

## Longman Grammar Of Spoken And Written English

This handbook provides an authoritative, critical survey of current research and knowledge in the grammar of the English language. Following an introduction from the editors, the volume's expert contributors explore a range of core topics in English grammar, beginning with issues in grammar writing and methodology. Chapters in part II then examine the various theoretical approaches to grammar, such as cognitive, constructional, and generative approaches, followed by the chapters in part III, which comprehensively cover the different subdomains of grammar, including compounds, phrase structure, clause types, tense and aspect, and information structure. Part IV offers coverage of the relationship between grammar and other fields - lexis, phonology, meaning, and discourse - while the concluding part of the book investigates grammatical change over time, regional variation, and genre and literary variation. The handbook's wide-ranging coverage will appeal to researchers and students of English language and linguistics from undergraduate level upwards. An Introduction to English grammar provides a comprehensive overview of all aspects of English grammar, and can be used in the classroom, for self-study, or as a reference book. The book is organised in two parts – on grammar and its applications – and provides everything a beginning student needs to get to grips with the theory and practice of English usage, including sections on style, punctuation and spelling. This third edition has been fully revised and updated to include an expanded section on English in Use, usage notes highlighting common errors, updated exercises, a glossary and a companion website with further graded exercises.

Longman Grammar of Spoken and Written English Allyn & Bacon

Seminar paper from the year 2003 in the subject English Language and Literature Studies - Linguistics, grade: 2+, University of Rostock (Institut für Sprachwissenschaft), course: Hauptseminar: Corpus dictionaries and lexical structure, 10 Literaturquellen entries in the bibliography, language: English, abstract: The first dictionary was published in 1984. At that time the focus lay on lexicography especially on English as an international language. Nowadays nearly every three months new dictionaries appear. They are mainly published from publishing houses in Great Britain. This is due to the dominance which British lexicography won in the 1960s. When the first Longman Dictionary of Contemporary English appeared in 1978 British lexicography had finally won dominance to American lexicography. In 1987 the second edition of the Longman Dictionary of Contemporary English and the Collins COBUILD Dictionary of the English language appeared. These works were completely different to the ones before. According to Sidney I. Landau these works were "in many respects a daring departure from the customary practices of lexicography, and particularly of ESL lexicography". They offered a new look at what the user needed. The aim of this paper is to take a closer look on these dictionaries to check whether they are working with authentic language material to explain words and how easy or difficult it is for a user to understand the explained issues. In grammars the different features of a language are considered systematically. Spoken and written language material is described. Nowadays the grammarians are working together with Universities or at least base their entries on large databases that include millions of texts taken out of various forms of writing and communication situations. This system is meant to help to provide the use of authentic language material that is familiar to the grammar user. In the analysed grammars invented examples are avoided with the aim to offer the user

This practical and research-based introduction to current and effective English grammar instruction gives pre-service and in-service teachers and teacher educators a strong foundation for teaching second language grammar and helps them develop their professional knowledge and skills. Written in a highly readable style for an international audience, it provides a thorough and rounded overview of the principles, strategies, techniques, and applications currently dominant in teaching L2 grammar in a range of instructional settings around the world. Chapter authors are world-class authorities in grammar and grammar teaching and learning. All chapters are based on theoretical frameworks and/or research foundations with a strong emphasis on practical applications and implications for classroom teaching, and highlight teaching methods, key concepts, and terminology associated with grammar instruction. Illuminating the options and choices in grammar teaching from a contemporary perspective, *Teaching English Grammar to Speakers of Other Languages* is ideal as key text for students in undergraduate and graduate MA-TESOL programs and as a resource for practicing ESL/EFL teachers, teacher educators, and teaching faculty.

Writing development is currently the focus of substantial international debate because it is the aspect of literacy education that has been least responsive to central government and state reforms. Teaching approaches in writing have been slower to change than those in teaching reading and pupil attainment in writing has increased at a much more modest rate than pupil attainment in reading. This handbook critically examines research and theoretical issues that impact on writing development from the early years through to adulthood. It provides those researching or teaching literacy with one of the most academically authoritative and comprehensive works in the field. With expert contributors from across the world, the book represents a detailed and valuable overview of a complex area of study.

*Grammatical Complexity in Academic English* uses corpus-based analyses to challenge a number of dominant stereotypes and assumptions within linguistics. Biber and Gray tackle the nature of grammatical complexity, demonstrating that embedded phrasal structures are as important as embedded dependent clauses. The authors also overturn ingrained assumptions about linguistic change, showing that grammatical change occurs in writing as well as speech. This work establishes that academic writing is structurally compressed (rather than elaborated); that it is often not explicit in the expression of meaning; and that scientific academic writing has been the locus of some of the most important grammatical changes in English over the past 200 years (rather than being conservative and resistant to change). Supported throughout with textual evidence, this work is essential reading for discourse analysts, sociolinguists, applied linguists, as well as descriptive linguists and historical linguists.

Seminar paper from the year 2002 in the subject English Language and Literature Studies - Linguistics, grade: 1,0, Dresden

Technical University, 4 entries in the bibliography, language: English, abstract: Usage of but in general The following facts and deductions are taken from the Longman Grammar of Spoken and Written English. This book is a corpus-based grammatical study whose authors used the British National Corpus and the Longman Spoken American Corpus as their main sources. (1) I think he will have salad but he doesn't like tomatoes. (CONV) (2) A: The golden rule is if you're reversing you must look behind you! B: Yeah, but she said she did. (CONV) (3) A: If perhaps you were to spread erm – a wire netting over the pond Mollie? B: Well yes I know, but I'm not having that! But erm – what I am going to do but I can't do it until – the spring. (CONV)<sup>1</sup> The registers in the Longman Spoken and Written Corpus are conversation (CONV), fiction (FICT), news (NEWS) and academic prose (ACAD). This selection of the above sentences supports the theory that the word but is most frequent in conversation (and fiction), and least frequent in academic prose. The high frequency of but can be explained by the high frequency of negatives in conversation. Negation and contrast are closely related topics. Moreover, conversation is interactive. The high frequency in both cases results from this interactivity. "The speaker can use but to modify a statement (1), and the addressee can use it to express a contrary opinion, refute a statement by the interlocutor, reject a suggestion, etc. (2, 3)".<sup>2</sup> The distribution of but in the other registers is more difficult to explain: One answer to the question of low frequency in academic prose may be that contrast is more often expressed by other words in that register. "Forms such as although, however, nevertheless, and on the other hand are more frequent in academic prose than in the other registers."<sup>3</sup> Another interesting finding is that of but as a sentence/turn- initial coordinator. Although it is said that placing a coordinator at the beginning of an orthographic sentence is not right on the level of style, coordinators are quite frequent in this position in actual texts. But, for example, is very likely to be found in sentence/turn-initial position. But the frequencies are higher in fiction and news reportage than in academic writing. This probably shows that especially dialogue in fiction and quoted speech in news include more spontaneous reactions. Furthermore, in written texts, sentence-initial coordinators often occur at paragraph boundaries...

Seminar paper from the year 2011 in the subject English Language and Literature Studies - Linguistics, grade: 1,0, University of Würzburg, language: English, abstract: 1. Introduction: Tense and aspect A foreign learner of the English language has to struggle with many tasks concerning vocabulary and grammar. Especially the correct usage of the verb phrase includes a highly difficult problem and has to be analysed very detailed. It includes not only the grammatical category of tense but as well the category of aspect, mood and voice. This paper is supposed to concentrate on the grammatical categories tense and aspect. Tense is used to express the location of an event or state in time. It can be divided into future, present and past tense. By contrast to that "aspect" expresses the way in which the action or the state is experienced. It reflects the meaning of the verb in relation to time. That means it shows whether the action is finished or is still in progress. The English verb system includes the perfective aspect, the progressive aspect, the simple aspect and the perfect-progressive aspect. (Quirk et al. 1979: 40) In the following an overview of the tense past combined with the perfective aspect will be given. First of all the definitions of this tense and aspect will be compared in three different grammars: "Meaning and the English Verb" by Leech, "A Student's Grammar of the English Language" by Quirk and Greenbaum and "Longman Student Grammar of spoken and written English" by Biber et al.. In the second part of the paper the application of the past perfect will be analysed in an excerpt of "Harry Potter and the Prisoner of Azkaban" written by Joanne K. Rowling.

This is the workbook to accompany the 'Longman Student Grammar of Spoken and Written English'.

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In the present volume, scholars from North America and Europe address a broad spectrum of research topics in historical English linguistics, including new theories and methods such as Optimality Theory and corpus linguistics, and traditional fields such as phonology and syntax. This volume captures an ongoing conversation at the heart of historical English linguistics: the question of evidence and historical reconstruction.

Grammar and Context: considers how grammatical choices influence and are influenced by the context in which communication takes place examines the interaction of a wide variety of contexts - including socio-cultural, situational and global influences includes a range of different types of grammar - functional, pedagogic, descriptive and prescriptive explores grammatical features in a lively variety of communicative contexts, such as advertising, dinner-table talk, email and political speeches gathers together influential readings from key names in the discipline, including: David Crystal, M.A.K. Halliday, Joanna Thornborrow, Ken Hyland and Stephen Levey. The accompanying website to this book can be found at <http://www.routledge.com/textbooks/0415310814/> The " Longman Grammar of Spoken and Written English " is a revolutionary, corpus-based reference grammar of English, based on a groundbreaking research project to analyze the ways in which English grammar is really used. The book looks at four text types "conversation, fiction, news reportage, and academic prose" and reports statistical findings as well as examining the reasons that condition a particular grammatical choice. Encompasses a six-year research project into the ways in which language is really used. Reveals which structures, tenses, and lexical choices occur, and how their distribution differs in different text types. Analyzes natural language in each chapter, based on analysis of the real everyday conversations in the Longman Spoken American Corpus and the British National Corpus. Contains over 350 tables and graphs that show the frequency of constructions across different registers, from conversation to fiction to academic prose. "

Seminar paper from the year 2009 in the subject English Language and Literature Studies - Linguistics, grade: 1,3, Dresden Technical University (Sprachwissenschaft), course: Syntactic Patterns in English, language: English, abstract: Das Term Paper gibt einen übersichtlichen Einstieg zum Thema Adjectives. Da es Standardwerke vergleicht, ist es besonders für Studienanfänger geeignet, die sich einen schnellen Überblick über die vorhanden Literatur verschaffen wollen.

The Cambridge Handbook of English Corpus Linguistics (CHECL) surveys the breadth of corpus-based linguistic research on English, including chapters on collocations, phraseology, grammatical variation, historical change, and the description of registers and dialects. The most innovative aspects of the CHECL are its emphasis on critical discussion, its explicit evaluation of the state of the art in each sub-discipline, and the inclusion of empirical case studies. While each chapter includes a broad survey of previous research, the primary focus is on a detailed description of the most important corpus-based studies in this area, with discussion of what those studies found, and why they are important. Each chapter also includes a critical discussion of the corpus-based methods employed for research in this area, as well as an explicit summary of new findings and discoveries.

Over the years, pragmatics - the study of the use and meaning of utterances to their situations - has become a more and more important branch of linguistics, as the inadequacies of a purely formalist, abstract approach to the study of language have become more evident. This book presents a rhetorical model of pragmatics: that is, a model which studies linguistic communication in terms of communicative goals and principles of 'good communicative behaviour'. In this respect, Geoffrey Leech argues for a rapprochement between linguistics and the

traditional discipline of rhetoric. He does not reject the Chomskian revolution of linguistics, but rather maintains that the language system in the abstract - i.e. the 'grammar' broadly in Chomsky's sense - must be studied in relation to a fully developed theory of language use. There is therefore a division of labour between grammar and rhetoric, or (in the study of meaning) between semantics and pragmatics. The book's main focus is thus on the development of a model of pragmatics within an overall functional model of language. In this it builds on the speech act theory of Austin and Searle, and the theory of conversational implicature of Grice, but at the same time enlarges pragmatics to include politeness, irony, phatic communion, and other social principles of linguistic behaviour.

"The Teacher's grammar of English enables English language teachers and teachers-in-training to fully understand and effectively teach English grammar. With comprehensive presentation of form, meaning, and usage, along with practical exercises and advice on teaching difficult structures, it is both a complete grammar course and an essential reference text."--Back cover.

A Communicative Grammar of English has long been established as a grammar innovative in approach, reliable in coverage, and clear in its explanations. This fully revised and redesigned third edition provides up-to-date and accessible help to teachers, advanced learners and undergraduate students of English. Part One looks at the way English grammar varies in different types of English, such as 'formal' and 'informal', 'spoken' and 'written'; Part Two focuses on the uses of grammar rather than on grammatical structure and Part Three provides a handy alphabetically arranged guide to English grammar. A new workbook, The Communicative Grammar of English Workbook also accompanies this edition.

This book examines in detail the forms and functions of clause combination in English. Using a corpus linguistics methodology, it describes how the English clause system currently behaves, how it has developed over the history of the language, and how the features and properties of English clause combination have important theoretical and empirical significance. Adopting the cognitive-functional Adaptive Approach to grammar, it offers a series of interconnected studies that investigate how English clause combination interacts with the properties of coherence and cohesion in discourse across historical time, as well in contemporary language use. This work contributes to the ever-increasing common ground between corpus linguistics and cognitive-functional linguistics, producing new paths for interdisciplinary research.

This grammar reference is written for the advanced student. It combines explanations of English grammar with information on how, when and why we use different structures. It shows the differences between spoken and written grammar and includes frequency information on the most common forms.

This is the fully revised and expanded second edition of English - One Tongue, Many Voices, a book by three internationally distinguished English language scholars who tell the fascinating, improbable saga of English in time and space. Chapters trace the history of the language from its obscure beginnings over 1500 years ago as a collection of dialects spoken by marauding, illiterate tribes. They show how the geographical spread of the language in its increasing diversity has made English into an international language of unprecedented range and variety. The authors examine the present state of English as a global language and the problems, pressures and uncertainties of its future, online and offline. They argue that, in spite of the amazing variety and plurality of English, it remains a single language.

Corpus Perspectives on the Spoken Models used by EFL Teachers illustrates the key principles and practical guidelines for the design and exploitation of corpora for classroom-based research. Focusing on the nature of the spoken English used by L2 teachers, which serves as an implicit target model for learners alongside the curriculum model, this book brings an innovative perspective to the on-going academic debate concerning the models of spoken English that are taught today. Based on research carried out in the EFL classroom in Ireland, this book: explores issues and challenges that arise from the use of "non-standard" varieties of spoken English by teachers, alongside the use of Standard British English, and examines the controversies surrounding sociolinguistic approaches to the study of variation in spoken English; combines quantitative corpus linguistic investigations with qualitative functional discourse analytic approaches from pragmatics and SLA for classroom-based research; demonstrates the ways in which changing trends and perspectives surrounding spoken English may be filtering down to the classroom level. Drawing on a corpus of 60,000 words and highlighting strategies and techniques that can be applied by researchers and teachers to their own research context, this book is key reading for all pre- and in-service teachers of EFL as well as researchers in this field.

Every language has its peculiar problems of meaning for the foreign learner. In the English language, some of the biggest yet most fascinating problems are concentrated in the area of the finite verb phrase: in particular, tense, aspect, mood and modality. Meaning and the English Verb describes these fields in detail for teachers and advanced students of English as a foreign or second language. This new third edition uses up-to-date examples to show differences and similarities between American and British English, reflecting a great deal of recent research in this area. It also takes account of the subtle changes which are taking place in the language today. In print for over 30 years, Meaning and the English Verb has established itself as a recognised authority on the meaning and use of verb constructions in English. This updated third edition will ensure that it remains an invaluable text for teachers and students of English worldwide.

A Communicative Grammar of English employs a communicative rather than a structural approach to the learning of English grammar. This edition is divided into three parts: Part One: A guide to the use of this book - looks at the way English grammar varies in different types of English, for example 'formal' and 'informal', 'spoken' and 'written'. Part Two: Grammar in use - the central and largest part of the book, presents grammar through the eyes of the communicator and focuses on the uses of grammar rather than on grammatical structure. Part Three: A-Z in English grammar - provides a useful and alphabetically arranged guide to English grammar. This new edition includes more real examples taken from corpus data. Increased emphasis is given to grammar in spoken language, providing a better balance between written and spoken English. Explanations and examples have been made simpler in order to make the grammar more accessible to students.

The Grammar and Lexis of Conversational Informal English in Advanced Textbooks defends the view that the acquisition of conversational English depends highly on the kind of materials available to L2 learners. The need to acquire a proficient competence in English is growing exponentially in an incessantly demanding society, but it is the oral skill, and more specifically the ability to communicate in everyday situations, that learners are calling for. The current learning process, nonetheless, is not particularly effective, as is shown in the data collected by the Eurobarometer and published in June 2012, which shows that only 38% of the Europeans surveyed were able to maintain a conversation in English, although 67% believed it to be the most useful language to learn for personal development. The present study supports the idea expressed in The Common European Framework of Reference for Languages, which states that a language is learnt reactively, following the instructions and carrying out the activities prescribed for them by teachers and by textbooks (2001: 141).

Consequently, these materials should reflect the everyday use of informal discourse and allow learners to analyse, understand and interpret the different underlying messages conveyed by means of lexico-syntactic, as well as paralinguistic, elements. The book is divided into seven chapters in which various different linguistic aspects of conversation are dealt with. In the opening chapters, spoken language is presented and approached as a multidimensional entity, particularly as the sum of lexico-syntactic and socio-linguistic elements. The following chapters provide a description of the main characteristics of conversational English based on corpus-informed grammars and publications. The final chapter analyses twenty ESL textbooks in order to determine how corpus data has influenced the materials designed for the acquisition of conversational discourse."

Studies in Language and Linguistics General Editors: Geoffrey Leech, Department of Modern English Language, Lancaster University and Jenny Thomas, School of English and Linguistics, University of Wales, Bangor Broad-ranging and authoritative, Studies in Language and

Linguistics is an occasional series incorporating major new work in all areas of linguistics. *Variation in English: Multi-Dimensional Studies* provides both a comprehensive view into a relatively new technique for studying language, and a diverse, exciting collection of studies of variation in English. The first part of the book provides an explanation of multi-dimensional (MD) analysis, a research technique for studying language variation. MD is a corpus-based approach developed by Doug Biber that facilitates large-scale studies of language variation and the investigation of research questions that were previously intractable. The second part of the book contains studies that apply Biber's original MD analysis of English to new domains. These studies cover the historical evolution of English; specialized domains such as medical writing and oral proficiency testing; and dialect variation, including gender and British/American. The third part of the book contains studies that conduct new MD analyses, covering adult/child language differences, 18th century speech and writing, and discourse complexity. Readers of this book will become familiar with the analytical techniques of multi-dimensional analysis, with its applicability to a wide variety of language issues, and with the findings of important studies previously published in diverse journals as well as new studies appearing for the first time. Susan Conrad is an assistant professor in the Department of English and Program in Linguistics at Iowa State University. She is the co-author of *Corpus Linguistics: Investigating Language Structure and Use* (1998) and the *Longman Grammar of Spoken and Written English* (1999). Douglas Biber is Regents' Professor of English (Applied Linguistics) at Northern Arizona University. His works include *Variation Across Speech and Writing* (1988), *Dimensions of Register Variation: A Cross-Linguistic Comparison* (1995), *Corpus Linguistics: Investigating Language Structure and Use* (with Conrad and Reppen, 1998) and the co-authored *Longman Grammar of Spoken and Written English* (1999).

The present book offers fresh insights into the description of ditransitive verbs and their complementation in present-day English. In the theory-oriented first part, a pluralist framework is developed on the basis of previous research that integrates ditransitive verbs as lexical items with both the entirety of their complementation patterns and the cognitive and semantic aspects of ditransitivity. This approach is combined with modern corpus-linguistic methodology in the present study, which draws on an exhaustive semi-automatic analysis of all patterns of ditransitive verbs in the British component of the International Corpus of English (ICE-GB) and also takes into account selected data from the British National Corpus (BNC). In the second part of the study, the complementation of ditransitive verbs (e.g. give, send) is analysed quantitatively and qualitatively. Special emphasis is placed here on the identification of significant principles of pattern selection, i.e. factors that lead language users to prefer specific patterns over other patterns in given contexts (e.g. weight, focus, pattern flow in text, lexical constraints). In the last part, some general aspects of a network-like, usage-based model of ditransitive verbs, their patterns and the relevant principles of pattern selection are sketched out, thus bridging the gap between the performance-related description of language use and a competence-related model of language cognition.

This book describes the most important kinds of texts in English and introduces the methodological techniques used to analyse them. Three analytical approaches are introduced and compared, describing a wide range of texts from the perspectives of register, genre and style. The primary focus of the book is on the analysis of registers. Part 1 introduces an analytical framework for studying registers, genre conventions, and styles. Part 2 provides detailed descriptions of particular text varieties in English, including spoken interpersonal varieties (conversation, university office hours, service encounters), written varieties (newspapers, academic prose, fiction), and emerging electronic varieties (e-mail, internet forums, text messages). Finally, Part 3 introduces advanced analytical approaches using corpora, and discusses theoretical concerns, such as the place of register studies in linguistics, and practical applications of register analysis. Each chapter ends with three types of activities: reflection and review activities, analysis activities, and larger project ideas.

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Speaking is a dynamic, interpersonal process and one that strongly influences how we are perceived by others in a range of formal and everyday contexts. Despite this, speaking is often researched and taught as if it is simply writing delivered in a different mode. In *Teaching and Researching Speaking*, Rebecca Hughes suggests that we have less understanding than we might of important meaning-making aspects of speech such as prosody, gaze, affect, and the ways speakers collaborate and negotiate with one another in interaction. This thoroughly revised and updated second edition looks to the future of the field, offering: A new chapter on assessment, discussing 'high stakes' oral language testing contexts such as immigration New material considering access to spoken data via the worldwide web and new technologies that allow neurolinguistic insights formerly hidden from view Summaries and case studies to help the reader understand how to approach researching speaking and encourages practitioners to question the models of speaking that they are using in their classrooms. Reviewing materials and assessment practices in the light of current knowledge about spoken language, and highlighting areas for new work and collaboration between researchers and practitioners, this book will be a valuable resource for anyone involved in language teaching.

The *Routledge Handbook of English Language and Digital Humanities* serves as a reference point for key developments related to the ways in which the digital turn has shaped the study of the English language and of how the resulting methodological approaches have permeated other disciplines. It draws on modern linguistics and discourse analysis for its analytical methods and applies these approaches to the exploration and theorisation of issues within the humanities. Divided into three sections, this handbook covers: sources and corpora; analytical approaches; English language at the interface with other areas of research in the digital humanities. In covering these areas, more traditional approaches and methodologies in the humanities are recast and research challenges are re-framed through the lens of the digital. The essays in this volume highlight the opportunities for new questions to be asked and long-standing questions to be reconsidered when drawing on the digital in humanities research. This is a ground-breaking collection of essays offering incisive and essential reading for anyone with an interest in the English language and digital humanities.

Printbegrænsninger: Der kan printes 10 sider ad gangen og max. 40 sider pr. session

University students must cope with a bewildering array of registers, not only to learn academic content, but also to understand course expectations and requirements. While many previous studies have investigated academic writing, we know comparatively little about academic speech; and no linguistic study to date has investigated the range of academic and advising/management registers that students encounter. This book is a first step towards filling this gap. Based on analysis of the T2K-SWAL Corpus, the book describes university registers from several different perspectives, including: vocabulary patterns; the use of lexico-grammatical and syntactic features; the expression of stance; the use of extended collocations ('lexical bundles'); and a Multi-Dimensional analysis of the overall patterns of register variation. All linguistic patterns are interpreted in functional terms, resulting in an overall characterization of the typical kinds of language that students encounter in university registers: academic and non-academic; spoken and written.

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