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### Glossary

*acclaimed:*  
widely praised in the  
public

*practise:*  
British (BE): practise  
(verb) / practice (noun)  
American (AE): practise  
(verb + noun)

*din:*  
noise

*to be up to the/a  
challenge :*  
to be ready to take on/  
confront a challenge

*to broach:*  
to touch upon, to begin  
to deal with



# English Revisited:

## Tips, Tidbits & Tutorials

### Editorial

In this edition of *English Revisited* it's back to the future one final time. Here we will take a look at some special cases and provide our readers with alternate ways of expressing the future that do not revolve around *will* and *going to*.

We have also included an interview with Prof. David Crystal, an acclaimed scholar of the history of English, in this issue of our newsletter so that our readers can practise their listening comprehension. While the din of the conference where the

interview was conducted could not be avoided, I am confident that many of you are up to the challenge and will enjoy hearing Prof. Crystal talk about *World "Englishes"*.

As part of our intercultural segment we will take up the idea of proxemics that was broached in the interview with Prof. Crystal and focus on how this idea of distance is reflected in the English language.

John Nixon

As always we would be interested in hearing your thoughts about our newsletter and receiving suggestions for future issues. Feel free to send us your comments and any ideas for future issues.



#### Comments

If you wish to receive our newsletter in the future, you will need to **subscribe** to it. Only those who have signed up will receive our newsletter in the future. A subscription is free of charge.



#### Subscription

### Currently on Offer

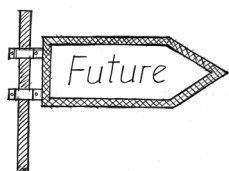
If you are interested in any of the following, please **contact us**.

- **Reading Mathematical Equations and Notation in English:** The English Department has compiled a list of **useful reference materials** to help you learn how to read mathematical equations aloud in English. More materials available upon request.
- **The Bilingual Classroom:** Do your students require knowledge of their subject area in English? If so, we can assist you with creating a bilingual classroom in the following ways: online vocabulary exercises, tutorials in English, writing labs and co-teaching.
- **Coaching:** One-on-one coaching is available upon request. This is especially helpful if you are preparing for a presentation or planning a new course in English.
- **Workshops:** Expert English for Academic Staff: July 21 and 22 (8:30 am to 4:30 pm); Conference English and Academic Presentations in English: July 28 and 29 (8:30 am to 4:30 pm); Academic Writing in English: June 27, July 4, July 11 and July 28 (9 to 11:30 am).
- **Editing Service:** Do you have a paper, abstract or other document that needs to be looked over by a native English speaker before it is published? If so, we can help.

## Grammar

## Back to the Future One Final Time: Alternate Future Forms

**to be bound to**  
=  
**will almost**  
**certainly**  
**happen**



In our final installment related to expressing actions and events in the future, we will compare future simple with future continuous; take a look at dependent clauses beginning with *if, when, before*, etc.; and highlight other common expressions used to talk about the future.

### Future Simple vs. Future Continuous

What is the difference between the following two sentences?

*Next year our institute will try to raise more third-party funds.* (sentence A)

*Next year our institute will be trying to raise more third-party funds.* (sentence B)

As is often the case with verb forms in English, the difference lies in the perspective of the speaker. In sentence A the speaker is stating a general goal or intention for the future, while in sentence B the focus is on a future action that has already been arranged.

The future continuous can also be used for routine activities or ones that last for a period of time.

*Will you be marking exams in July and August, just as you normally do?* (usual occurrence)

*This coming semester she'll be writing her bachelor's thesis.* (process)

### Dependent Clauses (*if, when, before, after, as soon as, until*)

What is wrong with the following sentence?

*After the lecture will be over, we'll have lunch.* (INCORRECT)

Although the end of the lecture will take place in the future, we do not use the *will* future following the word *after*. Instead, we use either present simple or present perfect.

*After the lecture is over, we'll have lunch.*

*After the lecture has finished, we'll have lunch.*

Note: While this is similar in German, we must use the *will* future in the main clause here (in this example *we'll have lunch*). We cannot use the present tense in the main clause as in German. Hence, it would be incorrect to say the following:

*After the lecture is over, we have lunch.* (INCORRECT)

Clauses beginning with *if, when, before, as soon as*, and *until* follow the same rule.

Examples:

*She intends to pursue an advanced degree as soon as she has found a supervisor for her thesis.* (present perfect)

*I will keep your application on file until a vacancy comes up.* (present simple)

### Alternate Forms of Expressing the Future

In English there are still many other ways to express the future, each one with a special nuance. The following are some examples:

- to be about to:  
*will happen soon*
- to be bound to:  
*will almost certainly happen*
- to be on the verge/brink/point of + -ing  
*the situation just before something happens*
- to be set/poised to:  
*is ready to take place; should happen*
- to be due to / to be to:  
*is expected to happen*

### Glossary

**installment:**  
one of many parts of a story or article (BE instalment)

**dependent clauses:**  
Nebensätze

**occurrence:**  
event, something that happens

**hence:**  
thus, therefore

John Nixon



Exercises and Explanations

## Intercultural Communication

### Calling a Spade a Spade – Distance and Directness in Communication

Have you ever been in a situation where you felt that somebody was getting physically too close when he or she tried to explain something to you or to convince you of something?

Everybody has a “comfort zone“, the distance he or she keeps in order not to feel threatened. When somebody encroaches on this zone, the natural reaction is to back away – usually until you end up with your back to a wall – and then you slide sideways. What can appear to be rather comical to the onlooker is usually very unpleasant to the person who is trying to back away and can get a conversation off to a bad start. Likewise, you might feel uneasy if people stand further away from you than you would expect.

In intercultural communication distance plays a very important role not only in terms of physical distance, but also in terms of verbal distance. The way you act with a new client or communication partner and the tone of the first five minutes of small talk is vital.

When it comes to physical distance we speak of proxemics. The term was coined as early as 1963 by the American anthropologist Edward Twitchell Hall. He noticed that there are two kinds of spaces that are important in communication: territory and personal space. Territory is what a person can claim, i.e. your home territory or a public space, like a seminar room or lecture hall you are allowed to enter. Personal space concerns a person's need for distance and that varies from situation to situation and from culture to culture.

In Hall's model there are four types or degrees of personal space. First of all there is what is called *intimate space* where we can touch the person we are communicating with and whisper with

him/her. Then there is *personal space*, reserved for family and friends or people in a queue. *Social space* is usually reserved for communication with business partners, colleagues at work or when teachers communicate with students. And finally there is *public space*, an example of which could be an instructor giving a lecture in a lecture hall.

What is true for the space around us is also true for the distance we create through language. Imagine you are a student and meet a high-ranking professor. He tells you that you should address him by his first name. Depending where you come from, this may feel uncomfortable. Addressing him formally by using his title and surname creates a public or maybe even a social relationship and with it a distance that would vanish if you were to use the more familiar first name. This is especially true in cultural contexts where one finds higher hierarchies in everyday conversations. Or think about a simple situation. You enter a room and the window is open. You are cold and you would like to have the window shut. What do you say?

*Close the window!*  
*Can you close the window?*  
*Can you close the window, please?*  
*Would you mind closing the window?*  
*It certainly is cold in here.*  
*Are you cold?*

Which one would you choose?

An explanation of the effects of the questions and statements listed above and further examples of indirect speech can be found on ILIAS.

Dr. Ines Böhner



Explanations



#### Glossary

*to call a spade a spade:*  
to say outright what you think (das Kind beim Namen nennen)

*to encroach on something:*  
to move in gradually on a space

*vital:*  
very important

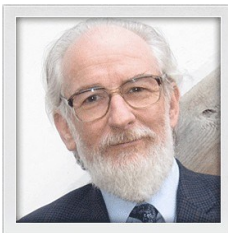
*when it comes to something:*  
in terms of; regarding

*to coin a term:*  
to use a term or word for the first time

*if you were to use:*  
if you used

## Vocabulary

### The Future of “Englishes”: An Interview with Prof. David Crystal



**Prof. David  
Crystal**

photo courtesy of Ernst  
Klett Sprachen

#### Glossary

**extinct:**  
no longer exists

**keynote speaker:**  
main speaker at a  
conference

**intelligibility:**  
the ability to be  
understood

**mere:** simple, only

**accommodation:**  
(here) adjustment

When one learns a foreign language, it is usually to use it in the country where it is spoken as a mother tongue. People learning Chinese or French probably do so because they want to communicate with French people in France or Chinese people in China. But what happens when you learn a language in order to communicate with others who are also non-native speakers of that language, as is the case with English? In our day and age, English is regarded as the lingua franca, a global language spoken by millions who are not necessarily native speakers.

However, unlike Latin, which was extinct when it was used as a lingua franca in the Middle Ages and beyond, English is still a living language with quite a number of varieties, such as British English, Scots English, American English, Australian and New Zealand English, South African English, Singaporean English and so on. What happens to a living language that has become a lingua franca in an age where the Internet and social media reduce communication distance and change the way we communicate?

At the 30th anniversary celebrations to mark the co-operation between Ernst Klett Sprachen and Cambridge University Press on March 22nd in the *Haus der Wirtschaft* in Stuttgart, we had the opportunity to ask one of the keynote speakers, Prof. David Crystal, about his thoughts regarding the future of English. As it turns out, one should talk about the future of “Englishes”.

Dr. Ines Böhner

#### Interview

*Ines Böhner: English is a world language and in one of your articles you wrote that roughly 400 million people speak it as a mother tongue and 1.5 billion people as a second language or as world English users. Does that have an effect on the language?*

David Crystal: The answer is yes and no. The traditional varieties of the language - British English for example - haven't been much affected by world trends. American English of course has influenced British English a little bit, and sometimes the other way round. The other day I learned that the Americans are beginning to use the word *queue* instead of *line*, thanks to the term *queue* being used on the Internet - 'the Empire fights back!' But the vast majority of varieties of English around the world haven't had any significant impact on British English, which retains its traditional character. However, when we look at global English as a whole, we see that the entire scenario has changed, with a remarkable increase in new linguistic features and varieties.

*IB: How does the entire scenario look on English as a whole? Do you think there will be one global English?*

DC: Oh, there has to be at a certain level. There are always two forces that drive language: the need for intelligibility and the need for identity – and these are often in conflict. So the mere fact that we have to understand each other when we have an international conference of Nigerians and Singaporeans and British and Americans and others means that there has to be some accommodation between these different varieties, and a variety of English will emerge which is moving in the direction of cultural neutrality.



Rest of  
the Interview



Audio