Living Lingo Section 1
Questions

Write clear, complete sentences so that your answers form a set of notes that you can refer back to later. These will be discussed and corrected in the first week of 2013

1.0 Setting the Scene

1. Why is it artificial to make a strong distinction between written and spoken language? Give two examples which illustrate the problem.
2. Define **ellipsis** and **topic-oriented structures**. Find two examples of your own of e-communication that illustrates these.
3. The choices about how formal, or informal, a text needs to be are governed by a wide range of social functions. List as many of these as you can, with the heading: Factors affecting language choices.
4. Analysing any text will in turn tell us a lot about the person/people involved, for example … (4 things from the bottom of page 9).

1.1 The Nature of Texts

1. Define **Discourse** and **text** and **domain, monolinguals**.
2. List the **sociolinguistic variables** that affect the codes people use.
3. Think of and explain your own examples of at least 2 different texts in the same domain. Go into detail about how the sociolinguistic context affects the language choices of the interlocutors.

1.2 Register and Style

1. Define **register** and **dialect**.
2. What is the most obvious sub-system involved in defining registers? Why?
3. **Jargon** is sometimes used as a synonym for register. Why can this be a problem? (Hint: What does "pejoratively" mean?)
4. Pawley (1985) did a study of Tasmanian Vernacular English. List some of the **non-standard** features of this variety.
5. How does this variety illustrate the fact that the line between registers and dialects can become blurry.
6. What critical distinction is explained at the bottom of p.12?
7. Read the first paragraph on p 13, and then explain in your own words why many students struggle to use the **formal register** effectively.
8. What happens when people get parts of the register wrong (eg their accent is too "posh" for their lexical choice)?
9. Read p 14 and 15 slowly and carefully. Then, list Joos' 5 levels of formality and give one situation where each would be appropriate and useful. Show how pronunciation, lexicon (vocabulary) and other stylistic features would contribute to each register.
10. After reading p14 carefully, and then give at least 3 examples from your own experience showing how people can be offended if they are addressed inappropriately.

1.3 Politeness and Face

1. How do the jokes on p.16 violate our expectations of how conversations are supposed to work?
2. Define "face". Give one example from your own experience of where someone lost face; and one where some-one's positive face needs were met (i.e. They came away feeling good or better about themselves). Use short anecdotes (approx. 5 lines each. If you can quote actual dialogue, fantastic!)
3. Why do you think euphemism and offensive language would be particularly important in matters of face?
4. Make a dot-point list of the aspects of positive face and negative face in the book.
5. "Different groups play by different rules …" (p17). How do teenagers use swearing to create negative face among themselves?
6. Do activity 7 on p72 – 73

1.4 The tug-of-war between standard and non-standard

1. Define Standard English.
2. Make a dot point list of the main features of Standard English.
3. Summarise into dot points the key reasons why the authors of Living Lingo say there is a "tug of war" between the standard and non-standard varieties?