.i/	Dummheit
to incorporate /m.'kɔ:p.ə.ɪt/	einverleiben
wording /'wɜ:d.ɪŋ/	Wortlaut
a great deal of /ə ,ɡreɪt 'di:l əv/	eine ganze Menge
to make use of /tə ,meɪk 'ju:s əv/	von etwas Gebrauch machen
nuance /'nju:ɑ:ns/	Nuance
analogous /ə.'næl.əɡ.əs/	analog
iambic pentameter /aɪ.æmb.ɪk pen.'tæm.ɪt.ə/	iambisches Pentameter
to detract from st. /di.'trækt/	etwas beeinträchtigen
unselfconscious /ˌʌn.(,)self.'kɒŋf.əs/	unbefangen, ungehemmt

burden /'bɜːd.n/	Bürde; belasten
prominence /'prɒm.m.əns/	Prominenz, Hervortreten, Wichtigkeit
to mellow /'mel.əʊ/	sänftigen, weich werden (weich machen)
tonic segment /,tɒn.ɪk 'seg.mənt/	Tonstelle
pretonic segment /,priː.tɒn.ɪk 'seg.mənt/	Vorlauf
typescript /'taɪp.skɪpt/	Maschinenschrift
pitch /pɪtʃ/	Tonhöhe
length /leŋθ/	Länge
loudness /'laʊd.nəs/	Lautstärke
fundamental frequency /ˌfʌnd.ə.ment.l 'friːk.wəns.i/	Grundfrequenz
duration /dju.'reɪf.n/	Dauer
intensity /ɪn.'tens.ət.i/	Intensität

If you have any additions or corrections to this list, please let me know!

### 6.3 Questions on the reading material

1. What is a 'language diary'?
2. Name two tone languages.
3. In English, how long does it typically take to pronounce a foot with two syllables in it, compared to a foot containing only one syllable?
4. What is the difference between TONICITY and TONE?

### 6.4 Class work for session 6

#### 6.4.1 Lesson 5 Part A: More on punctuation

In the first part of the lesson we will finish the discussion of the rest of the punctuation exercise that was set for homework.

#### 6.4.2 Lesson 6 Part B: Discussion of the first part of chapter 4 of *Spoken and written language*

In the second part of the lesson we will discuss pp. 46–54 of chapter 4 ('Spoken language: prosodic features') of *Spoken and written language*. (See 6.2 and 6.3 above.)

#### 6.4.3 Lesson 6 Part C: Listening exercise

In the third part of the lesson we will do a listening exercise, which is designed to sensitize students to English intonation patterns.

Note: Intonation is a very complex phenomenon; like grammar, it needs to function below the level of consciousness in order to function well. Some students find intonation 'difficult', and the difficulty typically takes one of several different forms:

Some students simply go on speaking English with the intonation patterns of their native language; but although native speakers of English are capable of making allowances for a 'foreign accent' ("she can't possibly have meant what she said, because that would be unspeakably rude"), they tend *not* to do so where intonation is concerned ("she meant exactly what she said, and is simply being rude!"). So it is in your interests to take English intonation seriously!

Other students simply 'pick up' English intonation unconsciously, and use it perfectly; but as soon as they are asked to produce a particular intonation contour on demand (or, a simpler task: to repeat an intonation contour that has just been recited to them), they fail abysmally.

Other students again can repeat an intonation contour they have just heard, but are incapable of using that contour when the situation demands it.

And a small number of students are capable of producing exactly the intonation contour they consciously set out to produce—and then prove to be incapable of producing it *unconsciously* when it is needed.

The upshot of all this is: DON'T PANIC!!! :-)

#### 6.5 Homework to be completed before session 7

1. Finish reading chapter 4 of *Spoken and written language* and be prepared to discuss it in class next week. (See the vocabulary list in 7.2 and the questions in 7.3 below.)
2. How many 'parts of speech' are there? By 'parts of speech' I mean 'Wortarten', such as 'noun', and not syntactic functions, such as 'subject'. Make a list, so that we can write them all on the board next week.

## 7 Grammar

### 7.1 Learning goals for this unit

1. Learn the meaning of tonic prominence in English.
2. Learn the meaning of the tones of English.
3. Analyse the transcript of a short conversation by assigning each word in it to one 'part of speech' (e.g. noun, preposition, ...).
4. Understand the difference between grammatical function (e.g. Subject) and grammatical class (e.g. nominal group).
5. Learn to use the notion of RANK in English, by identifying stretches of text as clause, group or phrase, word, morpheme, or complexes of these.
6. Become aware of the principles governing the order of adjectives in English.

### 7.2 More vocabulary for chapter 4 of *Spoken and Written Language*

(A) (is) in the gift of (B) /ɪn ðə 'ɡɪft əv/	B hat die Macht, A zu vergeben
ground and figure /ˌɡraʊnd ən 'fɪɡə/	Grund und Form (Gestalt)
culmination /ˌkʌlmɪːˈneɪʃn/	Höhepunkt, Abschluss, Schlusspunkt
obligatory /əˈblɪɡətərɪ/	obligatorisch, Pflicht-
optional /'ɒpʃnəl/	wahlweise, Wahl-
a ranking clause /əˌræŋkɪŋ 'klɔːz/	ein nicht rangverschobener Satz
an embedded clause /ən ɪmˌbedɪd 'klɔːz/	ein rangverschobener ('eingebetteter') Satz
crescendo /krəˈʃendəʊ/	Crescendo
stretch /stretʃ/	Strecke
to construe /kənˈstruː/	auffassen, auslegen, konstruieren
by the same token /baɪ ðə ˌseɪm 'təʊk.n/	ebenso, desgleichen, umgekehrt
static /'stætɪk/	statisch
dynamic /daɪˈnæmɪk/	dynamisch
to opt out /tuˌɒpt 'aʊt/	nicht mitmachen, aus etwas aussteigen
to suspend /tə səˈspend/	aufschieben

an unmarked option /ən ʌn.mɑ:kt 'ɒp.fɪn/	unmarkierte Option (s. Wikipedia-Artikel zu 'Markiertheit')
speech function /'spi:tʃ ˌfʌŋk.fɪn/	ungefähr 'Sprechakttyp'
mood /mu:d/	Satzmodus
key /ki:/	(die Bedeutung, die von der Tonmusterselektion getragen wird)
cut-and-dried /ˌkʌt ən 'draɪd/	in trockenen Tüchern
reservation /ˌrez.ə.'veɪʃ.n/	Vorbehalt
clearcut /ˌklɪə.'kʌt/	klar umrissen
an unbroken succession /ən ʌn.bɹəʊk.n sək.'seɪ.f.n/	eine ununterbrochene Folge/ Aneinanderreihung
contour /'kɒn.tʊə/	Kontur, Muster
outing /'aʊt.ɪŋ/	Ausflug
pensioner /'penʃ.n.ə/	Rentner bzw. Rentnerin
to prime /praɪm/	'vorpumpen', aufwärmen
stochastic /stə.'kæst.ɪk/	stochastisch
taxis /'tæks.ɪs/	Taxis (Sub- bzw. Ko-ordination)
estimable /'est.ɪm.əb.l/	achtenswert, beachtenswert
content-bearing /'kɒn.tent ˌbeər.ɪŋ/	bedeutungstragend

If you have any additions or corrections to this list, please let me know!

### 7.3 Questions on the reading material

1. What is the meaning of tonic prominence in English?
2. What is the meaning of falling tone in English?
3. What is the meaning of rising tone in English?
4. What is the meaning of level tone in English?
5. Which tones of English do you think occur most frequently?

## 7.4 Class work for session 7

### 7.4.1 Lesson 7 Part A: Discussion of the second part of chapter 4 of *Spoken and written language*

In the first part of the lesson we will discuss pp 55–60 of chapter 4 ('Spoken language: prosodic features') of *Spoken and written language*. (See 7.2 and 7.3 above.) The discussion will also relate back to the listening exercise done in Lesson 6 Part C.

### 7.4.2 Lesson 7 Part B: Parts of speech

In the second part of the lesson we will collect suggestions for an 'official list' of the 'parts of speech' (Wortarten) needed for describing English.

We will then contrast this with M.A.K. Halliday's list of the 'parts of speech' of a functional grammar, which will be handed out in class. (If you are absent, please remember to email me to get a copy!) The handout also contains an exercise, which we will do together in class.

### 7.4.3 Lesson 7 Part C:

In the third part of the lesson, we will briefly discuss the difference between FUNCTION (e.g. Subject) and CLASS (e.g. nominal group), and introduce the notions of CONSTITUENCY and RANK ('bigger units made up of smaller ones'). We will take an initial look at the syntax of a part of the English nominal group.

## 7.5 Homework to be completed before session 8

1. Read chapter 5 of *Spoken and written language* and be prepared to discuss it in class next week. (See the vocabulary list in 8.2 and the questions in 8.3 below.)
2. Review the exercise on 'parts of speech' ('Wortarten') that we did in class this week. If you would like a copy of the 'key', send me an email.
3. Find one example of lexically 'dense' written text, and be prepared to 'unpack' it in class so that it works better as spoken language (with lower lexical density per clause than before, but more clauses altogether).

## 8 SWL chapter 5: Written language: lexical density

### 8.1 Learning goals for this unit

1. Begin working with the notion of lexical density.
2. Understand the difference between the high lexical density of written language and the low lexical density of spoken language.
3. Review the difference between lexical ('content') words and grammatical ('function') words, taking into account the borderline cases (lexical words that have a very general meaning and occur very frequently).
4. Learn to calculate lexical density in terms of number of lexical items per clause.
5. Compare the structure of clauses with the structure of nominal groups.
6. Take lexically dense portions of written English text and rephrase them so as to make them more intelligible in spoken English.

### 8.2 Vocabulary for chapter 5 of *Spoken and Written Language*

cemetery /'sem.ətri/	Friedhof
conservation /kɒns.ə.'veɪʃ.n/	(hier:) Erhalt
a facility /fə.'sɪl.ət.i/	Anlage
attachment /ə.'tætʃ.mənt/	Bindung
dappled /'dæp.lɪd/	farbig-scheckig, (mit Licht und Schatten) gefleckt
intrusion /ɪn.'tru:ʒ.n/	Intrusion
slavish /'sleɪv.ɪʃ/	sklavisch
sparse /spɑ:s/	gering
battery /'bætri/	(hier:) Reihe
intricate /'ɪntr.ɪk.ət/	verzwickt, kompliziert
intricacy /'ɪntr.ɪk.əs.i/	Verzwicktheit
deployment /di.'plɔɪ.mənt/	Einsatz
knob /nɒb/	Knauf, Griff
sill /sɪl/	Fensterbank, Fenstersims
consistently /kən.'sɪst.ənt.li/	konsequent



mother-in-law language /ˈmʌð.ər.m.,lɔː ˌlæŋ.gwɪdʒ/	Schwiegermuttersprache (Vermeidungssprache)
approximation /əˌprɒks.ɪˈmeɪʃ.n/	Annäherung
running words /ˌrʌn.ɪŋ ˈwɜːdz/	laufende Worte
weighting /ˈweɪt.ɪŋ/	Gewichtung
envisage /m.ˈvɪz.ɪdʒ/	vorsehen
unconditioned probability /ˌʌn.kən.dɪʃ.nd ˌprɒb.əˈbɪl.ə.t.i/	unbedingte Wahrscheinlichkeit
occur /əˈkɜː/	sich ereignen
occurrence /əˈkʌr.əns/	Ereignis
crudely /ˈkruːd.li/	grob
clause complex /ˌkloːz ˈkɒm.pleks/	Teilsatzkomplex
pro tem(pore) /ˌ(,)prəʊ ˈtem(p.ə.ɪ)/	vorübergehend
theme /θiːm/	Thema
expound /ɪkˈspaʊnd/	exponieren, erläutern
exposition /ˌeks.pəˈzɪʃ.n/	Erläuterung
Beneficiary /ˌben.ɪˈfɪʃ.ər.i/	Nutznieser, Begünstigter
reflex /ˈriː.fleks/	Reflex, Spiegelung
affection /əˈfek.ʃn/	(hier:) Affekt
elastic /iˈlæst.ɪk/	elastisch
elasticity /ˌɪl.æˈstɪs.ə.t.i/	Elastizität
down-ranked /ˌdaʊnˈræŋkt/	heruntergestuft
embedded /ɪmˈbed.ɪd/	eingebettet
fallacy /ˈfæl.əs.i/	Trugschluss
fallacious /fəˈleɪʃ.əs/	falsch
epithet /ˈep.ɪ.θet/	Beiname, Beiwort, Epitheton
proliferate /prəʊˈlɪf.ə.reɪt/	wuchern, sich stark vermehren
peg /peg/	Zapfen, Pflock, Haken
cleft /kleft/	gespalten, Spalt-

cleft construction  
/'kleft kənˌstrʌkʃn/

to attend to s.t. /əˈtend/

Spaltsatz

sich um etwas kümmern

If you have any additions or corrections to this list, please let me know!

### 8.3 Questions on the reading material

1. What are the main differences between grammatical ('function') words and lexical ('content') words?
2. What would be the easiest way to calculate the lexical density of a text?
3. What effect does the 'expectedness' of a word have on the lexical density of a text?
4. What is the difference between the terms 'clause', 'sentence' and 'clause complex'?
5. What would be the best way to calculate the lexical density of a text?
6. What are the threefold functions of a clause?
7. Which carries more lexical content in English—the nominal group or the verbal group?

### 8.4 Class work for session 8

#### 8.4.1 Lesson 8 Part A: Discussion of chapter 5 of *Spoken and written language*

In the first part of the lesson we will discuss chapter 5 ('Written language: lexical density') of *Spoken and written language*. (See 8.2 and 8.3 above.)

#### 8.4.2 Lesson 8 Part B: 'Unpacking' lexical density

In the second part of the lesson we will attempt to 'unpack' examples of lexically dense (written) language, turning them into less lexically dense but more grammatically intricate pieces of (spoken) language.

#### 8.4.3 Lesson 8 Part C:

In the third part of the lesson, we will discuss one or more grammatical issues of the students' own choosing. This might be the question of gerund vs. infinitive, or the question of how process types interact with the *be ...-ing* form.

## 8.5 Homework to be completed before session 9

1. Read chapter 6 of *Spoken and written language* and be prepared to discuss it in class next week. (See the vocabulary list in 9.2 and the questions in 9.3 below.)
2. Find one example of a piece of spoken language with high grammatical complexity and low lexical density, and turn it into a piece of written language with low grammatical complexity and high lexical density. Be prepared to discuss your example in class.
3. (If the teacher gets around to it...) Complete the exercise on gerunds that you will receive by email.

## 9 SWL chapter 6: Spoken language: grammatical intricacy

### 9.1 Learning goals for this unit

1. Overcome the myth that spoken language is 'formless'.
2. Get a feel for the typical (low) lexical density of spoken language.
3. Understand the 'choreographic' nature of the complexity of spoken language.
4. Learn to analyse the clause complexes in terms of TAXIS (para- and hypo-) and understand the kinds of logical-semantic relationships that can be expressed in this way.

### 9.2 Vocabulary for chapter 6 of *Spoken and Written Language*

formless /'fɔ:m.ləs/	formlos
featureless /'fi:tʃ.ə.ləs/	ohne Merkmale; nichtssagend; gesichtslos
X is riddled with Y /ˌeks ɪz ˌrɪd.lɪd wɪð 'waɪ/	X ist von Y durchlöchert, durchsetzt
rife /raɪf/	weit verbreitet
draft /draʊft/	Entwurf
typescript /'taɪp.skɹɪpt/	maschinengeschriebenes Schriftstück
proportioned capacity /prəˌpɔːʃ.ɪnd kəˈpæs.ət.i/	(hier ungefähr:) Umfang bei gleichmäßiger Abdeckung
oratory /'ɒr.ət.ər.i/	Redekunst
to deflect /di.'flekt/	ablenken
futile /'fjuː.təl/	nutzlos, sinnlos, zwecklos
futility /'fjuː.təl.ət.i/	Nutzlosigkeit, Sinnlosigkeit, Zwecklosigkeit
tableau /'tæb.ləʊ/	Gemälde, (lebendes) Bild
tape repeater /'teɪp riː.piːt.ə/	Gerät zur Wiederholung von (Ausschnitten aus) Tonbandaufnahmen
transcribing machine /(ˌ)træn.'skraɪb.ɪŋ məˌʃiːn/	Transkriptionsgerät
a battery of /ə 'bætrɪ.i əv/	eine Reihe von
parataxis /ˌpær.ə.'tæks.ɪs/	Parataxe
hypotaxis /ˌhaɪp.əʊ.'tæks.ɪs/	Hypotaxe
apposition /ˌæp.ə.'zɪʃ.n/	Apposition

iteration /ˌɪ.tə.'reɪʃ.n/	Iteration
recursion /rɪ.'kɜːʃ.n/	Rekursion
concatenation /kən,kæt.ɪ.'neɪʃ.n/	Verkettung
to breed /briːd/	züchten
contract cleaning /kən.trækt 'kliːn.ɪŋ/	vertragliche Reinigungsdienste
bitch /bɪtʃ/	Hündin
kennel prefix /'ken.l ,priː.fɪks/	Zwingername
semi-trailer /'sem.i.,treɪl.ə/	Sattelzugmaschine (mit Auflieger)
prowler /'praʊl.ə/	Herumtreiber
married quarters /'mæɪd ,kwɔːt.əz/	Verheiratetenunterkünfte
a full-back /'fʊl.bæk/	Verteidiger
a stand-off /'stænd.ɒf/	ein Unentschieden (?)
to kick for touch /tʌtʃ/	(den Ball) hinausschießen
it's the side that has possession ['that'] is at an advantage	(note the zero form of the relative pronoun even though it's the grammatical subject of "is")
to extract /ɪk.'strækt/	extrahieren
an extract /'eks.trækt/	Auszug, Ausschnitt
repertory /'rep.ət.ər.i/	Repertoire
sense-impression /'sens ɪm.pref.n/	Sinneseindruck
to hold the floor /,həʊld ðə 'flɔː/	das Rederecht weiterhin beanspruchen
venom /'ven.əm/	Gift
anti-venene /,ænt.i.'ven.iːn/	Gegengift
tetanus /'tet.ən.əs/	Tetanus (Wundstarrkrampf)
mamba /'mæm.bə/	Mamba-Schlange
disjointed /dɪs.'dʒɔɪnt.ɪd/	unzusammenhängend, zusammenhanglos
transitory /'træns.ət.ər.i/	vorübergehend, vergänglich
inconsequential /ɪn,kɒns.ɪ.'kwenʃ.l/	unbedeutend, belanglos
to splutter /'splʌt.ə/	prusten
a slip of the tongue /ə ,slɪp əv ðə 'tʌŋ/	ein Versprecher

a slip of the pen /ə ,slɪp əv ðə 'pen/	ein Flüchtigkeitsfehler (Schreibfehler)
to bandy words around / ,bænd.i ə ,raʊnd/	mit Wörtern um sich werfen
to bandy words about / ,bænd.i ə ,baʊt/	(dito)
tacking /'tæk.ɪŋ/	Heftfäden
bits of material / ,bɪts əv mæ.'tɪər.i.əl/	(here:) Stofffetzen

If you have any additions or corrections to this list, please let me know!

### 9.3 Questions on the reading material

1. Is speech as disorderly as it often appears to be (when transcribed)?
2. What happens to the disorder in (the production of) written language?
3. What is the average lexical density of spoken language, in terms of number of lexical items per clause?
4. What are some of the things that the terms 'paratactic' and 'hypotactic' correspond to in traditional grammar?

## 9.4 Class work for week 9

### 9.4.1 Lesson 9 Part A: Discussion of chapter 6 of *Spoken and written language*

In the first part of the lesson we will discuss chapter 6 ('Spoken language: grammatical intricacy') of *Spoken and written language*. (See 9.2 and 9.3 above.)

### 9.4.2 Lesson 9 Part B: Exercise on Nominal Style

One of the most characteristic features of written language is that it is used for communicating relatively 'impersonally' across space and time. Often the field of the discourse is a technical one, and this leads to a kind of metaphorical transference: instead of processes being represented by verbal groups, things by nominal groups, and the logical relations between processes by conjunctions, we find different assignments of categories: processes are represented by nominal groups (which often include pre- and post-modification to denote the things involved in the processes), and logical relations among processes are represented by verbal groups.

### Task 1:

The following sentences each contain more than one clause and are written in *Verbalstil*. Rewrite each sentence according to the pattern given, by nominalizing the events portrayed in the individual clauses and changing the conjunctive relation into a verbal group, thus producing one simple sentence in *Nominalstil*.

1. a. After the FDP won the election, the SPD merged with the CDU.  
b. The FDP's election victory was followed by the SPD's merger with the CDU.
2. a. Before Trump won the Electoral College vote, the Democrats had effectively collapsed.  
b. \_\_\_\_\_
3. a. Because Le Pen won the election, France abolished the euro and reintroduced the franc.  
b. \_\_\_\_\_
4. a. At the same time as Le Pen won in France, the Corbynistas staged a successful coup in the U.K.  
b. \_\_\_\_\_

Students may like to suggest examples of their own and convert them from (the patterns of) spoken into (the patterns of) written language.

### 9.4.3 Lesson 9 Part C:

In the third part of the lesson we will explore the relationship between one aspect of intonation (tone sequences) and lexicogrammatical TAXIS.

### 9.5 Homework to be completed before week 10

1. Read chapter 7 of *Spoken and written language* and be prepared to discuss it in class next week. (See the vocabulary list in 10.2 and the questions in 10.3 below.)
2. There is no further homework this week—but in the next class you will be asked to write an essay, so you might like to practise the dying art of writing legibly.

## 10 SWL chapter 7: Speaking, writing, and learning

### 10.1 Learning goals for this unit

1. Begin thinking about the notion of 'grammatical metaphor'.
2. Explore the differences between spoken and written language in relation to the roles they play in learning.

### 10.2 Vocabulary for chapter 7 of *Spoken and Written Language*

analogy	(misprint for 'analogy')
analogy /ə.'næl.ədʒ.i/	Analogie
to qualify /tə 'kwɒl.i.fai/	einschränken, modifizieren, relativieren
overlap /'əʊv.ə.læp/	Überlappung
to overlap /tu ,əʊv.ə.'læp/	sich überlappen
service encounter /'sɜ:v.ɪs m.,kaʊnt.ə/	(alle Phasen einer) Dienstleistung (Anbahnung, Vereinbarung, Leistung, Gegenleistung, ...)
applause	(misprint for 'applause')
applause /ə.'plɔ:z/	Beifall
congruently /'kɒŋ.gru.ənt.li/	(opposite of: 'metaphorically')
subsidy /'sʌb.səd.i/	Subvention
to incur /tu m.'kɜ:/	sich zuziehen
resentment /ri.'zent.mənt/	Unmut, Ressentiment
to err /tu 'ɜ:/	(sich) irren
to growl /tə 'graʊl/	knurren
to bathe /tə 'beɪð/	baden
observation /,ɒbz.ə.'veɪʃ.n/	Beobachtung
observation coach /,ɒbz.ə.'veɪʃ.n ,kəʊtʃ/	Kanzelwagen (mit Aussichtsabteil)
to orate /tu ɔ:.'reɪt/	eine Rede halten
to attend to /tu ə'tend tə/	(auf jemanden / etwas) Acht geben, aufpassen, aufmerken; etwas Beachtung schenken
to derive from /tə di.'raɪv frəm/	von etwas herrühren



to sanctify /tə 'sæŋktɪ.fai/	heiligen, weihen; rechtfertigen
to separate the sheep from the goats /tə ,sep.ə.reit ðə ,ʃi:p frəm ðə 'gəʊts/	die Schafe von den Böcken scheiden
to redress the balance /tə ri,dres ðə 'bæl.əns/	das Gleichgewicht wiederherstellen
pernicious /pə.'niʃ.əs/	schädlich, verderblich
pedestal /'ped.ɪst.l/	Podest, Sockel

If you have any additions or corrections to this list, please let me know!

### 10.3 Questions on the reading material

1. What is grammatical metaphor?
2. Is it more common in written or in spoken language?
3. Which is more important – spoken language or written language?

### 10.4 Class work for week 10

#### 10.4.1 Lesson 10 Part A: Discussion of chapter 7 of *Spoken and written language*

In the first part of the lesson we will discuss chapter 7 ('Speaking, writing, and learning') of *Spoken and written language*. (See 10.2 and 10.3 above.)

#### 10.4.2 Lesson 10 Part B: Grammatical metaphor

In the second part of the lesson we shall explore the notion of 'grammatical metaphor' in a bit more depth.

#### 10.4.3 Lesson 10 Part C: Writing task

In the third part of the lesson, students will write one or two pages on the topic "My plans for the Christmas holidays".

Please use the unlined A4 paper provided, and write inside the box, leaving wide margins all round. Write your name on every page.

The work will be handed back (in the form of a photocopy, with the location of mistakes indicated) after the Christmas holidays. Students will then self-correct their work, after which a second photocopy (containing the teacher's corrections) will be provided.

## 10.5 Homework to be completed before week 11

1. Prepare an oral report (two or three minutes long) to be presented at the first class after the Christmas holidays. The oral report can be on anything interesting that happened during the holidays.
2. If you have lots of time and/or are bored: Start doing the exercises on nominal and adverbial morphology in 12.4.3 and on verbal morphology in 13.4.3 below.
3. Begin thinking about the questions listed in 11.3 below:
  - What is (a) text?
  - How many types of text(s) are there?
  - How can we classify text(s)?
  - How can translators benefit from knowledge about texts (/text) and about how they are (/it is) produced?
  - What kinds of text(s) do you think you will want/need to produce in English?

## 11 Essays

### 11.1 Learning goals for this unit

1. Give a brief oral report on how you spent the Christmas break.
2. Self-correct and discuss the essays you wrote before the Christmas break.
3. Learn to distinguish between different ways of talking about the future.

### 11.2 Vocabulary

The vocabulary for this unit will be written on the blackboard or displayed on the projection screen during the lesson.

### 11.3 Some questions to think about

1. What is (a) text?
2. How many types of text(s) are there?
3. How can we classify text(s)?
4. How can translators benefit from knowledge about texts (/text) and about how they are (/it is) produced?
5. What kinds of text(s) do you think you will want/need to produce in English?

### 11.4 Class work for session 11

#### 11.4.1 Lesson 11 Part A: Presentation of oral reports

In the first part of the lesson students will present brief oral reports on how they spent the Christmas break.

#### 11.4.2 Lesson 11 Part B: Discussion of essays

In the second part of the lesson I will give back the essays that were written during the last class before the break. Students will first attempt to self-correct (or ask their neighbours for help in correcting) the mistakes identified on the first copy of their work. They will then open the second copy and take the correction process a step further.

### 11.4.3 Lesson 11 Part C:

In the third part of the lesson, we will discuss the grammar involved in talking about the future in English.

### 11.5 Homework to be completed before session 12

1. Read chapter 1 of *Language, context, and text* and be prepared to discuss it in class next week. (See the vocabulary list in 12.2 and the questions in 12.3 below.)
2. Make sure you have completed the exercise on English nominal and adverbial morphology if you have not already completed it during the Christmas break. The exercise sheets are reproduced in chapter 12.4.3s of the course notes below (three full pages).

## 12 LCT ch. 1: Context of situation

### 12.1 Learning goals for this unit

1. Become familiar with the notion of 'context of situation' as used in modern British linguistics.
2. Explore the notion of 'generic structure' in relation to the structure of sermons.
3. Review your knowledge of the morphology of English nouns, adjectives and adverbs.

### 12.2 Vocabulary for chapter 1 of *Language, context, and text*

stance /stæns/	Standpunkt
all-embracing /ˌɔːl.ɪm.'breɪs.ɪŋ/	allumfassend
realm /reɪlm/	(here:) Bereich
bearer /'beər.ə/	Träger
Trobriand Islands /ˌtrɒb.rɪ.ənd 'aɪl.əndz/	Trobriand-Inseln
Trobrianders /'trɒb.rɪ.ənd.əz/	Bewohner der Trobriand-Inseln
Kiriwinian /kɪr.i.'wiːn.i.ən/	Sprache von Kiriwina, der Hauptinsel der Trobriand-Inseln
to render /'rend.ə/	(here:) wiedergeben
to convey /kən.'veɪ/	rüberbringen
to mimic /'mɪm.ɪk/	nachahmen
to coin /kɔɪn/	prägen
lagoon /lə.'ɡuːn/	Lagune
cargo /'kɑːɡ.əʊ/	Ladung
reef /riːf/	Riffe
scarce /skeəs/	selten
famine /'fæm.ɪn/	Hungersnot
colleague /'kɒl.iːɡ/	Kollege /kɔː'leːɡə/
predictions /prɪ.'dɪk.tʃnz/	Vorhersagen
exegesis /ˌeks.i.'dʒiːs.ɪs/	Exegese
explication de texte /ɛks.plɪ.ka.sjɔ̃ də 'tɛkst/	textual commentary

to improvise /'ɪm.prə.vəɪz/	improvisieren
to encapsulate /ɪn.'kaps.ju.leɪt/	einkapseln, verbergen
piecemeal /'piːs.miːl/	stückweise, Stück für Stück
to obtain /əb.'tem/	(here:) gelten
expository /ɪk.'spɒz.ət.ər.i/	erklärend
immovable property /ɪ,muːv.əb.l.'prɒp.ət.i/	Immobilien
freehold /'friː.həʊld/	freies Grundeigentum
leasehold /'liːs.həʊld/	Pachtbesitz
signed sealed delivered /ˌsaɪnd ˌsiːld di.'lɪv.əd/	'unterschieden, versiegelt, zugestellt': 'unter Dach und Fach gebracht'
deed of transfer /diːd əv 'træns.fɜː/	Übertragungsurkunde
Woolwich /'wʊl.ɪdʒ/	(engl. Stadt mit Bischofssitz)
a thrust /θɹʌst/	Stoß, Vorstoß
to impel /ɪm.'pel/	dazu bewegen
superfluous /su.'pɜːflu.əs/	überflüssig
dispensable /dɪ.'spens.əb.l/	verzichtbar
intolerable /ɪn.'tɒl.ər.əb.l/	untragbar
flock /flɒk/	Schafherde; Gemeinde

If you have any additions or corrections to this list, please let me know!

### 12.3 Questions on the reading material

1. What does the word “semiotic” mean?
2. Why does Halliday invent the term “social-semiotic”?
3. What is the difference between ‘context of situation’ and ‘context of culture’ (for Malinowski)?
4. What is J. R. Firth’s definition of meaning?
5. What is M. A. K. Halliday’s definition of text?
6. What are FIELD, TENOR and MODE?

### 12.4 Class work for session 12

#### 12.4.1 Lesson 12 Part A

In the first part of the lesson we will discuss chapter 1 (‘Context of situation’) of *Language, context, and text*. (See 12.2 and 12.3 above.)

#### 12.4.2 Lesson 12 Part B

In the second part of the lesson we will explore the notion of ‘generic structure’, taking as an example the structure of a sermon (‘Predigt’). The generic structure of a text can be maintained even if its subject matter is changed; this effect can be exploited for humorous purposes, as in a parody of a typical sermon that might be held in a rural Anglican parish church on a Sunday morning or Sunday evening.

If students wish to explore the notion of generic structure further, they can read the second part (chapters 4, 5 and 6) of *Language, context, and text*.

#### 12.4.3 Lesson 12 Part C

In the third part of the lesson, we will discuss the most important points raised by the exercise on English nominal and adverbial morphology (the exercise sheets are reproduced below).

# MORPHOLOGY EXERCISE (1): NOMINAL AND ADVERBIAL

## A. NOUNS (and pronouns)

Give the plural of the following:

(1) cap cape mat dock cuff cloth	(2a) cab wabe wad cog grove	(3) car lair bore bay bow	(4) match watch badge church speech boss bus piece cause eyelash entourage hinge box
(5) city buoy journey dye Germany	(6a) shelf itself myself thief wife	(7) photo potato tomato torpedo	(8) man woman postman child ox mouse louse goose tooth foot
(9a) happiness democracy love	(6b) moth bath path mouth house		(14) octopus nucleus radius memorandum stratum analysis basis crisis hypothesis neurosis vertebra antenna index phenomenon
(9b) cod salmon sheep	(10b) beer coffee butter		corpus genus seraph cherub précis
(9c) fish	(11) a bird		
(10a) coal hair	(12) Prime Minister Governor-General		
	(13) PM MP 6 £		



## A. NOUNS (and pronouns) [continued]

*Give the singular of the following:*

dice	dyes	bases (/ˈbeɪs.iːz/)	
lice	lies	bases (/ˈbeɪs.iːz/)	
cattle			
birds			
some (/sʌm/) frogs			
some (/ˈsʌm/) frogs or other			
clothes	equipment	strata	media
scissors	furniture	phenomena	
clothes hangers			
trouser pockets			

*Which is (grammatically) correct?:*

the United States are planning to invade Cuba  
the United States is planning to invade Cuba  
the government are considering a new law  
the government is considering a new law

*Give the possessive form of the following:*

Pat	James	the boy
John	Karl Marx	the girls
Jenny	Mr Jones	the women
		the Joneses
Colin and Mary		
Tom and I		
his mother-in-law		
the Secretary General		
St James		
Sir Edward St. John		
goodness (in: for ..... sake)		
Christ (in: for ..... sake)		
Socrates		
Jesus		
Jesu		

*Give the feminine of the following:*

actor  
doctor  
usher  
hero  
nephew  
host  
steward  
chairman

## B: NUMERALS

*Give the ordinal forms of the following cardinal numbers:*

1	21	101	111
2	32	102	112
3	43	103	113
4	54	104	114

## C: ADJECTIVES

*Give the comparative and superlative of the following:*

tall	happy
big	clever
broad	quiet
wide	
dry	
pleasant	careful
common	famous
simple	
likely	
ridiculous	unhappy
curious	unlikely
little	
shy	
good	good-looking
bad	
(he's) ill	
(he's) well	
well-paid	
badly-planned	

## D: ADVERBS

*Form the adverb from the following adjectives:*

sad	suitable	whole	true
cheerful	easy	dull	due
private	shy	full	undue
surprising	dry		eerie
contented	alleged	tragic	public
excited	assured	automatic	fast

*Form the comparative and superlative of the following adverbs:*

wickedly  
(run) fast  
(work) hard  
(travel) far

## 12.5 Homework to be completed before session 13

1. Read chapter 2 of *Language, context, and text* and be prepared to discuss it in class next week. (See the vocabulary list in 13.2 and the questions in 13.3 below.)
2. Make sure you have completed the exercise on English verbal morphology and that you have a reasonable command of English irregular verbs.
3. As there will be a writing task next week, and most people no longer write by hand, you might like to practise writing by hand on unlined paper.

## 13 LCT ch. 2: Functions of language

### 13.1 Learning goals for this unit

1. Become familiar with the notion of 'functions of language' as used in modern British (and other schools of) linguistics.
2. Review your knowledge of the morphology of English verbs, especially irregular verbs.

### 13.2 Vocabulary for chapter 2 of *Language, context, and text*

schema, pl. schemata /'ski:m.ə 'ski:m.ət.ə/	Schema
conative /'kɒn.ət.ɪv/	konativ, Willens-, Verhaltensabsichten betreffend
conation /kəʊ.'neɪʃ.n/	(linguistics:) attempted action rather than action
scheme /ski:m/	Plan, Schema
exploratory /ɪk.'splɔr.ət.əri/	erforschend, Erkundungs-
grooming /'gru:m.ɪŋ/	Fellpflege, Pflege
phatic /'fæt.ɪk/	phatisch
column /'kɒl.əm/	Spalte
row /rəʊ/	Reihe
patchy /'pætʃ.i/	bruchstückhaft, lückenhaft,
patchily /'pætʃ.ɪ.li/	(adverb from above)
grid /grɪd/	Raster
locative /'lɒk.ət.ɪv/	Lokativ (Ortsangabe)
overtly /əʊ.'vɜ:t.li/	offen, offenkundig
composite /'kɒmp.əz.ɪt/	zusammengesetzt
to apprehend /,æp.rɪ.'hend/	(hier:) wahrnehmen, verstehen, erfassen
oblique /ə.'bli:k/	schräg
quaint /kweɪnt/	wunderlich, anheimelnd, urig, kurios
conceit /kən.'si:t/	Konzetto (eine bestimmte Art literarischer Wendung; (Pl: Konzetti); Duden bietet Folgendes: Kon zet ti, Concetti [ital. concetti, Pl. von: concetto= (geistreicher) Einfall < lat. conceptus, Konzept] (Literaturw.): geistreich-witzige Redewendungen, kunstvolle Wortspiele (bes. in der europäischen Barockdichtung u. bei Petrarca).
conceit /kən.'si:t/	(alltagssprachlich:) Einbildung

undertaking /ˌʌnd.ə.'teɪk.ɪŋ/	(hier:) Verpflichtung
to derive /di.'rɑ:v/	herrühren, stammen, sich herleiten
to pledge /pledʒ/	versprechen, geloben, schwören
congruence /'kɒŋ.gru.əns/	Kongruenz, Deckungsgleichheit, Übereinstimmung
genre /'ʒɒn.rə/	Genre
iambic /aɪ.'æm.bɪk/	iambisch
fossilised /'fɒs.l.aɪzd/	versteinert
metaphor /'met.ə.fə/	Metapher
far-fetched /,fɑ:.'fetʃt/	weit hergeholt
reluctant /ri.'lʌkt.ənt/	zurückhaltend, unwillig
to cajole /kə.'dʒəʊl/	gut zureden, überreden
maintenance /'meɪnt.ən.əns/	Aufrechterhaltung
monologue /'mɒn.ə.lɒɡ/	Monolog
an inclusive "we" /ən.m.,klu:s.ɪv 'wi:/	ein inklusives "Wir": Sprecher (ggf. plus Andere) plus Adressat
anaphoric reference /ˌæn.ə.'fɒr.ɪk 'ref.r.əns/	Anaphorik
ready foregrounded /,red.i 'fɔ:graʊnd.ɪd/	bereits vordergründig, bereits hervorgehoben
to access /'æk.ses/	zugreifen, in Anspruch nehmen, Zugang erhalten

If you have any additions or corrections to this list, please let me know!

### 13.3 Questions on the reading material

1. In looking at the functions of language, Bronislaw Malinowski was working from the perspective of an anthropologist; what was the perspective of (respectively:) Karl Bühler, James Britton and Desmond Morris?
2. How does M. A. K. Halliday's notion of 'function' differ from that of Malinowski, Bühler, Britton and Morris?

3. What is 'experiential' meaning (or 'language as reflection')?
4. What is 'interpersonal' meaning (or 'language as action')?
5. What is 'logical' meaning?
6. What is 'textual meaning'?
7. How is the FIELD of a text expressed?
8. How is the TENOR of a text expressed?
9. How is the MODE of a text expressed?

## 13.4 Class work for session 13

### 13.4.1 Lesson 13 Part A

In the first part of the lesson we will discuss chapter 2 ('Functions of language') of *Language, context, and text*. (See 13.2 and 13.3 above.)

### 13.4.2 Lesson 13 Part B

In the second part of the lesson we will discuss the most important points raised by the exercise on English verbal morphology (the exercise sheets are reproduced below).

MORPHOLOGY EXERCISE (2): VERBAL

Complete the following table:

	<u>η form</u>	<u>s form</u>	<u>∅ form</u>	<u>d form</u>	<u>n form</u>	<u>meaning</u>
01	walking /'wɔ:k.ɪŋ/	walks /'wɔ:ks/	walk /'wɔ:k/	walked /'wɔ:kt/	walked /'wɔ:kt/	marcher; aller à pied
02	_____	hopes /'həʊps/	hope /'həʊp/	_____	_____	espérer
03	_____	arrives /	arrive /	_____	_____	arriver
	/ə.'raɪv.ɪŋ/	/	/ə.'raɪv/	/	/	
04	_____	hugs /	hug /'hʌg/	_____	_____	serrer dans ses bras
	/'hʌg.ɪŋ/	/	/	/	/	
05	waiting /'wert.ɪŋ/	waits /'weɪts/	wait /'weɪt/	waited /	waited /	attendre
06	washing /'wɒʃ.ɪŋ/	_____	wash /'wɒʃ/	washed /'wɒʃt/	washed /'wɒʃt/	laver; se laver
	/	/	/	/	/	
07	trying /'traɪ.ɪŋ/	_____	try /'traɪ/	_____	_____	essayer
	/	/	/	/	/	
08	_____	ties /	_____	_____	_____	attacher; lier
	/taɪ.ɪŋ/	/	/taɪ/	/	/	
09	agreeing /ə.'ɡri:.ɪŋ/	agrees /	agree /ə.'ɡri:/	_____	_____	être d'accord; consentir
	/	/	/	/	/	
10	_____	permits /'pə.'mɪts/	permit /'pə.'mɪt/	_____	_____	permettre
	/'pə.'mɪt.ɪŋ/	/	/	/	/	
11	_____	visits /'vɪz.ɪts/	visit /'vɪz.ɪt/	_____	_____	rendre visite; visiter
	/'vɪz.ɪt.ɪŋ/	/	/	/	/	
12	_____	prefers /	prefer /'pri.'fɜ:/	_____	_____	préférer
	/	/	/	/	/	
13	_____	orders /	order /'ɔ:d.ə/	_____	_____	ordonner; commander
	/	/	/	/	/	
14	_____	picnics /'pɪk.nɪks/	picnic /'pɪk.nɪk/	_____	_____	faire un pique-nique
	/'pɪk.nɪk.ɪŋ/	/	/	/'pɪk.nɪkt/	/'pɪk.nɪkt/	

	<i>η form</i>	<i>s form</i>	<i>∅ form</i>	<i>d form</i>	<i>n form</i>	<i>meaning</i>
15	being /            /	_____	be /            /	_____	_____	être
16	_____	_____	have /            /	_____	_____	avoir
17	doing /            /	_____	do /            /	_____	_____	faire
18	_____	makes /'meɪk.ɪ/	make /'meɪk/	_____	_____	faire, fabriquer
19	going /'gəʊ.ɪ/	_____	go /geʊ/	_____	_____	aller
20	bringing /'brɪŋ.ɪ/	brings /            /	bring /'brɪŋ/	_____	_____	amener, apporter
21	thinking /'θɪŋk.ɪ/	thinks /θɪŋks/	think /θɪŋk/	_____	_____	penser
22	_____	buys /            /	buy /            /	_____	_____	acheter
23	catching /'kætʃ.ɪ/	_____	catch /'kætʃ/	_____	_____	attraper; saisir; prendre
24	teaching /'ti:tʃ.ɪ/	_____	teach /'ti:tʃ/	_____	_____	enseigner
25	_____	shuts /ʃʌts/	shut /ʃʌt/	_____	_____	fermer
26	_____	puts /            /	put /            /	_____	_____	mettre
27	_____	hurts /            /	hurt /            /	_____	_____	blessier; faire mal
28	_____	costs /'kɒsts/	cost /'kɒst/	_____	_____	coûter



	<i>η form</i>	<i>s form</i>	<i>∅ form</i>	<i>d form</i>	<i>n form</i>	<i>meaning</i>
29	meeting /'mi:t.ɪŋ/	meets /mi:ts/	meet /mi:t/	_____	_____	rencontrer; se réunir
30	leading /'li:d.ɪŋ/	leads /li:dz/	lead /li:d/	_____	_____	mener; diriger
31	reading /'ri:d.ɪŋ/	reads /	read /	_____	_____	lire
32	keeping /'ki:p.ɪŋ/	keeps /ki:ps/	keep /ki:p/	_____	_____	garder; tenir
33	meaning /'mi:n.ɪŋ/	means /	mean /mi:n/	_____	_____	vouloir dire
34	_____	leaves /	leave /	_____	_____	quitter; laisser
35	building /'bɪld.ɪŋ/	builds /	build /	_____	_____	bâtir
36	learning /'lɜ:n.ɪŋ/	learns /	learn /lɜ:n/	_____	_____	apprendre
37	spelling /'spel.ɪŋ/	spells /	spell /spel/	_____	_____	épeler; orthographier
38	paying /'peɪ.ɪŋ/	pays /	pay /peɪ/	_____	_____	payer
39	saying /'seɪ.ɪŋ/	says /	say /seɪ/	_____	_____	dire
40	hearing /	hears /	hear /	_____	_____	entendre; écouter
41	telling /'tel.ɪŋ/	tells /	tell /tel/	_____	_____	dire; raconter
42	_____	loses /	lose /	_____	_____	perdre

	<u>η form</u>	<u>s form</u>	<u>∅ form</u>	<u>d form</u>	<u>n form</u>	<u>meaning</u>
43	_____	begins	begin	_____	_____	<i>commencer</i>
	/bi.'gm.ɪ/	/	/bi.'gm/	/	/	
44	_____	swims	swim	_____	_____	<i>nager</i>
	/'swɪm.ɪ/	/	/swɪm/	/	/	
45	drinking	drinks	drink	_____	_____	<i>boire</i>
	/'drɪŋk.ɪ/	/drɪŋks/	/drɪŋk/	/	/	
46	singing	sings	sing	_____	_____	<i>chanter</i>
	/'sɪŋ.ɪ/	/	/sɪŋ/	/	/	
47	_____	digs	dig	_____	_____	<i>creuser</i>
	/	/	/	/	/	
48	_____	wins	win	_____	_____	<i>gagner</i>
	/'wɪn.ɪ/	/	/wɪn/	/	/	
49	hanging	hangs	hang	_____	_____	<i>suspendre;</i> <i>accrocher</i>
	/'hæŋ.ɪ/	/	/hæŋ/	/	/	
50	_____	strikes	strike	_____	_____	<i>frapper;</i> <i>faire grève</i>
	/'straɪk.ɪ/	/straɪks/	/straɪk/	/	/	
51	_____	sits	sit	_____	_____	<i>s'asseoir;</i> <i>être assis</i>
	/'sɪt.ɪ/	/sɪts/	/sɪt/	/	/	
52	_____	shines	shine	_____	_____	<i>briller</i>
	/'ʃaɪn.ɪ/	/	/ʃaɪn/	/	/	
53	finding	finds	find	_____	_____	<i>trouver</i>
	/	/	/	/	/	
54	holding	holds	hold	_____	_____	<i>tenir</i>
	/	/	/	/	/	
55	fighting	fight	fight	_____	_____	<i>se battre;</i> <i>lutter</i>
	/'faɪt.ɪ/	/faɪts/	/faɪt/	/	/	
56	lighting	lights	light	_____	_____	<i>allumer;</i> <i>éclairer</i>
	/'laɪt.ɪ/	/laɪts/	/laɪt/	/	/	

	<u>η form</u>	<u>s form</u>	<u>∅ form</u>	<u>d form</u>	<u>n form</u>	<u>meaning</u>
57	shooting /            /	shoots /            /	shoot /            /	_____	_____	tirer; tirer sur
58	standing /'stænd.ɪŋ/	stands /            /	stand /            /	_____	_____	se lever; être debout
59	_____	comes /            /	come /            /	_____	_____	venir
60	_____	runs /            /	run /rʌn/	_____	_____	courir
61	_____	writes /            /	write /            /	_____	_____	écrire
62	_____	drives /'draɪv.ɪŋ/	drive /            /	_____	_____	conduire
63	wearing /            /	wears /            /	wear /            /	_____	_____	porter (vêtements)
64	speaking /            /	speaks /            /	speak /            /	_____	_____	parler
65	breaking /            /	breaks /            /	break /            /	_____	_____	casser; briser
66	_____	chooses /'tʃuːz.ɪŋ/	choose /            /	_____	_____	choisir
67	_____	forgets /fə.'get.ɪŋ/	forget /fə.'get/	_____	_____	oublier
68	_____	gets /'get.ɪŋ/	get /'get/	_____	_____	recevoir; devenir
69	_____	bites /'baɪt.ɪŋ/	bite /'baɪt/	_____	_____	mordre
70	_____	hides /            /	hide /            /	_____	_____	cacher; se cacher

	<u>η form</u>	<u>s form</u>	<u>∅ form</u>	<u>d form</u>	<u>n form</u>	<u>meaning</u>
71	<u>                    </u> /'slaid.ɪŋ/	slides /	slide /	<u>                    </u> /	<u>                    </u> /	<i>glisser;</i> <i>faire glisser</i>
72	eating /'i:t.ɪŋ/	eats /i:ts/	eat /i:t/	<u>                    </u> /	<u>                    </u> /	<i>manger</i>
73	<u>                    </u> /'gɪv.ɪŋ/	gives /	give /	<u>                    </u> /	<u>                    </u> /	<i>donner</i>
74	<u>                    </u> /'teɪk.ɪŋ/	takes /teɪks/	take /teɪk/	<u>                    </u> /	<u>                    </u> /	<i>prendre</i>
75	falling /'fɔ:l.ɪŋ/	falls /	fall /fɔ:l/	<u>                    </u> /	<u>                    </u> /	<i>tomber</i>
76	beating /'bi:t.ɪŋ/	beats /bi:ts/	beat /bi:t/	<u>                    </u> /	<u>                    </u> /	<i>vaincre;</i> <i>battre</i>
77	drawing /	draws /	draw /drɔ:/	<u>                    </u> /	<u>                    </u> /	<i>tirer;</i> <i>dessiner</i>
78	growing /'grəʊ.ɪŋ/	grows /	grow /grəʊ/	<u>                    </u> /	<u>                    </u> /	<i>croître;</i> <i>cultiver</i>
79	throwing /'θrəʊ.ɪŋ/	throws /	throw /θrəʊ/	<u>                    </u> /	<u>                    </u> /	<i>lancer;</i> <i>jeter</i>
80	knowing /'nəʊ.ɪŋ/	knows /	know /nəʊ/	<u>                    </u> /	<u>                    </u> /	<i>savoir;</i> <i>connaître</i>
81	<u>                    </u> /'flaɪ.ɪŋ/	<u>                    </u> /	fly /flaɪ/	<u>                    </u> /	<u>                    </u> /	<i>voler; aller</i> <i>en avion</i>
82	seeing /'si:.ɪŋ/	sees /	see /si:/	<u>                    </u> /	<u>                    </u> /	<i>voir</i>
83	<u>                    </u> /'laɪ.ɪŋ/	lies /	lie /laɪ/	<u>                    </u> /	<u>                    </u> /	<i>s'allonger;</i> <i>être couché</i>
84	showing /'ʃəʊ.ɪŋ/	shows /	show /ʃəʊ/	<u>                    </u> /	<u>                    </u> /	<i>montrer</i>

### 13.4.3 Lesson 13 Part C

In the third part of the lesson, students will write a short argumentative essay on a current controversial topic.

Please use the unlined A4 paper provided, and write inside the box, leaving wide margins all round. Write your name on each page.

The work will be handed back (in the form of a photocopy, with the location of mistakes indicated) at the next class. Students will then self-correct their work, after which a second photocopy (containing the teacher's corrections) will be provided.

### 13.5 Homework to be completed before session 14

1. Read chapter 3 of *Language, context, and text* and be prepared to discuss it in class next week. (See the vocabulary list in 14.2 and the questions in 14.3 below.)
2. Make sure you have completed the third exercise on English morphology (stating some rules) that was assigned over Christmas. The exercise sheet is reproduced in chapter 14 below (one full page).

## 14 LCT ch. 3: Register variation

### 14.1 Learning goals for this unit

1. Become familiar with the notion of 'register variation' as used in modern British linguistics.
2. Make sure that you understand the difference between 'registers' and 'dialects'.
3. Formalize your understanding of English morphology and practise formulating general rules.

### 14.2 Vocabulary for chapter 3 of *Language, context, and text*

complementary /ˌkɒmp.lɪ.'ment.r.i/	komplementär, ergänzend
complimentary /ˌkɒmp.lɪ.'ment.r.i/	gratis
plank /plæŋk/	Balken
to slope /sləʊp/	abfallen, schräg liegen
lorry /'lɒr.i/	LKW (brit. Englisch)
sellotape /'sel.əʊ.teɪp/	Tesafilm (Klebestreifen)
fierce /fɪəs/	wild
to manipulate /mə.'nɪp.ju.leɪt/	handhaben, betätigen
concurrently /kən.'kʌr.ənt.li/	gleichzeitig
corroboration /kə.'rɒb.ə.'reɪʃ.n/	Bestätigung
interspersed with /ˌɪnt.ə.'spɜːst wɪð/	durchsetzt mit
benefactive /ˌben.ɪ.'fækt.ɪv/	mit Benefaktiv (Angabe des Nutznießers)
exophoric /ˌeks.əʊ.'fɒr.ɪk/	exophorisch
ellipsis /i.'lɪps.ɪs/	Ellipse
modal /'məʊd.l/	modal; hier im Sinne von: auf den Satzmodus bezogen
modal ellipsis /ˌməʊd.l i.'lɪps.ɪs/	Weglassung des kompletten Satzinhaltes außer des Satzmodusteils (= Subjekt plus Finites Verb)
mood ellipsis /'muːd i.'lɪps.ɪs/	alternative Bezeichnung für Obiges
fixture /'fɪks.tʃə/	Ausstattung, festes Inventar
to recall /rɪ.'kɔːl/	(hier:) sich entsinnen, sich erinnern
recall /'rɪ.kɔːl/	(hier:) Erinnerung

enunciation /ɪ.nʌns.i.'eɪʃ.n/	(hier:) das Aussprechen; die Kundgebung (veraltet)
inferences /'ɪnf.r.əns.ɪz/	Folgerungen, Rückschlüsse
to infer /ɪn.'fɜː/	folgern, (rück)schließen
once upon a time /wʌns ə.pʊn ə'taɪm/	es war einmal
this is to certify that /ðɪs ɪz tə'sɜːtɪ.faɪ ðæt/	hiermit wird bestätigt, dass
spades hearts diamonds clubs /ˌspeɪdz ˌhɑːts ˌdaɪ.əm.əndz ˌklʌbz/	Pik Cœur (/Herz) Karo Treff
four of hearts /fɔːr əv 'hɑːts/	Herz-Vier
“four hearts” /fɔː 'hɑːts/	ein Gebot beim Bridge
just a trim /dʒʌst ə'trɪm/	nur ein bisschen kürzer
slight /slaɪt/	gering
swell /swel/	Wellengang
plausible /'plɔːz.əb.l/	plausibel
appliance /ə.'plaɪ.əns/	Gerät
indications of /ɪn.dɪ.'keɪʃ.nz/	Anzeichen für
register /'redʒ.ɪst.ə/	Register (im erweiterten Sinn)
indexical /ɪn.'deks.ɪk.l/	indexikalisch, anzeigend
indices /'ɪnd.ɪs.ɪz/	Indices (Pl. von:)
index /'ɪnd.eks/	Index
to embark on /tu ɪm.'bɑːk ɒn/	einschlagen
to constrain /kən.'streɪn/	beschränken, einschränken
armed services /ɑːmd 'sɜːvɪs.ɪz/	Militär
DDT /diː.diː.'tiː/	DDT
bidding /'bɪd.ɪŋ/	Gebot; Reizen (beim Bridge)
to counterpose /ˌkaʊnt.ə.'pəʊz/	entgegenstellen
caste /kɑːst/	Kaste
recognition /ˌrek.əg.'nɪʃ.n/	Anerkennung, Erkenntnis

If you have any additions or corrections to this list, please let me know!

### 14.3 Questions on the reading material

1. What semantic features of Text 3.1 can be related to the FIELD OF DISCOURSE of the text?
  
2. What semantic features of Text 3.1 can be related to the TENOR OF DISCOURSE of the text?
  
3. What semantic features of Text 3.1 can be related to the MODE OF DISCOURSE of the text?
  
4. What do you understand by the term REGISTER?
  
5. What are the main differences between a REGISTER and a DIALECT?

### 14.4 Class work for session 14

#### 14.4.1 Lesson 14 Part A: Discussion of chapter 3 of *Language, context, and text*

In the first part of the lesson, we will discuss chapter 3 ('Register variation') of *Language, context, and text*.

#### 14.4.2 Lesson 14 Part B: Discussion of essays

In the second part of the lesson, we will discuss the essays you wrote last week.



- List the rules that describe the pronunciation of the regular plural ending of English nouns. Refer only to the sound system of the language. Do not refer to the orthography.

- State the rules for forming the plural of a word ending in the letter *y*.
- In English, there are two morphological strategies for forming the comparative and superlative degrees of adjectives: adding *-er* or *-est* to the end of the adjective, and placing *more* or *most* in front of it. What are the rules that determine which strategy should be followed in a particular case?
- How many different forms does a regular (weak) verb normally have in English? How many different forms does a strong verb normally have in English? Which verb has the greatest number of different forms, and how many does it have?
- Sometimes, when we form the present participle (*-ing*) form of a verb, we double the final letter of the infinitive form before adding *-ing*. Under what conditions is this done? Refer both to the orthography and to the sound system of English in formulating your answer.

## 15 LCT Coda; feedback

### 15.1 Learning goals for this unit

1. Understand the notion of INTERTEXTUALITY.
2. Learn to recognize some of the ways COHESION is created in English texts.
3. Assess the course, teacher, teaching materials.
4. Make sure you have the necessary proof of participation in the course.

### 15.2 Vocabulary for the Coda of *Language, context, and text*

office memorandum /ˌɒfɪs ˌmem.əˈrænd.əm/	Büronotiz
attitude	typo for: attitude
grasp /grɑːsp/	(er)fassen
redundancy /riˈdʌnd.əns.i/	Redundanz
to allot /əˈlɒt/	verteilen, zuteilen
retrospective /ˌretr.əʊˈspekt.ɪv/	retrospektiv, rückblickend
prospective /prəˈspekt.ɪv/	vorausblickend
inspectorate /mˈspekt.ər.ət/	Inspection, Aufsichtsbehörde
intertextuality /ˌɪnt.əˈteks.tjuː.əl.ət.i/	Intertextualität
dialectical /ˌdaɪ.əˈlekt.ɪk.l/	dialektisch
newcomer /ˈnjuːˌkʌm.ə/	Neuankömmling
study unit /ˈstʌd.iˌjuː.nɪt/	Lerneinheit
substitution /ˌsʌb.stɪˈtjuːʃ.n/	partielle Ellipse mit Platzhalter (I might <u>do</u> ; a green <u>one</u> )
co-reference (use of synonyms, hyperonyms, ...) /ˌkəʊˈref.rəns ˌjuːs əv ˈsm.ə.nɪmz haɪˈper.ə.nɪmz /	Substitution
therefrom /ðeəˈfrɒm/	daher, daraus
regular polygon /ˌreg.jʊl.ə ˈpɒl.ɪɡ.ən/	regelmäßiges Polygon
rotational symmetry /rəʊˌteɪʃ.nəl ˈsm.ətr.i/	Rotationssymmetrie

angle of rotation  
/ˌæŋ.ɡl əv rəʊ.ˈteɪʃ.n/

Drehwinkel

If you have any additions or corrections to this list, please let me know!

### 15.3 Questions on the reading material

1. What is INTERTEXTUALITY?
2. What are the four kinds of resources that are involved in creating COHESION in a text?

### 15.4 Class work for week 15

#### 15.4.1 Lesson 15 Part A: Discussion of the Coda to Part A of *Language, context, and text*

In the first part of the lesson, we will discuss the Coda ('Text, context, and learning') to Part A of *Language, context, and text*. (See 15.2 and 15.3 above.)

#### 15.4.2 Lesson 15 Part B: Feedback and course evaluation

In the second part of the lesson we will discuss which parts of the course worked well, and which ones need to be redesigned. If you have already completed your Feedback form (see Appendix below) you can place it in my letterbox before the lesson (in the interests of anonymity).

#### 15.4.3 Lesson 15 Part C: Erasmus certificates

In the final part of the lesson the certificates of successful participation will be issued for Erasmus students.

### 15.5 Envoi

I hope you have enjoyed this course and have found at least some of the ideas presented here useful.

If you have not already done so, you might like to begin reading Part B of *Language, context, and text*.

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# FEEDBACKFORMULAR

(Die Fragen wurden ursprünglich von einer der Fachschaften entwickelt.)

Dieses Formular soll dazu dienen, eine Bewertung der Lehrveranstaltungen seitens der Studierenden vorzunehmen, um den Lehrenden eine Rückmeldung (Feedback) über die Qualität ihrer Arbeit geben zu können. Bitte kreuzen Sie die Kästchen an, die Ihrer Ansicht nach zutreffen. Die Auswertung geschieht anonym. Geben Sie also Ihre ehrliche Meinung wider. Verbesserungsvorschläge hierzu sind jederzeit willkommen. Bitte werfen Sie das Formular am Ende des Semesters in mein Fach (Gebäude A2 2, 2. OG.).

1. Wie sind Sie mit dem Stoff mitgekommen?
  - ☐ gut    ☐ es ging    ☐ weniger gut    ☐ gar nicht gut
2. Wieviel Schwierigkeiten hätten Sie, die inhaltlichen Schwerpunkte, die gesetzt wurden, einem Außenstehenden zu erklären?
  - a) functional (as opposed to structural) grammar
    - ☐ keine    ☐ ein wenig    ☐ eher viele
  - b) systems of meaning options and their realization in structure
    - ☐ keine    ☐ ein wenig    ☐ eher viele
  - c) grammatical polyphony (multidimensionality)
    - ☐ keine    ☐ ein wenig    ☐ eher viele
3. War der Aufwand, den Sie leisten mußten, gerechtfertigt? Der Aufwand war:
  - ☐ viel zu viel    ☐ ein wenig zu viel
  - ☐ vertretbar (= O.K.)    ☐ hätte größer sein können
4. Was die Theorie betrifft: War die Veranstaltung
  - ☐ zu theoretisch    ☐ O.K.    ☐ nicht theoretisch genug    ?
5. Was die Aufgaben anbelangt: Waren sie
  - ☐ zu viel    ☐ genügend    ☐ zu wenig    ?
6. Wie groß ist der Nutzen der Veranstaltung für Sie? Wie viel hat Ihnen das ganze gebracht?
  - ☐ nichts    ☐ nicht viel    ☐ einiges    ☐ sehr viel
7. Wie fanden Sie die Präsentation des Lehrstoffes?
  - ☐ todlangweilig    ☐ eher langweilig    ☐ teils teils
  - ☐ interessant    ☐ äußerst interessant
  - ☐ angemessen    ☐ zu viele Bilder    ☐ zu wenige visuelle Hilfen
8. In wie weit haben die folgenden Lehrmittel Ihnen das Verständnis erleichtert?
  - a) Handout
    - ☐ gar nicht    ☐ nicht viel    ☐ ein bißchen schon    ☐ ziemlich viel    ☐ sehr viel
  - b) Wandtafel
    - ☐ gar nicht    ☐ nicht viel    ☐ ein bißchen schon    ☐ ziemlich viel    ☐ sehr viel
  - c) Overheadprojektion
    - ☐ gar nicht    ☐ nicht viel    ☐ ein bißchen schon    ☐ ziemlich viel    ☐ sehr viel
9. Wieviel hat es Ihnen gebracht, mit dem Lehrbuch zu arbeiten?
  - ☐ nichts    ☐ nicht viel    ☐ einiges    ☐ sehr viel
10. Allgemeine Kritik und Anregungen (bei nicht genügendem Platz bitte auch die Rückseite des Formulars benutzen):