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Expanding your English vocabulary skills

Course Notes Summer 2022

online:

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

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Last update: 2022-05-22 23:57 UTC+02:00

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, 1994²: 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

In a normal summer semester the course would run for one 15-week period (*1 x 2 SWS = 2 SWS*). We would meet Mondays 16–18 (in practice, this would mean 16:15 to 17:45).

The SARS-CoV-2 / COVID-19 pandemic, however, has limited the range of options open to us; we will attempt to deal with this situation flexibly as it continues to evolve.

In summer semester 2022, the second Monday of the lecture period is a public holiday, so we will not start until week 3 (Monday 25 April 2022). This should provide enough time for students to organize their timetables. Instead of a regular class in week 1, there is a survey form to fill in and an initial assessment test to complete. If students can complete these tasks before the first meeting, we will have more class time available.

As much of the course as possible will be conducted online. This will probably involve having weekly videoconferences (via Microsoft Teams) on Mondays from 16:15 to 17:45, but there will also be the possibility of attending in person (building A2 2, room 1.26) and working in 'hybrid' mode. The precise arrangements can be discussed at the first meeting on Monday 25 April.

Each lesson is typically divided into three distinct activities (labelled A, B, and C in the course plan below). After each class (in a normal semester: 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. Part of the time calculated for homework will include the time needed to complete a brief final assignment.

1.0.4 Communication

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

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[lexis]
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(including the square brackets!) is included in the subject line. (This will happen automagically 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 be in regular contact with the course leader and to submit all homework and assignments.

ERASMUS and other exchange students taking *Expanding your English vocabulary skills* can obtain a graded certificate (*benoteter Teilnahmeschein*) by doing all the class work and all the weekly worksheets and other 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 via email just before or after the lessons; and other materials can be accessed by following the links on the course website.

The reading material to accompany *Expanding your English vocabulary skills* in summer semester 2020 is:

> [SWL]
> M. A. K. Halliday:
> *Spoken and written language*
> Geelong: Deakin University Press, 1985.

The reading material will be made available to students at the beginning of the semester.

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

1.0.6 Provisional timetable

Week	Unit	Date	Description
01	–	11.iv	No Class
02	–	18.iv	Easter Monday
03	01	25.iv	Introduction
			A: Organization, outline. B: Introductions. C: Initial assessment test.
04	02	02.v	General
			A: Historical retrospective. B: Discussion of Preface. C: Feedback on emails. D: Feedback on initial test.
05	–	09.v	No Class
06	03	16.v	SWL chapter 1: Development of speech
			A: Discussion of chapter 1. B: Vocabulary exercise. C: Video comprehension exercise.
07	04	23.v	SWL chapter 2: Writing systems
			A: Discussion of chapter 2. B: Writing system exercise. C: Dictation exercise.
08	05	30.v	SWL chapter 3: Written language
			A: Discussion of chapter 3. B: Vocabulary exercise. C: Punctuation exercise.
09	–	06.vi	Whit Monday
10	06	13.vi	SWL chapter 4: Spoken language:
			A: More on punctuation. B: Discussion of chapter 4. C: Intonation exercise.
11	07	20.vi	Grammar
			A: Discussion on parts of speech. B: Exercise on parts of speech. C: Nominal group structure.
12	08	27.vi	SWL ch 5: Written language: lexical density
			A: Discussion of chapter 5. B: Oral reports on unpacking lexical density. C: Gerunds.
13	09	04.vii	SWL ch 6: Spoken language: grammatical intricacy
			A: Discussion of chapter 6. B: Exercise on nominal style. C: Essay-writing task.
14	10	11.vii	SWL chapter 7: Speaking, writing, and learning
			A: Discussion of chapter 7. B: Working with grammatical metaphor. C: Taxis vs. intonation.
15	11	18.vii	Essays; Feedback
			A: Discussion of essays. B: Talking about the future. C: Feedback, course evaluation.

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 (videoconferences?)

    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 ensure that the course leader has their names and email addresses, 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.

If we are working face-to-face on campus, and 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 themself 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 we are working online, either we will exchange voice messages via WhatsApp, or we will Skype in pairs; or else we will attempt an initial videoconference with Microsoft Teams.

You will tell me and/or the group who you are and what your interests and goals are.

I will make sure I know your names and have your correct 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 could be devoted to the initial assessment test (five pages of multiple-choice questions), in case there are students who have not yet completed it as homework.

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 /ˈlɪt.ər.ət/	(1) able to read; (2) well-read (having read many books)
prestigious /pre.ˈstɪdʒ.əs/	prestigeträchtig
steal the limelight /ˌstiːl ðə ˈlaɪm.laɪt/	die Show stehlen
figure /ˈfɪg.ə/	Abbildung
calligraphic /ˌkæl.ɹ.ˈgræf.ɪk/	kalligraphisch
calligraphy /kə.ˈlɪg.ɹəf.i/	(1) Schönschreibkunst, (2) Schönschrift
prodding /ˈprɒd.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=1zGOsN0pAw0

The text can be found here:

http://www1.cpdl.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.

See the handout at:
http://www.spence.saar.de/courses/lexis/KJV/kjv-english.pdf

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 take part in this lesson 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 at the next meeting. (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 /ˌæm.bɪ.ˈɡjuː.ət.i/	Ambiguität
forebears /ˈfɔː.beəz/	Vorfahren
articulatory /ɑː.ˈtɪk.jʊl.ətr.i/	artikulatorisch
articulation /ɑː.ˌtɪk.ju.ˈleɪʃ.n/	Artikulation
sequences /ˈsiːk.wən.sɪz/	Folgen, Reihen
diaphragm /ˈdaɪ.ə.fræm/	Zwerchfell
predisposed /ˌpriː.dɪ.ˈspəʊzd/	veranlagt
ontogeny recapitulates phylogeny /ɒn.ˈtɒdʒ.ən.i ˌriː.kə.ˈpɪtʃ.u.leɪts faɪ.ˈlɒdʒ.ən.i/	the development of the individual goes through the same main stages as the development of the species
caution /ˈkɔːʃ.n/	Vorsicht
rehearsing /ri.ˈhɜːs.ɪŋ/	wiederholend (zum Einprägen)
limbs /lɪmz/	Gliedmaßen
sympathetic /ˌsɪm.pə.ˈθet.ɪk/	mitfühlend
deity /ˈdeɪ.ət.i/	Gottheit
use (n) /juːs/	Gebrauch
use (v) /juːz/	gebrauchen
gestural /ˈdʒes.tʃər.əl/	gestisch
bootie /ˈbuː.ti/	Babyschuh
breathy /ˈbreθ.i/	gehaucht
revving up /ˌrev.ɪŋ ˈʌp/	Hochdrehen, Aufheulen
to rev up /tə ˌrev ˈʌp/	hochdrehen, aufheulen
iconic /aɪ.ˈkɒn.ɪk/	ikonisch

exemplify /ɪɡ.ˈzemp.lɪ.faɪ/	veranschaulichen
pragmatic /præɡ.ˈmæt.ɪk/	pragmatisch, auf das Handeln bezogen
mathetic /mæ.ˈθet.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/ss-roatw

The last part of the URL is an acronym: "**s**usan **s**avage - **r**umbaugh **o**n **a**pes **t**hat **w**rite".

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 at the next meeting. (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 /ˈlær.ɪŋks/	Kehlkopf, Larynx
diaphragm /ˈdaɪ.ə.fræm/	Zwerchfell
artefact /ˈɑːt.ɪ.fækt/	Artefakt
to adorn /əˈdɔːn/	zieren
adornment /əˈdɔːn.mənt/	Verzierung, Zierde
to boast /bəʊst/	angeben, prahlen
exploit (n) /ˈeks.plɔɪt/	Heldentat
exploit (v) /ɪksˈplɔɪt/	ausnutzen
proclaim /prəˈkleɪm/	verkünden
proclamation /ˌprɒk.ləˈmeɪʃ.n/	Proklamation
discontinuity /ˌdɪs.ˌkɒnt.ɪˈnjuː.ət.i/	Diskontinuität
character /ˈkær.əkt.ə/	Schriftzeichen
pictorial /pɪkˈtɔːr.i.əl/	bildlich
picture-gazer /ˈpɪk.tʃə.ˌgeɪz.ə/	Bildbetrachter
imagery /ˈɪm.ɪdʒ.ər.i/	bildliche Darstellung
to incise /ɪnˈsaɪz/	einschnitzen
divination /ˌdɪv.ɪˈneɪʃ.n/	Weissagung
to cast /kɑːst/	(here:) gießen, formen
to chisel /ˈtʃɪz.l/	Meißel
to yield /jiːld/	(here:) nachgeben, sich ergeben

dove /dʌv/	Taube
charactery /ˈkær.əkt.ər.i/, /kəˈrækt.ər.i/	Schriftzeichensystem
morpheme /ˈmɔːf.iːm/	Morphem
hieroglyph /ˈhaɪr.ə.glɪf/	Hieroglyph
hieroglyphic /ˌhaɪr.əˈglɪf.ɪk/	hieroglyphisch
turquoise /ˈtɜːk.wɔɪz/	türkis
syllabary /ˈsɪl.əb.ər.i/	Silbenschrift
billycan /ˈbɪl.i.kæn/	Teekessel
glottal stop /ˌglɒt.l ˈstɒp/	Kehlkopfverschlusslaut
consonant /ˈkɒns.ə.nənt/	Konsonant
vowel /ˈvaʊ.əl/	Vokal
diacritic /ˌdaɪ.əˈkrɪt.ɪk/	diakritisches Zeichen
cluster /ˈklʌst.ə/	Anhäufung. Klumpen
indeterminate /ˌɪn.di.ˈtɜːm.ɪn.ət/	unbestimmt, nicht ermittelbar
pictogram /ˈpɪkt.ə.ˌgræm/	Piktogramm
pictographic /ˌpɪkt.əˈgræf.ɪk/	piktographisch
Roget's Thesaurus /ˌrɒʒ.eɪz θɪ.ˈsɔːr.əs/	(the best-known English thesaurus)
thesaurus /θɪ.ˈsɔːr.əs/	Thesaurus
Altaic /ælˈteɪ.ɪk/	altaisch
Austronesian /ˌɒs.trəʊ.ˈniːz.i.ən/	austronesisch
dyslexia /dɪs.ˈleks.i.ə/	Dyslexie
affix /ˈæf.ɪks/	Affix, Anhang
to affix /ə.ˈfɪks/	anbringen
impoverished /ɪm.ˈpɒv.ər.ɪʃt/	verarmt
archaic /ɑː.ˈkeɪ.ɪk/	archaisch
to homogenize /hə.ˈmɒdʒ.ə.naɪz/	homogenisieren
to embody /ɪm.ˈbɒd.i/	verkörpern
homonymy /hə.ˈmɒn.ɪm.i/	Homonymie

unambiguous /ˌʌn.æm.ˈbɪɡ.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 at the next meeting. (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 /ˈkəʊd.ɪ.faɪ/	kodifizieren
to code /kəʊd/	kodieren
to emerge /ɪ.ˈmɜːdʒ/	hervorkommen
codification /ˌkəʊd.ɪf.ɪ.ˈkeɪʃ.n/	Kodifizierung
tacit /ˈtæs.ɪt/	stillschweigend
intelligibility /ɪn.ˌtel.ɪdʒ.ə.ˈbɪl.ət.i/	Verständlichkeit
literacy rate /ˈlɪtr.əs.i ˌreɪt/	Alphabetismusrate
to hamper /ˈhæmp.ə/	hindern
to engender /ɪn.ˈdʒend.ə/	hervorbringen
normative /ˈnɔːm.ət.ɪv/	normativ
learned /ˈlɜːn.ɪd/	gebildet
composite /ˈkɒmp.əz.ɪt/	zusammengesetzt
tamber /ˈtæmb.ə/	(anglicized spelling of:)
timbre /ˈtɛ̃ː.bʀ/	Timbre
indexical /ɪn.ˈdeks.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.ˈmɪʃ.n/	Auslassung
to omit /əʊ.ˈmɪt/	auslassen
import /ˈɪm.pɔːt/	Bedeutung, Wichtigkeit

to tabulate /ˈtæb.ju.leɪt/	tabellarisch auflisten
inherent /ɪn.ˈher.ənt/	inhärent
linear /ˈlɪn.i.ə/	linear
segmental /seg.ˈment.l/	segmentell
tonicity /təʊ.ˈnɪs.ət.i/	Tonizität
tone /təʊn/	Ton(musterselektion)
phrasing /ˈfreɪz.ɪŋ/	Phrasierung (wie in der Musik)
breathy /ˈbreθ.i/	gehaucht
creaky /ˈkriːk.i/	knirschend
bodily /ˈbɒd.ɪ.li/	körperlich
pitch range /ˈpɪtʃ ˌreɪndʒ/	Tonumfang
dominoes /ˈdɒm.ɪ.nəʊz/	Dominosteine
tension /ˈtenʃ.n/	Spannung
streak /striːk/	? (normalerweise: Streifen, Zug, Strähne, Spur; hier vielleicht ein Domino-Fachausdruck?)
to superimpose st. on st. /ˌsuːp.ər.ɪm.ˈpəʊz/	überlagern, projizieren
line of type /ˌlaɪn əv ˈtaɪp/	Textzeile (gesetzt)
dialogue /ˈdaɪ.ə.lɒg/	Dialog
stage directions /ˈsteɪdʒ daɪ.ˌrek.ʃənz/	Regieanweisungen
condescension /ˌkɒn.dɪ.ˈsenʃ.n/	Herablassung
to anchor /ˈæŋk.ə/	verankern
to obtain (here) /əb.ˈteɪn/	gelten
irrelevant /ɪ.ˈrel.əv.ənt/	irrelevant
implication of utterance /ˌɪmp.lɪ.ˌkeɪʃ.n əv ˈʌt.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 /ˈded.pæn/	deadpan (ohne erkennbaren Gefühlsausdruck)
boustrophedon /ˌbuːs.trə.ˈfiːd.n/	Boustrophedon (archaische griechische Schreibweise)

interpolation /ɪn.ˌtɜːp.ə.ˈleɪʃ.n/	Interpolierung
cataphoric /ˌkæt.ə.ˈfɒr.ɪk/	kataphorisch (nach vorne weisend)
ascribe /ə.ˈskraɪb/	zuschreiben
hyphen /ˈhaɪf.n/	Bindestrich
apposition /ˌæp.ə.ˈzɪʃ.n/	Apposition
parentheses /pə.ˈrenθ.ə.siːz/	Klammern
centrepiece /ˈsent.ə.piːs/	Mittelstück
mortgage /ˈmɔːg.ɪdʒ/	Hypotheke
attorney /ə.ˈtɜːn.i/	Rechtsanwalt
covenant /ˈkʌv.ən.ənt/	Bund, Schwur; hier: Abkommen
collateral (n) /kə.ˈlæt.ər.əl/	Sicherheit
breathless /ˈbreθ.ləs/	atemlos
breathe /briːð/	atmen
predominantly /pri.ˈdɒm.ɪn.ənt.li/	vorwiegend
husbanding /ˈhʌz.bənd.ɪŋ/	(sorgsamer Umgang mit)
animal husbandry /ˌæn.ɪm.l ˈhʌz.bənd.ri/	Viehzucht
inventory /ˈɪn.vənt.ər.i/	Inventar; Bestandsaufnahme
to inventory /ˈɪn.vənt.ər.i/	Inventur machen
invoice /ˈɪn.vɔɪs/	Rechnung
to invoice /ˈɪn.vɔɪs/	jdm eine Rechnung schicken
tribute /ˈtrɪb.juːt/	Tribut; Nachruf
panegyric /ˌpæn.ə.ˈdʒɪr.ɪk/	Lobrede
ballot paper /ˈbæl.ət ˌpeɪp.ə/	Stimmzettel
pamphlet /ˈpæmf.lət/	Broschüre, Flyer
diglossia /daɪ.ˈglɒs.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 /ˈten.ə/	Diskurstenor
MODE /məʊd/	Diskursmodus
a mother-in-law language /ˈmʌð.ər.ɪn.(ˌ)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 worth-while 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:

ONETHINGWASCERTAINTHATTHEWHITEKITTENHADHADNOTHINGTODOWITHITITWA
ƧTHEBLACKKITTEИꙄꟻAULTEИTIRELYꟻORTHEWHITEꓘITTEИHADBEEИHAVINGITƧꟻAꝻ
EWASHEDBYTHEOLDCATFORTHELASTQUARTEROFANHOURANDBEARINGITPRETTYW
ꟻEITꟼIHƆƧIMEHTИIꓷИAHYИAꓷAHEVAHTOИꓷIUOƆTITAHTƎƎƧUOYOƧꓷИIЯƎꓷIƧИOƆꟼƎ

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=olefVguutfo) was transcribed from the following three-part YouTube video. Your task is to add the most appropriate punctuation.
An easier-to-work-with printout can be found here:
http://www.spence.saar.de/courses/lexis/punctuation/punctuation.pdf

[Part 1 of 3] http://www.youtube.com/watch?v=ZOck_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=y3OTS5gSO0E

[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 progroms 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 at the next meeting. (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 /prəˈsɒd.ɪk/	prosodisch
prosody /ˈprɒs.əd.i/	Prosodie
paradigm case /ˌpær.ə.daɪm ˈkeɪs/	Paradebeispiel
cranky /ˈkræŋk.i/	1) 'strange', merkwürdig, verrückt; 2) verärgert
a double (here) /ə ˈdʌb.l/	eine Doppelwette
to fossick /ˈfɒs.ɪk/	nach etwas rumfummelnd schauen :-)
seventy odd dollars /ˌsev.nt.i ɒd ˈdɒl.əz/	siebzig Dollar oder so
kulak /ˈkuːl.æk/	Kulak
serf /sɜːf/	Leibeigener
idiocy /ˈɪd.i.əs.i/	Dummheit
to incorporate /ɪn.ˈkɔːp.ər.eɪt/	einverleiben
wording /ˈwɜːd.ɪŋ/	Wortlaut
a great deal of /ə ˌɡreɪt ˈdiːl əv/	eine ganze Menge
to make use of /tə ˌmeɪk ˈjuːs əv/	von etwas Gebrauch machen
nuance /ˈnjuː.ɑːns/	Nuance
analogous /ə.ˈnæl.əɡ.əs/	analog
iambic pentameter /aɪ.ˌæmb.ɪk pen.ˈtæm.ɪt.ə/	iambisches Pentameter
to detract from st. /di.ˈtrækt/	etwas beeinträchtigen
unselfconscious /ˌʌn.(ˌ)self.ˈkɒnʃ.əs/	unbefangen, ungehemmt

burden /ˈbɜːd.n̩/	Bürde; belasten
prominence /ˈprɒm.ɪn.əns/	Prominenz, Hervortreten, Wichtigkeit
to mellow /ˈmel.əʊ/	sänftigen, weich werden (weich machen)
tonic segment /ˌtɒn.ɪk ˈseg.mənt/	Tonstelle
pretonic segment /ˌpriː.ˌtɒn.ɪk ˈseg.mənt/	Vorlauf
typescript /ˈtaɪp.skrɪpt/	Maschinenschrift
pitch /pɪtʃ/	Tonhöhe
length /leŋθ/	Länge
loudness /ˈlaʊd.nəs/	Lautstärke
fundamental frequency /ˌfʌnd.ə.ˌment.l ˈfriː.k.wəns.i/	Grundfrequencz
duration /djuˈreɪʃ.n̩/	Dauer
intensity /ɪn.ˈtens.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 *un*consciously 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 at the next meeting. (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 at the next meeting.

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 ˈɡɪft əv/	B hat die Macht, A zu vergeben
ground and figure /ˌɡraʊnd ən ˈfɪɡə/	Grund und Form (Gestalt)
culmination /ˌkʌlm.ɪ.ˈneɪʃ.n/	Höhepunkt, Abschluss, Schlusspunkt
obligatory /ə.ˈblɪɡ.ət.ər.i/	obligatorisch, Pflicht-
optional /ˈɒp.ʃn.əl/	wahlweise, Wahl-
a ranking clause /ə ˌræŋk.ɪŋ ˈklɔːz/	ein nicht rangverschobener Satz
an embedded clause /ən ɪm.ˌbed.ɪd ˈklɔːz/	ein rangverschobener ('eingebetteter') Satz
crescendo /krə.ˈʃend.əʊ/	Crescendo
stretch /stretʃ/	Strecke
to construe /kən.ˈstruː/	auffassen, auslegen, konstruieren
by the same token /baɪ ðə ˌseɪm ˈtəʊk.n/	ebenso, desgleichen, umgekehrt
static /ˈstæt.ɪk/	statisch
dynamic /daɪ.ˈnæm.ɪk/	dynamisch
to opt out /tu ˌɒpt ˈaʊt/	nicht mitmachen, aus etwas aussteigen
to suspend /tə sə.ˈspend/	aufschieben

an unmarked option /ən ˌʌn.mɑːkt ˈɒp.ʃn/	unmarkierte Option (s. Wikipedia-Artikel zu 'Markiertheit')
speech function /ˈspiːtʃ ˌfʌŋk.ʃn/	ungefähr 'Sprechakttyp'
mood /muːd/	Satzmodus
key /kiː/	(die Bedeutung, die von der Tonmusterselektion getragen wird)
cut-and-dried /ˌkʌt ən ˈdraɪd/	in trockenen Tüchern
reservation /ˌrez.ə.ˈveɪʃ.n/	Vorbehalt
clearcut /ˌklɪə.ˈkʌt/	klar umrissen
an unbroken succession /ən ʌn.ˌbrəʊk.n sək.ˈseʃ.n/	eine ununterbrochene Folge/ Aneinanderreihung
contour /ˈkɒn.tʊə/	Kontur, Muster
outing /ˈaʊt.ɪŋ/	Ausflug
pensioner /ˈpenʃ.n.ə/	Rentner bzw. Rentnerin
to prime /praɪm/	'vorpumpen', aufwärmen
stochastic /stə.ˈkæst.ɪk/	stochastisch
taxis /ˈtæks.ɪs/	Taxis (Sub- bzw. Ko-ordination)
estimable /ˈest.ɪm.əb.l/	achtenswert, beachtenswert
content-bearing /ˈkɒn.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 at the next meeting. (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 /ˈsem.ətr.i/	Friedhof
conservation /ˌkɒns.əˈveɪʃ.n/	(hier:) Erhalt
a facility /fəˈsɪl.ət.i/	Anlage
attachment /əˈtætʃ.mənt/	Bindung
dappled /ˈdæp.ld/	farbig-scheckig, (mit Licht und Schatten) gefleckt
intrusion /ɪnˈtruːʒ.n/	Intrusion
slavish /ˈsleɪv.ɪʃ/	sklavisch
sparse /spɑːs/	gering
battery /ˈbætr.i/	(hier:) Reihe
intricate /ˈɪntr.ɪk.ət/	verzwickt, kompliziert
intricacy /ˈɪntr.ɪk.əs.i/	Verzwicktheit
deployment /diˈplɔɪ.mənt/	Einsatz
knob /nɒb/	Knauf, Griff
sill /sɪl/	Fensterbank, Ferstersims
consistently /kənˈsɪst.ənt.li/	konsequent

mother-in-law language /ˈmʌð.ər.ɪn.ˌlɔː ˌlæŋ.ɡwɪdʒ/	Schwiegermuttersprache (Vermeidungssprache)
approximation /əˌprɒks.ɪˈmeɪʃ.n/	Annäherung
running words /ˌrʌn.ɪŋ ˈwɜːdz/	laufende Worte
weighting /ˈweɪt.ɪŋ/	Gewichtung
envisage /ɪnˈvɪz.ɪdʒ/	vorsehen
unconditioned probability /ˌʌn.kənˌdɪʃ.nd ˌprɒb.əˈbɪl.ət.i/	unbedingte Wahrscheinlichkeit
occur /əˈkɜː/	sich ereignen
occurrence /əˈkʌr.əns/	Ereignis
crudely /ˈkruː.d.li/	grob
clause complex /ˌklɔːz ˈkɒm.pleks/	Teilsatzkomplex
pro tem(pore) /(ˌ)prəʊ ˈtem(.p.ər.i)/	vorübergehend
theme /θiːm/	Thema
expound /ɪkˈspaʊnd/	exponieren, erläutern
exposition /ˌeks.pəˈzɪʃ.n/	Erläuterung
Beneficiary /ˌben.ɪˈfɪʃ.ər.i/	Nutznießer, Begünstigter
reflex /ˈriː.fleks/	Reflex, Spiegelung
affection /əˈfek.ʃn/	(hier:) Affekt
elastic /iˈlæst.ɪk/	elastisch
elasticity /ˌiː.læ.ˈstɪs.ət.i/	Elastizität
down-ranked /ˌdaʊn.ˈræŋkt/	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	Spaltsatz
/ˈkleft kən.ˌstrʌk.ʃn/	
to attend to s.t. /əˈtend/	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 at the next meeting. (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 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 /ˈfɔːm.ləs/	formlos
featureless /ˈfiːtʃ.ə.ləs/	ohne Merkmale; nichtssagend; gesichtslos
X is riddled with Y /ˌeks ɪz ˌrɪd.ld wɪð ˈwaɪ/	X ist von Y durchlöchert, durchsetzt
rife /raɪf/	weit verbreitet
draft /drɑːft/	Entwurf
typescript /ˈtaɪp.skrɪpt/	maschinengeschriebenes Schriftstück
proportioned capacity /prə.ˌpɔːʃ.nd kə.ˈpæs.ət.i/	(hier ungefähr:) Umfang bei gleichmäßiger Abdeckung
oratory /ˈɒr.ət.ər.i/	Redekunst
to deflect /di.ˈflekt/	ablenken
futile /ˈfjuː.t.aɪl/	nutzlos, sinnlos, zwecklos
futility /fju.ˈtɪl.ət.i/	Nutzlosigkeit, Sinnlosigkeit, Zwecklosigkeit
tableau /ˈtæb.ləʊ/	Gemälde, (lebendes) Bild
tape repeater /ˈteɪp ri.ˌpiː.t.ə/	Gerät zur Wiederholung von (Ausschnitten aus) Tonbandaufnahmen
transcribing machine /(ˌ)træn.ˈskraɪb.ɪŋ mə.ˌʃiːn/	Transkriptionsgerät
a battery of /ə ˈbætr.i əv/	eine Reihe von
parataxis /ˌpær.ə.ˈtæks.ɪs/	Parataxe
hypotaxis /ˌhaɪp.əʊ.ˈtæks.ɪs/	Hypotaxe
apposition /ˌæp.ə.ˈzɪʃ.n/	Apposition

iteration /ˌɪt.ə.ˈreɪʃ.n/	Iteration
recursion /ri.ˈkɜː.ʃ.n/	Rekursion
concatenation /kən.ˌkæt.ɪ.ˈneɪʃ.n/	Verkettung
to breed /briːd/	züchten
contract cleaning /ˌkɒn.trækt ˈkliː.n.ɪŋ/	vertragliche Reinigungsdienste
bitch /bɪtʃ/	Hündin
kennel prefix /ˈken.l ˌpriː.fɪks/	Zwingername
semi-trailer /ˈsem.i.ˌtreɪl.ə/	Sattelzugmaschine (mit Auflieger)
prowler /ˈpraʊl.ə/	Herumtreiber
married quarters /ˈmær.id ˌkwɔːt.əz/	Verheiratetenunterkünfte
a full-back /ˈfʊl.bæk/	Verteidiger
a stand-off /ˈstænd.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.ˈstrækt/	extrahieren
an extract /ˈeks.trækt/	Auszug, Ausschnitt
repertory /ˈrep.ət.ər.i/	Repertoire
sense-impression /ˈsens im.ˌpreʃ.n/	Sinneseindruck
to hold the floor /ˌhəʊld ðə ˈflɔː/	das Rederecht weiterhin beanspruchen
venom /ˈven.əm/	Gift
anti-venene /ˌænt.i.ˈven.iːn/	Gegengift
tetanus /ˈtet.ən.əs/	Tetanus (Wundstarrkrampf)
mamba /ˈmæm.bə/	Mamba-Schlange
disjointed /dɪs.ˈdʒɔɪnt.ɪd/	unzusammenhängend, zusammenhanglos
transitory /ˈtræns.ət.r.i/	vorübergehend, vergänglich
inconsequential /ɪn.ˌkɒns.ɪ.ˈkwenʃ.l/	unbedeutend, belanglos
to splutter /ˈsplʌt.ə/	prusten
a slip of the tongue /ə ˌslɪp əv ðə ˈtʌŋ/	ein Versprecher

a slip of the pen /ə ˌslɪp əv ðə ˈpen/	ein Flüchtigkeitsfehler (Schreibfehler)
to bandy words around /ˌbænd.i əˈraʊnd/	mit Wörtern um sich werfen
to bandy words about /ˌbænd.i əˈbaʊt/	(dito)
tacking /ˈtæk.ɪŋ/	Heftfäden
bits of material /ˌbɪts əv məˈtɪər.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 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 at the next meeting. (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*

anology	(misprint for 'analogy')
analogy /əˈnæl.ədʒ.i/	Analogie
to qualify /tə ˈkwɒl.ɪ.faɪ/	einschränken, modifizieren, relativieren
overlap /ˈəʊv.ə.læp/	Überlappung
to overlap /tu ˌəʊv.ə.ˈlæp/	sich überlappen
service encounter /ˈsɜːv.ɪs ɪn.ˌkaʊnt.ə/	(alle Phasen einer) Dienstleistung (Anbahnung, Vereinbarung, Leistung, Gegenleistung, ...)
appplause	(misprint for 'applause')
applause /əˈplɔːz/	Beifall
congruently /ˈkɒŋ.gru.ənt.li/	(opposite of: 'metaphorically')
subsidy /ˈsʌb.səd.i/	Subvention
to incur /tu ɪn.ˈkɜː/	sich zuziehen
resentment /riˈzent.mənt/	Unmut, Ressentiment
to err /tu ˈɜː/	(sich) irren
to growl /tə ˈgraʊl/	knurren
to bathe /tə ˈbeɪð/	baden
observation /ˌɒbz.əˈveɪʃ.n/	Beobachtung
observation coach /ˌɒbz.əˈveɪʃ.n ˌkəʊtʃ/	Kanzelwagen (mit Aussichtsabteil)
to orate /tu ɔːˈreɪt/	eine Rede halten
to attend to /tu əˈtend tə/	(auf jemanden / etwas) Acht geben, aufpassen, aufmerken; etwas Beachtung schenken
to derive from /tə diˈraɪv frəm/	von etwas herrühren

to sanctify /tə ˈsæŋkt.ɪ.faɪ/	heiligen, weihen; rechtfertigen
to separate the sheep from the goats /tə ˌsep.ə.reɪt ðə ˌʃiːp frəm ðə ˈgəʊts/	die Schafe von den Böcken scheiden
to redress the balance /tə ri.ˌdres ðə ˈbæl.əns/	das Gleichgewicht wiederherstellen
pernicous /pə.ˈnɪʃ.əs/	schädlich, verderblich
pedestal /ˈped.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 summer holidays".

If we are meeting face-to-face, you can use the unlined A4 paper provided: Write inside the box, leaving wide margins all round. Write your name on every page.

If we are doing this lesson online, you can type your essay in Word or a similar program and send it by mail. Alternatively, you can download and print out this piece of paper (twice, if you plan to write a lot), write on the paper by hand, then scan it or take a photo of it and send it to me as an email attachment.

The work will be handed back (in the form of a photocopy or scan, with the location of mistakes indicated) next week, which will be the last session this semester. Students will then self-correct their work in class, after which a second photocopy or scan (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 next class (which will be the last meeting for this semester). The oral report can be on any aspect of your Erasmus stay in Saarbrücken.

11 Essays; Feedback

11.1 Learning goals for this unit

1. Give a brief oral report on your Erasmus stay in Saarbrücken.

2. Self-correct and discuss the essays you wrote about your plans for the summer holidays.

3. Learn to distinguish between different ways of talking about the future.

11.2 Vocabulary

There is no set vocabulary for this unit.

11.3 Some questions to think about

1. What are the advantages or disadvantages of asynchronous distance learning?

2. What are the advantages or disadvantages of videoconferencing?

3. What are the advantages or disadvantages of face-to-face teaching?

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 their Erasmus stay in Saarbrücken.

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 about plans for the summer holidays. 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 receive 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.

Contents

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):