

## Lecture 3.1

1 Learn to finger-spell. A two-handed system is used in British fingerspelling, as seen at:

<[http://www.rnid.org.uk/information\\_resources/communicating\\_better/fingerspelling/fingerspelling\\_tool/#here](http://www.rnid.org.uk/information_resources/communicating_better/fingerspelling/fingerspelling_tool/#here)>

A one-handed system is used in American Fingerspelling, as seen at:

<<http://www.lifeprint.com/asl101/fingerspelling/fingerspelling.htm>>.

You can test yourself on the two-handed system at:

<[http://www.bgfl.org/bgfl/custom/resources\\_ftp/client\\_ftp/ks2/pshe/finger\\_spelling/index.htm](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/pshe/finger_spelling/index.htm)>

and on the one-handed system at:

<<http://www.asl.ms>>.

2 Draw a diagram of the vocal organs and label the important parts. You'll find examples at:

<<http://www.sil.org/mexico/ling/glosario/e005bi-organsart.htm>>

or

<<http://www.teachit.co.uk/armoore/lang/phonology.htm>>.

3 Learn some phonetic symbols and use them to transcribe a piece of speech. You'll find introductions at:

<<http://hctv.humnet.ucla.edu/departments/linguistics/VowelsandConsonants/course/chapter1/chapter1.html>>

or

<<http://www.omniglot.com/writing/ipa.htm>>.

Activities

4 Compare the phonology of English with that of another language, such as French at:

<<http://www.lerc.educ.ubc.ca/lerc/courses/489/worldlang/french/frenchlanguagephonology.html>>

or German at:

<<http://www.phon.ucl.ac.uk/home/sampa/german.htm>>.

An account of one English accent can be found at:

<<http://www.teachingenglish.org.uk/try/activities/phonemic-chart>>.

5 Practise using the intonation of football results to show semantic equivalences, positive outcomes, and negative outcomes between sentences. For example, use an appropriate intonation to express the following:

John went by bus, and so did Mary.

John caught the bus, but (sadly) Mary missed it.

John missed the bus, but (luckily) Mary caught it.

6 Practise working with rhythm by identifying the strong and weak syllables in sentences. Nursery rhymes are a good place to start as they provide clear metrical patterns within the lines. What are the main differences between the patterns you hear in nursery rhymes and those in more sophisticated forms of poetry, such as a sonnet? You'll find a selection of nursery rhymes in English at:

<<http://www.rhymes.org.uk>>

and of sonnets at:

<<http://www.shakespeareswords.com/Poem.aspx?IdPoem=53>>.

## Lecture 3.2

1 Investigate the types of writing implement and surface used throughout history.

Several sites provide accounts, such as:

<[http://myfundi.co.za/e/The\\_history\\_of\\_Writing\\_implements](http://myfundi.co.za/e/The_history_of_Writing_implements)>

and

<<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=aa92>>.

2 Explore some of the languages whose writing system goes in different directions. A good source site is:

<<http://www.omniglot.com/writing/direction.htm>>.

3 Compare the way languages use diacritics to distinguish sounds. Some examples are illustrated at:

<<http://www.uconv.com/char.htm>>.

How frequent are they? Which languages use most diacritics? Which languages use none? A list of alphabets is at:

<<http://www.omniglot.com/writing/alphabets.htm>>.

4 Make as complete a collection as you can of logograms in an alphabetic language such as English. (Note that the term 'logograph' is also used in the same sense.) Pay attention to fields that use special symbols, such as mathematics. Are all logograms understandable across languages? Are there variations in the names given to logograms in different languages? (The various names for the @ sign in emails will bring some to light.)

5 Identify the most important elements in graphic design, using a site such as:

<[http://graphicdesign.about.com/od/elementsofgooddesign/Elements\\_of\\_Design.htm](http://graphicdesign.about.com/od/elementsofgooddesign/Elements_of_Design.htm)>.

Activities

Compare some examples of handwritten work to see how they use such elements as colour, spacing, capitalization, punctuation, and underlining. What different options are available in a printed text or on screen? Is there total graphic translatability (does every feature of handwriting have an equivalent in print or online, and *vice versa*)?

6 Write a children's story along the lines of *Fortunately*, but using other sentence connectors (technically called 'disjuncts'). Note that not all of these are simple opposites, as in the case of 'fortunately/unfortunately'. Some use different words (eg 'happily/sadly'), and some don't have straightforward opposites (eg 'frankly', 'admittedly', 'probably').

7 Choose a piece of writing and decide which words would make good hyperlinks if it were online. Then choose some Web pages and see how many hyperlinks have been selected. Are there too many? Not enough? Compare the different use of hyperlinks on two Web pages that are similar in purpose, such as two news sites. Which items don't use any hyperlinks at all?