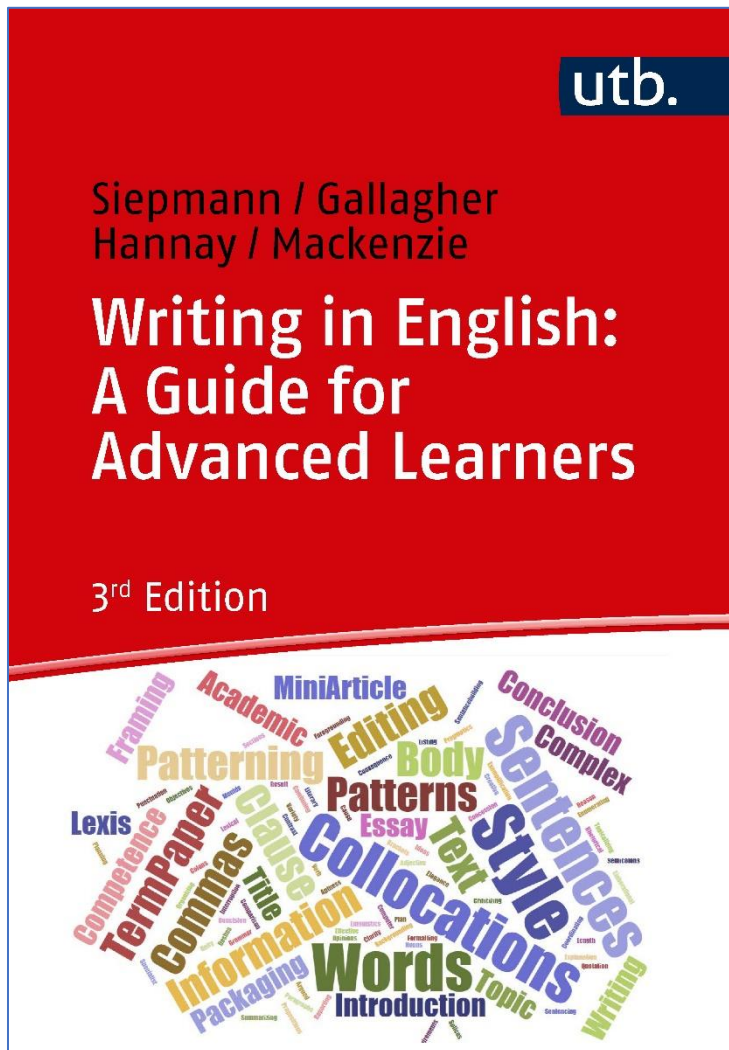


## Bonus-Material

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# Writing in English: A Guide for Advanced Learners

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## Module III

### Chapters 1, 2 and 3

#### 1. (Aim: Learning to read like a writer)

a) Read the following academic text by A.P. Cowie 'like a writer' (cf. p. 226). As you read, make a note of typical lexical and grammatical constructions; distinguish between functional and content vocabulary, explaining the specific function of each item of functional vocabulary. You may wish to colour-code these two types of vocabulary appropriately; or you may complete the following table.

underlining = content vocabulary relating to learner lexicography

bold = functional vocabulary

Note that many of the functional items that have been highlighted have been treated in Module III, Chapter 4. There you will also find synonyms of these items. Thus, *of course ... but*, a marker of concession, can be found in Table 48, p. 358 and many variants of *it is worth adding that* can be found in Table 35, which is devoted to enumerative terms (e.g. *it must be added that, it remains to add that, some mention should also be made of*, etc.)

#### Introduction: the genesis of the English monolingual learner's dictionary (A. P. Cowie)

A paradox lies at the heart of the development and publication of the first learners' dictionaries. Though the linguistic research vital to the development of such dictionaries began almost ten years **before their emergence** - appropriately in a foreign language context, and **most particularly** in Japan - **there was no understanding** at the outset **that nothing short of a special dictionary for the foreign learner** was needed to draw together the various strands of linguistic research - into limited vocabularies, construction patterns, and phraseology - undertaken **from the mid-1920s on**, under the direction of Harold Palmer, at the Tokyo Institute for Research in English Teaching (IRET). The idea of a 'learners' dictionary', in fact of various learners' dictionaries - the term itself is Harold Palmer's - emerged gradually **as** the research, aimed originally at improving language-teaching syllabuses for middle schools, expanded and diversified.

**Leaving aside, for a moment**, this central paradox, **there is the question of** the forms that the earliest dictionaries took. These reflected the methodological priorities of their authors. **For example**, the first to emerge, the New Method Dictionary of Michael West, of 1935, was designed almost exclusively for the reader. By contrast, Harold Palmer's Grammar of English Words, of 1938, was a highly original dictionary for the writer. This priority was not always openly declared by Palmer, but was implicit in the way his research had developed at IRET since the late 1920s, and in his methodological inclinations. Palmer was chiefly instrumental in producing, in 1930 and 1931, two limited vocabularies - limited **in fact** to 3000 words each - and later, in 1937, he published jointly with A. S. Hornby a restricted vocabulary of a mere 1000 words (Palmer and Hornby 1937). Palmer held to two articles of faith concerning such word-lists. The first was that a well-selected list of about a thousand words would supply the essential 'encoding' - **that is**, writing - needs of the secondary pupil. **Of course**, specialized technical terms would often be needed too, **but** these could be picked up as the particular needs of the moment required. The second and related point made by Palmer was that the restricted lists which the researchers arrived at contained **precisely** those words that even advanced-level students have difficulty in using because of the multiple meanings, derivatives, compounds and idioms which they give rise to (Cowie 1999). **It is worth adding, by the way, that** Palmer and scholars working - chiefly in America - from a different theoretical viewpoint, were broadly agreed in their selection of the first thousand or so words.

b) Look at the underlined words; use the following scale to give yourself a score for each of these words:

- 1) I don't know this word
- 2) I have seen this word before, but I am not sure of the meaning.
- 3) I understand the word when I see it or hear it in a sentence, but I don't know how to use it in my own speaking and writing.
- 4) I know this word and can use it in my own speaking and writing.

What strategies could you use to try and remember words you have not met before?

There is a wide variety of vocabulary learning strategies (e.g. the keyword technique, guessing words from context, visualization, etc.). Probably the best approach for the academic writer is to keep a vocabulary notebook. Note down collocations/constructions rather than words. Your notebook entry for the content vocabulary contained in the above text might look something like this:

the <b>emergence</b> of new technologies <u>before</u> the <b>emergence</b> of the learner's dictionary the last decade <u>has seen</u> the <b>emergence</b> of the Internet s.th. <u>leads to</u> the <b>emergence</b> of s.th. else	Entstehung bevor das Lernerwörterbuch aufkam
methodological priorities / choices / problems	methodisch
advanced-level students	fortgeschrittene Studierende
a dictionary <b>designed for</b> s.o. / <b>aimed at</b> s.o.	ein Wörterbuch, das sich an ... wendet
scholars <b>were agreed in</b> their selection of ...	die Forscher stimmten überein in ihrer Auswahl von ...

If you use a spreadsheet for your vocabulary entries, you can reorder them in all sorts of ways at a later stage (e.g. by lexical field or by the alphabet).

You could also use index cards. Write the construction or collocation to be learned on one side of the card and its translation on the other. Learn the constructions receptively first (i.e. look at the construction and try to recall its meaning or translation). Keep changing the order of the cards in the pack and put the most difficult constructions at the beginning. Use small packs (say 20-40 cards) at the beginning and larger packs (up to 300) as you progress; when learning becomes easier, only use small packs for long and difficult constructions. You may also wish to use computer software specifically designed for index card learning such as Phase6 ([www.phase6.de](http://www.phase6.de)) or VTrain (<http://www.vtrain.net/home-de.htm>).

## 2. (Aim: Learning to use uncountable nouns)

a) Check in your monolingual dictionary whether the following words are countable or uncountable:

*guidance, reason, advice, confusion, claptrap, furniture, hair, spaghetti, progress, research*

Now translate the following sentences:

Seine Ratschläge und Anregungen haben die Arbeit wesentlich bereichert.

-> His advice and guidance / suggestions have (considerably) enriched our work (considerably).

Cobb (1976) definiert soziale Unterstützung als eine Information, die eine Person veranlasst zu glauben, dass man sich um sie kümmert.

-> Cobb (1976) defines social support as information leading the subject to believe that he is cared for and loved.

Diese Frauen sorgten für beträchtliche Verwirrung.

-> These women cause / create considerable confusion.

Hinweise (use 'guidance') zum Gebrauch der Präpositionen finden sich in der rechten Spalte.

-> Guidance on the use of prepositions can be found in the right-hand column.

Das Auswendiglernen von Vokabeln ist bei jedem Sprachstudium notwendig.

-> Rote-learning of vocabulary is necessary in any kind of language learning. / Learning vocabulary by heart is an integral part of any language learning process.

Die engen finanziellen Rahmenbedingungen (*the financial squeeze*) und die neuen technischen Möglichkeiten (*the introduction of new technologies*) führen zu erheblichen Reibungen zwischen den am Publikationsprozess (*the publication process*) Beteiligten.

-> The financial squeeze and the introduction of new technologies have led to considerable friction among those involved in the publication process.

### 3. (Aim: Finding out about patterns)

Check in your dictionary or use a search program to find out about the patterns used with the following nouns.

*difference, way, difficulty, hatred, experience, information, possibility*

The main patterns are as follows:

difference between A and B, difference with s.th.

way to do s.th., way of doing s.th., the best way to do s.th. is by doing s.th. / to do s.th.

difficulty in doing s.th., difficulty with s.th., have difficulty (in) doing s.th.

hatred for / between / against / of / towards s.o.

experience of / in s.th.

information on / about s.th. / s.o.

possibility of s.th. (of rain), possibility of doing s.th., possibility + that-clause, possibility for s.th.,

possibility for s.o./s.th. to+INF

### 4. (Aim: Becoming aware of patterning)

As Francis, Hunston & Manning (1996, 1998) have shown, words with a similar meaning have similar patterns. For each of the patterns exemplified below, we therefore also draw your attention to other members of the relevant meaning group. This will help you understand that patterning is not random.

1. The most prominent mental symptom **of** Alzheimer's disease is the progressive and severe decline in memory functioning. (example / symptom / herald / measure of, symptomatic / indicative / characteristic / typical of)
2. **Of** central relevance **to** this approach are research findings in two main areas. (of concern to, of interest to, of consequence to, of import to, of interest to, link / parallel / relevance / similarity / relationship to)
3. Obviously, if the structures one actually observes bear no relationship **to** these underlying models, we must radically reconsider the usefulness of the model. (see 2 above)
4. Red cloaks, for example, were typical **of** the Spartans. (see 1 above)
5. If so, then there is a strong possibility that the subjects' attitude **to** / **towards completing** (use the correct form of the verb *complete*) the test may have affected the results as much as their knowledge. (addiction / antagonism / approach / dedication / devotion / opposition / reaction to / to + V-ing)
6. Their contact **with** the community could produce valuable sources **of** information. (appointment / meeting / date / reunion / link(s) with)
7. The focal learning experience in the course will be the student's relationship **with** a patient **with** / **facing** / **suffering from** a life-threatening illness. (acquaintance / affair / affiliation / alliance / association / bond / friendship / intimacy / liaison / oneness / rapport with)
8. Thus a key aspect **of** these verbs is their relationship **with** likelihood, necessity and ability. (basis / bottom / climax / ingredient / middle / nucleus / top of)

9. The infant's relationship **to** the breast is an equivocal one.
10. There is considerable debate **about** / **over** whether the caste system is specific to Hindu culture. (controversy / criticism / discussion / negotiation / speculation over / about)
11. In such trials, it was typical **of** defendants to claim that they were only sharing/borrowing the objects in question. (see 1 above)
12. The ash does not give a correct measure **of** what the plant needs. (see 1 above)
13. Through Mall's influence, Ludwig's attitude found reflection in Florence's proverbial generosity **towards** / **to** students and colleagues alike. (advances / aggression / behaviour / favouritism / gesture / hostility / leniency / violence towards)
14. The immediate popularity of the book was evidence **of** the change in taste. (see 1 above)
15. Socrates, the herald **of** an ontology of substance? (see 1 above)
16. Contact **with** Zoroastrianism, reaction **against** the early Christian church and incessant persecution led to modifications **in** / **of** the Jewish faith. (see above)
17. She proved painfully allergic **to** Calvinism, and resisted the insistent theology and discipline with which it was daily administered. (see 5 above)
18. They carry their antagonism **to** / **towards** the " legal " system to the very verge of Antinomianism. (see 5 above)
19. Aestheticism flourished partly as a reaction **against** the materialism of the burgeoning middle-class.
20. Surely the point **about** Cubism, **as of** Surrealism and Dada, was to get past convention.
21. It is economically unsound **for** any individual to enter any type of business without at least a working knowledge **of**, or experience **in**, the business he or she selects. (appropriate / sensible / wise for s.o. to do s.th.)
22. For St Paul redemption involved not only release **from** bondage **to** sin and death, but the restoration of all creation **to** what God intended it to be. (banishment / disappearance / emigration / escape / exile / retreat from)
23. The only rival **to** Webster **in** popularity and fame was Lindley Murray (1745-1826), a Quaker educator of New York and New Jersey.
24. Closer examination shows an intimacy **with** Chaucer's translation of the Romance. (see 7 above)

## 5. (Aim: Becoming aware of constructions)

- a) Look again at the concordance lines in which prepositions are used after *research* and decide what type of object each preposition is usually followed by.

*Research about* is followed by the broad subject area

*Research in* is followed by the broad subject area

*Research into* or *on* is followed by the topic

*Research by* is followed by the researcher or research group

*Research of* is followed by the time

*Research at* is followed by the place

*Research during* is followed by the time

- b) Now translate the following sentences or sentence fragments on the basis of what you have learned from the above concordances.

- a) Throughout, his book / study remains at the forefront of current research and debate / criticism. / He proves equal to the task of / up to the challenge of responding to current research questions.
- b) Future research may (further) explore / one line of research that may be further explored ... (... awaits further research / deserves further study / the present research may be extended to ...)
- c) However, we know from other research that ... / However, other research has shown that ...
- d) Most research on business management has focussed on the ...
- e) As prior / previous research has shown / found / established

- f) In accord with / consistent with previous research he begins by referring to Lessing's acquaintance with Jerusalem
- g) which summarizes outcomes of research on management / the results of research already conducted in the area of management / research findings relevant to / related to / on management studies ...
- h) freedom of research
- i) Rather, we will focus on the major lines of research (undertaken by ...).
- j) research on / into bee-keeping
- k) Most prior research has focused on the question (as to) whether; the primary focus of research has (so far) been the question ...; At the centre of (this) research has been the question ...
- l) Another remarkable piece of research was triggered by / has its origin in ...
- m) Any research on the embryo must be forbidden.

## 6. (Aim: Learning to avoid one-to-one translations and overused equivalents)

Translate the following sentences into acceptable English. See if you can avoid overused equivalents such as *importance* (Bedeutung) or *possibility* (Möglichkeit) wherever possible.

1. Der vorliegende Abschnitt bietet Aufschluß über diese veränderte Einstellung und deren Bedeutung für die Entwicklungsstrategie. (This section discusses the evidence which lies behind this change in views, and its implications for development strategy.)
2. Aber leicht wird die Bedeutung solcher theoretischer Auseinandersetzungen für das Verständnis des Wandels im heutigen Großbritannien übertrieben. (But the significance of such theoretical disputes for understanding change in contemporary Britain is easily exaggerated.)
3. Dies hat eine unmittelbare Bedeutung für die Wirtschaft. (This is directly relevant to productive economic activity.)
4. Man sollte die Bereitschaft fördern, an Fortbildungsmaßnahmen teilzunehmen. (We should promote responsiveness to further training.)
5. Dieser Status wird für eine bestimmte Anzahl von Jahren verliehen. (This status is granted for a term of years, a specified number of years)
6. Ich suche etwas ganz Bestimmtes. (something quite specific)
7. Wenn ein bestimmtes Niveau erreicht ist, stoppt die Maschine automatisch. (a particular level)
8. Die Wirtschaft überschreitet heute nationale Grenzen. (transcend boundaries)
9. Das linguistische Erkenntnisinteresse erstreckt sich nun über die Grenzen des Einzelsatzes hinaus. (The scope of linguistics has widened beyond the confines of the individual sentence.)
10. Bei der Übersetzung dieser Sätze kann man leicht an seine sprachlichen Grenzen stoßen. (In translating these sentences, you may come up against your linguistic limitations.)
11. Die Grenzen des Wachstums (the limits to growth)
12. Die Grenzen zwischen richtig und falsch sind oft fließend. (The boundaries between right and wrong are often fluid.)
13. Maßnahmen zur Armutsbekämpfung (anti-poverty policies)
14. Es gibt verschiedene Möglichkeiten, wie sich die Armen und ihre Kinder aus der Armut befreien können. (various ways of breaking poverty's grip on the poor and their children)
15. Es besteht die Möglichkeit, dass die Einschränkung weniger ausgeprägt ist. (There is a possibility that the restriction is less severe.)
16. Nur in Ausnahmefällen besteht die Möglichkeit, mit einem Adjektiv zu paraphrasieren. (Only in exceptional cases is it possible to paraphrase using an adjective.)
17. Könnten längere Öffnungszeiten eine Möglichkeit darstellen, mehr Geld in die Kassen zu bekommen? (might longer shopping hours be a way of getting more cash into the tills?)
18. Welche Möglichkeiten der Armutsbekämpfung gibt es? (What can be done about poverty?)
19. Das Erziehungswesen besitzt die Möglichkeit, Fähigkeiten und Begabungen zur Anwendung zu bringen. (Education has the potential to help people apply abilities and talents.)
20. Dieser Ansatz bietet Möglichkeiten für verbesserte landwirtschaftliche Produktionsmethoden. (offers scope for improved farming techniques)
21. Sie haben nur wenige Möglichkeiten, davon zu profitieren.

22. Eine Möglichkeit wäre, das zweite Wort auszulassen. (One possibility would be to leave out the second word.)
23. Amerika – das Land der unbegrenzten Möglichkeiten. (America – the land of unlimited opportunity)
24. Das heutige Schulsystem bietet wesentlich bessere Aufstiegsmöglichkeiten für Kinder aus der Unterschicht. (offers increased opportunity for upward social mobility)

**7. Translate the following sentences into English. (Aim: Learning to form compound nouns and adjectives)**

1. Zu diesem Sachverhalt unterbreitet Müller (1995) einige Verbesserungsvorschläge. (Müller (1995) makes a number of suggestions for improvement on this point / suggestions for improving this state of affairs.)
2. Das Lesepensum der Fremdsprachenstudenten sollte erhöht werden. (We should increase the amount of material students read / the amount of reading students do.)
3. Der Minister erwies sich als sehr entscheidungsfreudig. (The minister was very good at making decisions.)
4. Seine Taten, seine Verschwendungssucht und sein Machthunger sind auch heute noch legendär. (His actions, his extravagance and his thirst for power continue to be legendary even today.)
5. Im Folgenden sollen die geistesgeschichtlichen Hintergründe erläutert werden. (In what follows I/we will/shall discuss its basis in the history of ideas.)
6. Nordrhein-Westfalen war lange ein Kohleland. (For a long time Northrhine-Westphalia was a coal-producing state.)

**8. Spot mistakes in patterning in the following sentences from student texts and make suggestions for improvement.**

1. The Critical Period Hypothesis (CPH) says that human beings who did not go through the language learning process while they were in the critical period (which means in early childhood) have problems in correct language acquisition. (have / experience difficulty in acquiring a language to a native-like standard)
2. In the text "Maoris and Pakehas - A Difficult Relationship" Joan Metge describes some facts, why the indigenous people of New Zealand are still discriminated. (enumerates some facts which explain why / some reasons why; discriminated against)
3. Apart from this Maoris are discriminated against in other fields as well. Unofficially they aren't accepted to live everywhere in towns and cities and they are limited in certain types of commercial service and employment. (limited to)
4. In her recently published study Pam Peters tries to give a universal evidence for the usage of subjunctive clause constructions in nearly all its distinctions. (evidence for)
5. A number of things like organizing the study as well as planning the run of the day, and not at last the discipline whether to visit a university offer or not, depends on oneself. (your studies, your day, not least; discipline ...: attend a university class; sentence top-heavy: there are a number of things which depend on yourself)
6. As the University of Siegen celebrated its 25th birthday just two years ago now, the total concept of studying is a revolutionary one in relation to older universities. (the programme of study)
7. Nearly in countries all over the world ethnic minorities are oppressed by major groups. In general this phenomenon has got several reasons: ... (In almost all the countries in the world ... majority groups; is due to several factors)

8. Together with national curricula, these six proficiency levels help teachers to orientate what competences and skills pupils are expected to have at a certain time during their foreign language education. (... help teachers inform themselves about ... at a given / particular time ... [*orientate* does not have this meaning in English])
9. Taking a look at literature specialized on the single category of language testing, literature on testing speaking is the one represented least. (If we take a look at the specialist literature on / at the literature specializing in ..., we find that literature on testing is least well represented.)
10. All additional pieces of information in this chapter stem from my own observation and assumptions and are thus by no means representative for all schools in Germany. (... representative of ...)
11. A good example for a short genealogy is the phrase 'son of'. (... example of ...)
12. I think I was able to show a different possibility to interpret *The Lord of the Rings*. (... possibility of interpreting ...)

**9. You are faced with the following writing problems. How can you solve them using Google?**

1. Is it 'type of book' or 'type of books'?
2. Do 'relevance' and 'significance' collocate with 'assume'?
3. Would you write 'die healthier', 'die more healthy' or 'die in a healthier state'?
4. Does 'follow up' collocate with 'recommendation'?
5. How can you say 'das Buch ist jetzt in der vierten Auflage erhältlich'?

Type the following into Google Books. Check whether the search results are from texts written by native speakers of English.

1. "type of book, "type of books (both are possible)
2. "assume relevance, "assumed relevance, "assuming relevance, "assume significance, "assuming significance, "assumed significance. What you find is that relevance collocates with the past participle *assumed: the assumed relevance of s.th.*, but not: *s.th. assumes relevance. S.th. assumes significance* is possible, though.
3. "die healthier, "die more healthy, "die in a healthier state; Google Books will throw up around 40 hits for *die healthier*, but just one dated example of *die more healthy*, and none of *die in a healthier state*.
4. 'followed up \* recommendation; this produces in the region of 600 valid results
5. 'the book is now available in \* edition; this produces hits like 'the book is now available in its fourth edition.