

***City Slicker* and Other Stylistically Restricted Words —**

A Corpus-Assisted Study of Stylistic Variation in Schoolbooks Used for
Teaching English in Finnish Secondary Schools

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Tässä pro gradu -tutkielmassa tarkastellaan tyylillisen vaihtelun ymmärtämisen merkitystä kielitaidolle ja selvitetään, kuinka tyylillinen vaihtelu ja sanaston kerrostuneisuus otetaan huomioon englannin opetuksessa Suomessa. Opetuksen sisällön tutkimiseen käytettiin oppikirjoja, joiden kappalesanastojen sisältämiä tyylillisesti rajoittuneita sanoja käytettiin indikaattoreina kirjojen sisältämästä tyylillisestä vaihtelusta. Tutkimuksen kolmen keskeisimmän tutkimuskysymyksen avulla selvitettiin sisältävätkö oppikirjat tyylillisesti rajoittuneita sanoja, käykö kirjoista ilmi sanojen käyttöön liittyvät rajoitukset ja kuinka yleisesti kyseisiä sanoja käytetään autenttisessa kielessä.

Teoriaosuudessa käsitellään vieraan kielen oppimiselle asetettuja kansallisia tavoitteita, kielen tyylillistä vaihtelua ja esitellään tyylin tasot *formaali*, *informaali* ja *slangi*. Lisäksi perehdytään sanaston oppimiseen vaikuttaviin tekijöihin ja korpuslingvistiikkaan sekä sen käyttömahdollisuuksiin kieltenopetuksessa.

Tutkimuksen ensimmäisen vaiheen aineistona käytettiin kolmea Suomessa yleisesti käytössä olevaa yläkoulun oppikirjasarjaa. Aineiston laajuutta rajattiin valitsemalla jokaisesta kirjasarjasta kaksi kappalekohtaista sanastoa jokaisen luokka-asteen teksti- tai tehtäväkirjasta. Kappaleiden valinta pohjautui vuoden 2004 perusopetuksen opetussuunnitelman perusteissa kirjattuihin englanninopetuksen teemoihin. Kirjojen kappalesanastoista etsittiin sanakirjoissa formaaleiksi, informaaleiksi tai slangiksi luokiteltuja sanoja.

Tutkimuksen toisen vaiheen pääasiallisena aineistona käytettiin kattavaa amerikanenglanninkielistä korpusta oppikirjoista löydettyjen sanojen käytön yleisyyden arviointiin ja sanoille ominaisten kontekstien määrittämiseen. Lisäksi käytettiin internetkieleen pohjautuvaa korpusta selvittämään amerikanenglannissa hyvin harvoin esiintyneiden sanojen yleisyyttä muissa maailmanenglanneissa.

Oppikirja-analyysin perusteella voidaan todeta, että tyylillisesti rajoittuneiden sanojen osuus oppikirjoissa on pieni, sanojen käännökset eivät useinkaan ilmaise sanan tyylillisiä rajoituksia, eikä tyyleiltään erilaisia sanoja pääsääntöisesti merkitä tai eroteta toisistaan kappalesanastoissa. Suurin osa tutkittujen oppikirjojen sanoista havaittiin neutraaleiksi eikä niitä voitu jakaa kategorioihin *formaali*, *informaali* tai *slangi*. Löydetyistä tyylillisesti rajoittuneista sanoista puolestaan suurin osa oli informaaleja ja oppikirjojen huomattiin eroavan toisistaan huomattavasti niiden sisältämien tyylillisesti rajoittuneiden sanojen määrässä.

Korpus tutkimus paljasti useimpien oppikirjoista löytyneiden tyylillisesti rajoittuneiden sanojen olevan hyvin harvinaisia luonnollisessa kielenkäytössä ja tältä osin englannin oppikirjojen autenttisuus joutui kyseenalaiseksi. Niin tämän pro gradu -tutkielman kuin aiempienkin tutkimusten tulokset kehottavat uudelleenarvioimaan harvinaisten sanojen opettamisen hyödyt peruskoulussa ja korostavat sanojen käyttöön liittyvien rajoitusten opettamisen tärkeyttä.

Avainsanat: kielten opetus, tyyli, sanasto, oppikirjat, korpuslingvistiikka

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1. Introduction

Finland came fourth in a recent ranking of 63 countries by adult English skills (EF Education First 2014a and Yle Uutiset 2015) and the proficiency of English as a foreign language can with confidence be said to be very high among Finns. The ranking is based on the EF English Proficiency Index which is calculated using data from tests containing grammar, vocabulary, reading and listening exercises (EF Education First, 2014b) which are the areas traditionally focused on in foreign language teaching. Even though tests of this kind can be very ingeniously devised and bring forth valuable information about language skills, I believe that some areas where improvement is actually needed become invisible if rankings and test results are accepted as absolute truths about language proficiency. If the rankings are too highly valued, the pressure to succeed in tests might hide the need of focusing on the aspects of language which are difficult to test. This might result in poorer teaching contents if what is tested is let to define what is being taught.

In my experience as an English teacher, although learners may perform well in language tests, reading student essays and hearing Finnish people speak English in various contexts has showed me that finding the appropriate level of formality in a foreign language is often problematic; overly complicated vocabulary and sentence structures are used in casual conversation and *gonnas* and *wannas* occur repeatedly in literature reviews by students even in the last grade of secondary school. As I argue later in the thesis, using incorrect or mismatching styles or failing to recognise the level of formality others use, can hinder communication and create negative impressions of the speaker or writer. The central role of register variation has been recognised in a variety of linguistic disciplines. In Systemic Functional Linguistics, for example, as Martin (2013, 23-24, 33-34) claims, different types of language, or *genres*, are used to encode knowledge in school as well as outside the classroom, and if students are unfamiliar with the type of language used, knowledge will not be acquired. Hence, I agree with Andersson and Trudgill (1992, 171) in that “[d]iscussing the use of different styles of speaking and writing for different purposes should form a central part of English-teaching, particularly in secondary schools.” Struggling with stylistic issues appears to be common among

learners and yet there is relatively little knowledge available on how to improve teaching methods and teaching materials in order to answer to the need.

The topic of this thesis is to discover how different styles are represented in language teaching materials. I chose schoolbooks used for teaching English as a foreign language in Finnish secondary schools to demonstrate the situation. The decision to examine chapter-specific word lists (or glossaries) was made to increase the objectivity of the study by producing quantitative, comparable data instead of qualitative analyses of texts and sentences. Secondary school books were chosen over primary school books because they comprise more advanced topics and texts, and are thus more likely to contain examples of different styles. Their word lists suit the purposes of the study well, too, for they introduce learners to a good amount of new vocabulary but still contain some basic words, too. I searched the word lists for stylistically marked words which are here interpreted to be indicators of stylistic variation in the books. My aim was to find out whether the books contain words of this kind and whether they guide learners of English to use these words correctly and in proper contexts. The main focus was on words which can be classified as *formal*, *informal* or *slang*, for the reason that these three levels of formality cover most of the contexts needed in the globalising world; letters, applications, reports, e-mails, text messages, social media, video conferences et cetera.

Realising the difficulties foreign language learners have in adapting their language to the context raised the question as to whether stylistic differences receive the attention they deserve in English teaching in Finland. My research questions rests on the idea that the significant role of schoolbooks in language classes allows that schoolbook analysis is used for gathering information on language teaching. The three research questions answered in this thesis are:

1. Do schoolbooks contain stylistically restricted words?
2. Does their restricted nature become clear to the user of the book?
3. How widely are the words used in authentic language?

As is apparent from the last two research questions, my hypothesis is that words of different levels of formality are represented in the books, but to what extent and what type of words is also under

examination. The contexts in which a word can or cannot occur are essential to the word's meaning, hence the second research question on these restrictions of use. The third question, on the frequency of the words, was composed for analysing the usefulness of the words studied and for estimating how authentic the language in the schoolbooks is.

To answer the questions above, this study combines methods from textbook studies, lexicography and corpus studies: First, schoolbooks are examined for the types of words they contain in order to find stylistically restricted words. Second, how the words are labelled in learner's dictionaries is used as basis for categorising the words by their level of formality and as a tool for analysing how successfully the words are translated in the schoolbooks. Finally, the usefulness of the words found and the authenticity of the language in the schoolbooks are evaluated against the frequency information gathered from corpora. I believe that the results of this study contribute new ideas to pedagogical corpus applications, language teaching and materials development and draw attention to the importance of stylistic differences in foreign language learning.

2. Background

In this section, I explain how the content of language teaching in Finland is regulated on the national level and how stylistic differences are taken into consideration in the national curriculum for foreign language teaching. I will also argue for the importance of learning about the different levels of formality and show how the issue has been addressed in literature. I will discuss style and vocabulary learning from the viewpoints of schoolbook writers, teachers, and learners before taking a deeper look at the definitions of the three labels, namely formal, informal, and slang, used in this study to categorise words in the glossaries of schoolbooks. Since dictionaries are consulted in the present study for more information on the formality of the words found in schoolbooks, I find it important to illuminate some aspects of the process of compiling dictionaries and assigning stylistic labels to words in connection with the discussion of the three stylistic labels of *formal*, *informal* and *slang*. How dictionaries differ from each other in the labelling of words is discussed briefly, too. The last subsections introduce corpora and corpus linguistics as a tool for analysing and developing language teaching materials.

2.1 National objectives for foreign language learning

Investing in education is seen as a way to maintain and further improve the competitiveness of the Finnish society and the wellbeing of its citizens (Finnish National Board of Education, 2014b). Free education is therefore provided for everyone and basic education is government-funded in Finland (Finlex 1998, 20). To guarantee equal opportunities for everyone, basic education is governed by a national core curriculum on the basis of which the local providers of basic education compose their own curricula (Finnish National Board of Education, 2014a). The National Core Curriculum for Basic Education (hereafter NCCBE) is determined by the Finnish National Board of Education (hereafter FNBE) which is a subordinate to the Ministry of Education and Culture (Finnish National Board of Education, 2014a and 2014c). Among several other matters related to the quality and quantity of

education, the NCCBE includes the objectives and core contents of the subjects taught during the nine years of basic education (Finlex 1998, 4-6 and Finnish National Board of Education, 2014a).

The objectives set in the NCCBE for English language proficiency in secondary school, i.e. grades seven, eight, and nine, include that pupils ought to become aware of the differences between the different variants of English and be prepared for slightly more demanding informal communication (Opetushallitus 2004, 141; my translation). Moreover, pupils should learn to communicate in various everyday situations as is considered acceptable in the English speaking countries (ibid.) Since socially acceptable communication is one of the nationally set objectives for foreign language learning in Finnish secondary schools, and the linguistic variation mentioned is not restricted to the geographical variants, it seems apt to expect that words representing different social and stylistic variants can be found in schoolbooks used for teaching English.

2.2 Style, formality and vocabulary learning

The term *style* can sometimes be used in a fairly broad sense and its connotations might differ between people. In this study, *style* is not used to cover the concepts of register, accent or social or regional dialects. As Andersson and Trudgill (1992, 172) point out, there is no logical or necessary dependency between these aspects of language variation, since “[i]t is possible to speak Standard English with Liverpool accent[and i]t is possible to swear and use slang while speaking Standard English. All dialects are capable of being spoken in a whole range of formal and informal styles”. Therefore, the term *style* is used here to refer only to the variation along the scale of formality and, similarly to Andersson and Trudgill, *slang* is only used to refer to “words or uses of words or expressions which are extremely informal” (ibid., p. 16). Words whose use is clearly restricted to formal or informal language or slang are hence referred to as *stylistically restricted words* in this study. To make a clear distinction between two concepts, words specific to a certain regional variety are referred to as *regionally restricted words*.

The concept of style is important every time a way of writing or speaking is being discussed. The fact cannot be dismissed that “[w]hen we speak and write, we adjust our style to the context and audience of communication” (Jackson and Zé Amvela 2000, 183). If we fail to do this or fail to recognise the style others are using, the consequences can vary from sounding ridiculous to offending the reader or listener. As Andersson and Trudgill (1992, 191) state, language users “will always be judged both by what [they] say and how [they] say it.” Therefore, the importance of teaching learners about stylistic differences cannot be stressed enough.

There are several factors which can have an effect on style, but according to Andersson and Trudgill (*ibid.*, p. 171) in English “[f]ormality versus informality is most often signalled [...] through vocabulary”. Jackson and Zé Amvela (2000, 138) agree by stating that the most notable

[p]art of the distinctiveness of a style is achieved by the choice of vocabulary. A more formal context requires ‘formal’ vocabulary; an informal context will allow ‘colloquial’ vocabulary, perhaps ‘slang’; a very informal context may even allow the use of ‘taboo’ vocabulary.

Schoolbooks include various types of texts, for example letters, written conversations, articles and short stories, which follows the view that “[i]deally materials at all levels should provide frequent exposure to authentic input which is rich and varied” (Tomlinson 1998, 13). The themes and the contexts of these texts vary; hence the style of the vocabulary should vary accordingly for the material to appear authentic. Several authors agree that the language used for pedagogical purposes cannot (and should not) be authentic in the sense of being unedited and occurring in its natural (cultural and situational) context, but for the learning to be motivational the language of schoolbooks ought to be structured authentically on the model of the natural language use found in corpora (see Carter 1998b, 52-53, Mishan 2004, 11-15, 25-26, and Tomlinson 1998, 13). Hence, the texts can be edited or constructed for the purposes of the learners, in other words, modified to correspond to the target level of competence but as Tomlinson (*ibid.*) argues, “the input should vary in style, mode, medium and purpose and should be rich in features which are characteristic of authentic discourse in target language”. He continues that for the learners “to be able to use the language for general communication” they should be “exposed to planned, semi-planned and unplanned discourse” (*ibid.*)

i.e. to the different levels of formality. For this reason, examining the vocabulary taught and the possible style labels can provide us with a deeper understanding of the level of formality of the texts in the schoolbooks and of the ways of teaching sensitivity to stylistic variation.

The difficulties learners encounter with vocabulary are often associated with connotations and the levels of formality. In other words, learners who have mostly familiarized themselves with written language and fairly formal texts tend to use overly formal vocabulary or blend the different styles. Based on the written and spoken language used by students, Fox (1998, 27) points out that the familiar argument that common words need less teaching is not valid. Fox claims that the frequency of exposure to these words is not enough and that the language of students is “stilted, too formal and too high-level” probably due to “the lack of attention that has been drawn to them in the classroom” (ibid.). Also, compared to native speakers of English, Fox has observed that students do not use the most common words as frequently nor in as many contexts (ibid.). Based on these remarks, my hypothesis is that less common words are taught in language classes, hence the word lists in the schoolbooks used most probably contain words which are not neutral in style and can therefore be restricted in their uses.

Language teaching is constantly evolving, which requires that teachers and textbook writers modify their practices accordingly. In the 1970's, Brumfit et al. (1978, 196) suggested that the teacher should “develop an awareness of different styles of English” and help in developing “sensitivity to appropriate use in different social situations”. To do this, teachers were told to encourage students “to assign style labels to [words]” (ibid.) as they first appear in traditional textbooks and wordlists. However, the materials used in teaching have come a long way since these instructions were given. As Littlejohn (1998, 190) notes, schoolbooks are not merely texts with questions and translation exercises anymore, but rather “complete ‘packages’ [...] with precise indications of the work that teachers and students are to do together”. These ‘packages’ often include a textbook and an exercise book for the students; a teacher's file with answers, tests, extra exercises and suggestions on how to approach each theme and chapter; CDs with audio versions of the texts together with listening

exercises; and even access to online exercises. In this study the term *schoolbook* is used for the students' material which often contains a textbook and an exercise book and the term *word list* refers to the chapter specific glossaries in the books.

Given the fact that the materials are compiled to contain nearly everything students are expected to learn and the amount of money invested in these materials by schools, it is understandable that teachers make use of the materials as much as possible and that there is a significant increase in “[t]he extent to which materials now effectively structure classroom time” (ibid.). Since the schoolbooks have such an immense role in what is being taught and how, some of the responsibility of teaching “awareness of different styles of English” assigned to teachers by Brumfit et al. in 1978 (p. 196) might now be expected to lie on the shoulders of the authors of schoolbooks. It would therefore ease the task of the teacher if stylistically restricted words were somehow marked in the schoolbooks. Students could pay attention to the words when studying at home and ask clarifying questions during the lessons.

The fact that students are often left unaware of the different connotations a word might have, may mainly be due to the limited space in schoolbooks and the limited nature of the traditional word lists in general. As Carter (1998a, 29) states, “[w]ord lists can be very valuable, but however ingeniously devised, they are no more than lists of words and should be treated with caution.” Although he (ibid., pp. 212–213) admits word lists to be necessary at the beginning of the language studies but as for the more advanced learners, Carter emphasises the advantages gained when the vocabulary is learned in context. Since it is impossible to know the requisite level of proficiency, he recommends that vocabulary is taught both with word lists and in context. According to Carter’s (ibid., p. 214) view, words are not learned separately but in groups and the original context supports vocabulary learning by offering natural collocates, as opposed to word lists. Of course, for the *natural* collocates to occur, the texts in schoolbooks should be authentic. Moilanen (2002, 202), too, stresses the importance of seeing and using the words in contexts other than the texts in schoolbooks since this improves memorising and learning them. He continues that it is motivational for the learner if

the value of the word in terms of different contexts is made explicit: is the word needed in informal conversations or does the word mainly occur in writing (ibid.)

2.3 Stylistic labels in dictionaries

Computers and digitalisation have had a great impact on research methods on several fields of science and this is true to the study of languages, too. As Fox (1998, 25) states, the use of computers has made it possible to compile ever larger corpora for researchers to use in analysing, for example, how language is or was used in specific time, place or context. This has also changed the way of compiling dictionaries; intuition has been replaced by the analysed data of how language is actually used (ibid.). Therefore, the information the modern dictionaries can provide us with about words and their different uses and senses is often very accurate.

Dictionaries use labels to inform the reader if the use of the word is restricted to certain groups of people, geographical areas, or social contexts. As Jackson and Zé Amvela (2000, 138) note, most of the words in dictionaries are not labelled since they are considered “to be ‘neutral’ in their formality” and the words which are labelled tend to be “towards the extremes of the styles”. It is known that there are more terms labelled *informal* than *formal* in dictionaries (Jackson and Zé Amvela 2000, 138 and Jackson 2002, 111) and it is therefore of interest to find out how similar (or dissimilar) schoolbooks and their word lists are to dictionaries in this respect.

There is considerable variation between dictionaries in the division of the labels into categories and in the names given to both the categories and the labels. To give a few examples, *Macmillan English Dictionary for Advanced Learners* (MEDAL) divides the labels into ‘Style and attitude labels’ (e.g. *formal* and *showing approval*), ‘Subject labels’ (e.g. *art* and *economics*) and ‘Regional labels’ (e.g. *Australian* and *mainly American*), whereas *Oxford Advanced Learner’s Dictionary of Current English* (OALD) makes no such division. In OALD, geographical restrictions are indicated by abbreviations such as *BrE* for British English and *WAfrE* for West African English and a separate list called ‘Labels’ covers other types of usage labels, everything from *technical* to *humorous*. *Collins*

COBUILD Advanced Learner's English Dictionary (COBUILD), then again, introduces two sets of labels: 'Geographical labels' and 'Style labels'. Labels denoting register (e.g. *business* and *medical*), style (e.g. *informal* and *formal*) and what Jackson (2002, 113) calls "effect" (e.g. *offensive* and *rude*) are all listed under 'Style labels'.

2.3.1 Formal words and the label *formal*

Formal words tend to be learned terms which have come to the English language from Latin and Greek (Jackson and Zé Amvela 2000, 138). The use of formal words has several reasons and consequences, of which Jackson and Zé Amvela (*ibid.*, pp. 138-139) mention the following three:

- 1) accuracy – “the precise technical names for ordinary language words”
- 2) appropriacy – “[t]he formal word has a distancing or euphemistic effect”
- 3) erudition – “a way of putting on airs or sounding posh or erudite”

It can thus be stated that some formal words may be useful when discussing, for example, scientific topics or a topic that might make people uncomfortable if more direct terms were used. Words and expressions such as *deceased*, *obese* and *visually impaired* function well in formal context where the distancing effect of the words is desired. However, using overly formal words in everyday English may have an unfriendly, ironic or humorous effect.

All the dictionaries used in this study (see Section 3.1.3) include the label *formal* and there are no major differences in their definitions of the label:

used mainly in official situations, or by political and business organizations, or when speaking or writing to people in authority (COBUILD, p. xii)

in current use but not used in ordinary conversation or in normal everyday writing (MEDAL, p. i)

usually only used in serious or official language and would not be appropriate in normal everyday conversation (OALD, p. i)

In addition to the definitions, the dictionaries give examples of formal words. In MEDAL the examples include *perpetrate* ('commit'), in OALD *admonish* ('chide'), and the only example given in COBUILD is *gratuity* ('donation', 'tip').

2.3.2 Informal words and the label *informal*

Some dictionaries use the term *colloquial* to refer to the words here called *informal* (Jackson and Zé Amvela 2000, 139). The term *informal* was chosen to be used in this thesis to create a more natural connection between the informal and the formal words. Furthermore, all three dictionaries consulted for this study have chosen to use the term *informal*.

According to Jackson and Zé Amvela (2000, 139), some informal words result from abbreviations (e.g. *ad* from *advertisement*) or coalescences (e.g. *gonna* from *goin to*) and others "are conventionally restricted to informal contexts" without a particular reason. All three dictionaries used agree on the definition of this stylistic label. According to them, informal words and expressions are used in informal and unofficial situations and would be considered inappropriate in formal contexts. In addition to the definitions, the dictionaries give examples of informal words. In MEDAL the examples include *guy* ('a man'), *bloke* ('a man') and *gutsy* ('brave and determined'), in OALD *bonkers* ('crazy') and *dodgy* ('dishonest', 'criminal'), and the only example given in COBUILD is *pep talk* ('encouraging speech or talk').

2.3.3 Slang words and the label *slang*

Of the three stylistic labels focused on in this thesis, *slang* is by far the most difficult to define. Compared to informal words, slang words can be said to occur in more informal situations (Jackson and Zé Amvela 2000, 139), they can be defined as "extremely informal", "often fashionable and therefore rather temporary" (Andersson and Trudgill 1992, 16), or as informal words which have "not yet reached wide enough acceptance" to be labelled informal or colloquial (Jackson and Zé Amvela 2000, 139). The reason behind the use of slang is often social and it is used by the insiders of a certain

group to show who the outsiders are (Andersson and Trudgill 1992, 16, 79 and Battistella 2005, 86). All the definitions provided are fairly vague and it could be argued that of the labels discussed in this thesis, *slang* is most open to subjective interpretation. Jackson (2002, 112) points out that as a result of this, there is considerable variation between different dictionaries when it comes to labelling slang words.

The term *slang* is no longer used to mean the language of British criminals, as it once was (Andersson and Trudgill 1992, 77). One could argue that as the meaning of the term has changed, so have the functions of slang. The following list of four characteristics of slang is a summary by Battistella (2005, 85) of what was originally written by Dumas and Lighter (1978, 14-15) to help students in recognising true slang words which, in their view, should “meet at least two of the following criteria” (ibid., p.14):

- 1) Its presence will markedly lower, at least for the moment, the dignity of formal or serious speech or writing.
- 2) Its use implies the user’s special familiarity either with the referent or with that less satisfied or less responsible class of people who have such special familiarity and use the term.
- 3) It is a taboo term in ordinary discourse with persons of higher social status or greater responsibility.
- 4) It is used in place of the well-known conventional synonym, especially in order (a) to protect the user from the discomfort caused by the conventional item or (b) to protect the user from the discomfort or annoyance of further elaboration.

(Battistella 2005, 85)

The first characteristic has to do with the fact that slang is very low on the scale of formality. When slang is used, the context automatically changes into a less formal one. The second characteristic relates to the aforementioned fact that when using slang, one shows one’s membership in a social group. The third characteristic states that to avoid stigmatisation it is important to learn to recognise and use slang words in correct contexts and to refrain from using them with certain people and in certain situations. The fourth characteristic shows that despite differences in their level of formality, stylistically restricted words may have similar functions: slang words can be used as euphemisms in a way similar to formal words (see Section 2.3.1).

Not surprisingly, the definitions of the label *slang* differ in the three dictionaries examined. The list of stylistic labels used in COBUILD does not include this label. However, there are the labels *rude* and *offensive*, which might include some of the words labelled *slang* in other dictionaries. Other such words and expressions are probably labelled *informal* or *spoken* in COBUILD. However, this is only conjecture and the words found cannot be assumed to belong to the category of slang based on the labelling used in COBUILD. MEDAL does not use the label *slang* either, but it uses the label *very informal* instead. According to the definition, very informal words are “used only in very informal situations and mainly among people who know each other well. Some dictionaries use the label *slang*” (MEDAL, p. i). Based on the quotation, it is safe to assume that words labelled *very informal* in MEDAL can in fact be placed under the category of slang seen as there is the separate label *informal* in the dictionary. OALD is the only one of the three dictionaries to use the label *slang*, which is defined as follows: “*Slang* is very informal language, sometimes restricted to a particular group of people, for example people of the same age or those who have the same interests or do the same job” (OALD, p. i). As the clarifications of the labels *very informal* and *slang* in MEDAL and OALD show, the same notion is represented by different labels in these two dictionaries. In addition to the definitions, the dictionaries give examples of slang words. In MEDAL the examples include *go ape* (‘to become very excited or angry’), and *journo* (‘a journalist’), in OALD *dingbat* (‘a stupid person’) and *dosh* (‘money’).

2.4 Corpus linguistics, frequency and language teaching

Schoolbooks used in language teaching are often compiled using intuition-based methods trusting the innate knowledge the author has about the language and how it works (Biber and Reppen 2012a, xix-xx and Biber and Reppen 2012b, 239-240). However, O’Keeffe and Farr (2003, 390) point out that “numerous studies have shown that the language presented in textbooks is often based on faulty intuition about how people use language”. Sometimes the texts in schoolbooks are invented solely for the purpose of teaching grammatical constructions (Mishan 2004, 11-12 and Römer 2004, 153).

As an example of this, Carter (1998b, 45-49) takes dialogues in English language coursebooks and shows how they have been tidied up from the features characteristic of naturally occurring spoken language. Scrutinising the books used in teaching English as a foreign language in Germany, Römer (2004, 153) too, observed that the language was “simplified and non-authentic kind of English” and contained “sentences which probably have not occurred in any natural speech situation before (and which probably never will)”.

Corpus linguistics, an empirical and quantitative methodology to study how language is actually used in natural texts, predates the intuition-based methods which became popular in the 1960's and 1970's (Biber and Reppen 2012, xix-xxi and Biber et al. 1998, 11-21). Even as early as in the 18th century, collections of natural texts were used, for example, to identify meanings of words and thus served as basis for dictionary writing (ibid.). Thanks to the large electronic corpora available to us since the 1980's, using computer-based corpus linguistics as a research approach can provide us with reliable findings when studying lexicographical issues such as the commonness of a word, its collocations or its tendency to occur in a particular language variety (ibid.). Comparing the language in corpora with that in schoolbooks is another way of using electronic corpora and the findings from this type of schoolbook analysis can be used to improve schoolbook writing in a way that brings the natural language use and the language taught in schools closer to one another (Römer 2008, 115). Studies combining corpus and textbook analysis have been conducted to gain information on how, for example, specific grammar patterns or regional varieties are presented in schoolbooks (ibid.). However, the language of teaching resources has not yet been “systematically analysed” (Römer 2004, 151) and studies of different registers and varieties are still required (Römer 2008, 122-123). The present study answers to the need of comparative analyses of corpora and schoolbooks (ibid.) with the focus on stylistically marked words and levels of formality in the English language.

Schoolbook writing requires a wide understanding of the different pedagogical situations in which the materials might be used and what the needs of the users are (Bell and Gower 1998, 116). Introducing new vocabulary to learners is one of the important tasks of schoolbooks (Biber and

Reppen 2012b, 246) and McCarten (2007, 19-20) names two ways in which the books can help students to learn the words. According to her, the materials need to:

- present and practice in natural contexts the vocabulary that is frequent, current, and appropriate to learners' needs
- help students become better learners of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classroom

(ibid.)

Biber and Reppen (2012b, 239-241) know that making decisions concerning the inclusion and exclusion of words requires careful judgment and they suggest that “[o]ne empirical basis that could be used for many of these decisions is frequency information”. They (ibid.), as well as Fox (1998, 27), come to the logical conclusion that the most common words would no doubt prove more useful than very infrequent ones, especially in the earlier years of language learning. Introducing rare words, then again, suites the purpose of widening the learner’s vocabulary but, as Biber and Reppen (2012b, 247) note, they should not occur in the books at the expense of the more common words. And, in my opinion, their restrictions should be made known to the language learner. In other words, if a word occurs very infrequently in natural language use, the schoolbook should provide the learner with the information on exactly how, where and when the word can be used and, furthermore, if there is a more common equivalent to it.

If a large corpus contains only a few instances of a word, the question arises as to whether it is reasonable to have the word occur in a schoolbook. Words like this “are usually more or less ignored by corpus linguists, as there is not enough evidence as to how they are typically used in the language” (Fox 1998, 26). Römer (2008, 115) too, argues for the inclusion of “the most common lexical items of a language and the patterns and meanings with which they typically occur” since these help learners to “develop both their receptive and productive skills” unlike the very infrequent ones. Indeed, several researchers have noticed that the language features which time and again cause problems among learners, are presented in schoolbooks in a way that has very little resemblance to authentic language use (see Römer 2008, 115). One way of conducting applied corpus research is to gather frequency

information from corpora and to compare it with the information gained by analysing schoolbooks (ibid.).

Learners may encounter difficulties even when learning very common words because of their various and often context-dependent meanings (Fox 1998, 27). The different meanings are called word senses and listed in dictionaries one below another together with some information on their use. As for different words, frequency information can be used for word senses, too, and “more teaching and learning effort should go into the most frequent senses of words than into rare senses” (ibid.). Fox (ibid., p. 28) notes, however, that often a more concrete meaning of a word is taught even if the more abstract meaning occurs more frequently in natural language use. She suggests that this might happen because “it is easier to learn a concrete meaning than an abstract one” (ibid.). I agree with Fox (ibid.) and Römer (2008, 115) in that frequency information cannot be the only criterion for selecting words to include in schoolbooks, but it is such an important one that it should not be ignored.

3. Material and methods

The study was conducted in two stages: First, selected word lists (see Appendix I) in the chosen schoolbooks were searched for stylistically restricted words and the translations provided were compared to the dictionary meanings of the words. Second, the stylistically restricted words found were searched in corpora to discover their frequency of use. This section presents the material and methods in two subsections and follows the aforementioned order of the research. The first subsection describes how the schoolbooks were studied and provides information on the series of books and the dictionaries consulted. The second subsection focuses on the corpora and how they were utilised.

3.1 Data collection and processing: Schoolbooks

The aim of this section is to explain the process of collecting the primary data for the present study. I will first introduce both the book series and the criteria used for choosing the series in question. I will proceed to describe the common themes in the books and how they affected the choice of the chapters and word lists studied. Before explaining the development of the analysis performed on the word lists, I will briefly introduce the dictionaries used to support the analysis.

3.1.1 The three book series

For this study, I have chosen three series of schoolbooks used for teaching English in the last three grades of the Finnish basic education, namely the 7th, 8th and 9th grades. The series of books I will analyse are *Key English* and *Spotlight* from the publishing house SanomaPro (previously also known as WSOY and WSOYpro Oy) and *Smart Moves* from the publishing house Otava. These books were chosen for three main reasons: Firstly, all three book series are fairly recent and published after 2004; the year the current National Core Curriculum for Basic Education (NCCBE) was introduced. Secondly, because these books were published after 2004, they are compiled to follow the same NCCBE and contain similar themes. Thirdly, these series are widely used in Finland, hence, they create a representative sample of the books used for teaching English in Finnish secondary schools.

When referring to a certain book, I will add a number to the name of the series of books, for example, *Smart Moves 1*. The numbers 1, 2 and 3 refer to the grades 7, 8 and 9 respectively. This strategy was chosen over the original titles to keep the references to the books simple, to keep the numbering consistent, and to avoid confusion.

3.1.2 Themes and chapters

In this section, I will present the strategy on the basis of which the specific chapters and word lists were selected for the present study. The chapters are introduced below and their relation to the themes presented in the National Core Curriculum for Basic Education is also explained. A complete list of books, themes and chapters used for this study can be found in Table 1 below.

Table 1: Chapters by themes

Theme	Chapter Number	Chapter Name	Book series*
Immediate surroundings	1A	'Kids on the move'	<i>Key English 1</i>
	2	'The street where I live'	<i>Smart Moves 1</i>
	1A	'On the net'	<i>Spotlight 1</i>
School	3	'School is cool!'	<i>Key English 1</i>
	12	'School the Welsh way: Ysglo Gantaf'	<i>Smart Moves 1</i>
	3	'@school'	<i>Spotlight 1</i>
Travelling	10A	'Departures'	<i>Key English 2</i>
	17	'Land of shamrocks and leprechauns – excursion to Ireland'	<i>Smart Moves 2</i>
	4A	'The L.A. Street Lions'	<i>Spotlight 2</i>
Free Time and Hobbies	13B	'A Whole new ball game'	<i>Key English 2</i>
	1	'Aussie way of life'	<i>Smart Moves 2</i>
	2A	'Action weekend'	<i>Spotlight 2</i>
Media	26A	'The pros and cons of the media'	<i>Key English 3</i>
	23	'The internet – sex, lies and deceit'	<i>Smart Moves 3</i>
	3A	'Media mania'	<i>Spotlight 3</i>
Sustainable Development	27A	'Simple things you can do to help protect our environment'	<i>Key English 3</i>
	27B	'The state of the planet'	<i>Key English 3</i>
	4	'Global issues: energy'	<i>Smart Moves 3</i>
	5A	'Open your eyes'	<i>Spotlight 3</i>

*1 = 7th grade

2 = 8th grade

3 = 9th grade

Altogether, the study comprises analysis of the word lists of eighteen chapters, that is, six chapters per each grade. To be able to compare the style of the words and their frequency of occurrence in the different series of schoolbooks and the different years of secondary school, I preferred examining chapters and texts which touch upon the same semantic field. Compared to random selection of chapters, this strategy increased the possibility of finding similar words or words of equal level of formality in the different series of books. Hence, I have chosen two themes for each grade and from each series of books I have selected one chapter per one theme. The final choice of chapters was made with the help of NCCBE and by comparing the contents of chapters in the different series of schoolbooks. According to NCCBE (Opetushallitus 2004, 141; my translation), the core contents that should be covered during secondary school are *free time and hobbies; travelling; public services; studying, work and business; sustainable development; health and well-being; and media*. In addition to these fairly broad themes, it is stated that the themes and topics familiar from primary school can also be covered.

Since each of the books used in the seventh grade begins with these revised themes, the first chapters to be looked at deal with the fairly simple theme of *Immediate Surroundings*, which is designed to provide an example on describing one's everyday life and living conditions. Since this is a theme already covered in primary school, it seemed logical to choose one of the first chapters where the repeated themes most likely appear. The decision was not based on the titles of the texts but on the thematic similarity to primary school material (i.e. descriptions of school, family and neighbourhood) which became apparent while reading the texts. The texts chosen are 'Kids on the move' (*Key English 1*), 'The street where I live' (*Smart Moves 1*) and 'On the net' (*Spotlight 1*), respectively numbered 1A, 2, and 1A in the books. The second theme chosen from the books used in the seventh grade was named *School* and the focus is on school systems and studying. The theme is familiar from primary school but recurs as *studying, work and business* in the core contents that should be covered during secondary school (Opetushallitus 2004, 139-141). The words were searched

in ‘School is cool!’ (*Key English 1*), ‘School the Welsh way: Ysglo Gantaf’ (*Smart Moves 1*), and ‘@school’ (*Spotlight 1*), which are marked in the books as units 3, 12 and 3 respectively.

From the seventh grade the study proceeds to the eight and towards the themes of *Travelling* and *Free Time and Hobbies* which present the vocabulary needed for life outside of home and school. For *Travelling*, the texts whose word lists were studied are ‘Departures’ (*Key English 2*), ‘Land of shamrocks and leprechauns – excursion to Ireland’ (*Smart Moves 2*) and ‘The L.A. Street Lions’ (*Spotlight 2*). The texts are numbered in the books as 10A, 17, and 4A respectively. The chapters chosen to represent the theme of *Free Time and Hobbies* are 13B: ‘A Whole new ball game’ (*Key English 2*), 1: ‘Aussie way of life’ (*Smart Moves 2*), and 2A: ‘Action weekend’ (*Spotlight 2*).

As the language skills develop towards the end of the secondary school, more specified and demanding themes are introduced to the students. The last themes to be covered in the scope of this study are *Media* and *Sustainable Development* – both present in the books for the ninth grade and both focusing on more societal, specific and current issues than the earlier themes. For the first theme, the most clearly media-related chapters in the schoolbooks are 26A: ‘The pros and cons of the media’ (*Key English 3*), 23: ‘The internet – sex, lies and deceit’ (*Smart Moves 3*) and 3A: ‘Media mania’ (*Spotlight 3*). For the second theme selected for the 9th grade, *Sustainable Development*, word lists of two relatively short texts were examined in the unit called ‘Environment’ in *Key English 3*: 27A ‘Simple things you can do to help protect our environment’ and 27B ‘The state of the planet’. The other word lists looked at belong to the texts 4: ‘Global issues: energy’ in *Smart Moves 3* and 5A: ‘Open your eyes’ in *Spotlight 3*.

3.1.3 Learner’s dictionaries

For the purpose of understanding the accurate meaning and level of formality of a word found in the word lists, I consulted *Oxford Advanced Learner’s Dictionary of Current English* (OALD), *Collins COBUILD Advanced Learner’s English Dictionary* (COBUILD) and *Macmillan English Dictionary for Advanced Learners* (MEDAL). The choice of dictionaries was made on the basis of how

comprehensive, respected and accessible they are. I chose to use learner's dictionaries since they are more likely to offer information on the style and usage of the words than general-purpose dictionaries. Although their lexical inventories are usually smaller than those of general-purpose dictionaries, learner's dictionaries can be expected to contain the majority of the words gathered from the schoolbooks, since both focus on (or should focus on) providing the learner with the most commonly used English words. To minimise the possibility of including words whose stylistically restricted nature is somehow controversial and to gain a wider understanding of the style and usage of the given word, I decided to use three dictionaries, instead of only one or two.

3.1.4 Analysing word lists

The process of analysing the word lists of the chosen chapters was conducted in four stages. First, all the words that appeared to deviate from neutral style in any way were manually collected from the lists under examination. To increase the reliability of this stage, a fellow student was used as an inter-rater and rather too many than too few words and phrases were selected for further analysis. Phrasal verbs were, however, disregarded based on their frequent occurrence and the controversy in opinions on their use in formal and informal contexts (see Moon 2007, 915, Thim 2012, 197-246 and Wild 2011, 53-57). Second, all the words collected from the word lists were compared with the corresponding dictionary entries in the three learner's dictionaries presented in Section 3.1.3. In the third stage, the words that were labelled or described either as *formal*, *informal* or *slang* in two or more dictionaries were analysed further. Opinions on the level of formality of a word may vary, which makes labelling of words a complex task. To ensure that the stylistic label assigned by dictionaries is actually part of the connotation the word is commonly considered to carry, I decided to exclude from the analysis the words labelled in only one dictionary. Based on the labels, the words were categorised into formal, informal and slang words. In the fourth stage, the Finnish translation of the word was examined and evaluated against the information gained from the dictionaries. The target was to analyse the accuracy of the level of formality of the Finnish translation in comparison to the English

equivalent, in other words, whether the Finnish word is more formal or informal than the English word.

3.2 Data collection and processing: Corpora

This section provides information on how corpora were utilised in analysing the actual use of the words collected from the schoolbooks. Moreover, this section functions as an introduction to the corpora chosen as well as to the methods used in analysing the data gathered from the corpora. The main focus here is on the level of formality of the words, hence the *Corpus of Contemporary American English* (COCA) and its sub-corpora for spoken and written registers are introduced first. However, some of the words occur in texts that are clearly written to serve the purpose of introducing the learners to another variety of English, and hence the corpus of American English cannot be considered the most reliable source when analysing their use. As an informative addition to the formality of the words, the *Corpus of Web-Based Global English* (GloWbE) is used to show the distribution of the words in different varieties of English. Hence, the use of this corpus adds to the analysis of the natural context of the words and helps in examining whether the words actually represent the variety they have been connected to in the schoolbooks.

Both of the corpora were compiled by Mark Davies of Brigham Young University and accessed via the same online interface, which makes the comparison between different registers fairly effortless. Searches can be limited in several different ways, for example, by searching for words or lemmas or by tagging the search item. By searching for a lemma, the results will include all the realisations of that lemma i.e. all the inflected forms of the “dictionary form”. For example, the query for the exact word *make* will generate statistics and a list of examples for that word form only. However, placing square brackets around the search term changes it into a lemma search and *[make]* generates statistics and a list of examples which contain all the forms of the word *make*, hence the results will include, for example, the forms *makes*, *making* and *made*, too. Because the list of words gathered from the schoolbooks contains phrases too, in addition to the single words, the lemma search

run for each search item was disregarded as too complicated for the purposes of this study. Hence, the lemma search was used only in the cases where the word or phrase naturally (or only) occurred in some other than its basic form. On the other hand, tagging, which here means adding a part-of-speech tag (hereafter POS tags) to the search term, was used to some extent. With the help of the POS tags, words which have the same form but belong to different word classes could be separated from each other. This method was mainly used when searching the words in COCA where the actual frequency of occurrence was of more importance than when making comparisons between the geographical varieties in GloWbE. Therefore, the POS tags and how they were used is discussed in more detail in the section about COCA below.

3.2.1 COCA – *Corpus of Contemporary American English*

COCA was chosen to be used in the present study, firstly, because the size of it (more than 450 million words) is a significant factor when considering the reliability of the study. In the quotation below, Meyer (2002, 14-15) explains why the size of the corpus is vital for lexicographical studies.

While studies of grammatical constructions can be reliably conducted on corpora of varying length, to obtain valid information on vocabulary items, it is necessary to analyze corpora that are very large. To understand why this is the case, one need only investigate the frequency patterns of vocabulary in shorter corpora, such as the one-million-word LOB Corpus. In the LOB Corpus, the five most frequent lexical items are the function words *the*, *of*, *and*, *to*, and *a*. The five least frequent lexical items are not five single words but rather hundreds of different words that occur from ten to fifteen times each in the corpus. These words include numerous proper nouns as well as miscellaneous content words such as *alloy*, *beef*, and *bout*. These frequencies illustrate a simple fact about English vocabulary (or, for that matter, vocabulary patterns in any language): a relatively small number of words (function words) will occur with great frequency; a relatively large number of words (content words) will occur far less frequently.

The second reason lies already in the name of the corpus; it is a corpus of *contemporary* English. COCA covers texts from years 1990-2012 and it is a monitor corpus i.e. updated on regular basis (Davies, 2008b). It has been argued that only a corpus of this kind can be reliably used in studying lexical items due to the fact that meanings change and new words appear constantly (Meyer 2002, 15). This feature makes COCA suitable for the present study since the intention is to discover how the words are currently used. Because the level of formality of words has a tendency to change over

time, much older texts and conversations cannot be considered as an equally reliable source of information. The third reason for choosing the corpus in question is the convenient online interface and the possibility to search separately the sub-corpora of spoken, fiction, magazines, newspapers, and academic texts. These sub-corpora contain texts from various sources and are described as follows:

Spoken: (95 million words [95,385,672]) Transcripts of unscripted conversation from more than 150 different TV and radio programs (examples: *All Things Considered* (NPR), *Newshour* (PBS), *Good Morning America* (ABC), *Today Show* (NBC), *60 Minutes* (CBS), *Hannity and Colmes* (Fox), *Jerry Springer*, etc). [...].

Fiction: (90 million words [90,344,134]) Short stories and plays from literary magazines, children's magazines, popular magazines, first chapters of first edition books 1990-present, and movie scripts.

Popular Magazines: (95 million words [95,564,706]) Nearly 100 different magazines, with a good mix (overall, and by year) between specific domains (news, health, home and gardening, women, financial, religion, sports, etc). A few examples are *Time*, *Men's Health*, *Good Housekeeping*, *Cosmopolitan*, *Fortune*, *Christian Century*, *Sports Illustrated*, etc.

Newspapers: (92 million words [91,680,966]) Ten newspapers from across the US, including: *USA Today*, *New York Times*, *Atlanta Journal Constitution*, *San Francisco Chronicle*, etc. In most cases, there is a good mix between different sections of the newspaper, such as local news, opinion, sports, financial, etc.

Academic Journals: (91 million words [91,044,778]) Nearly 100 different peer-reviewed journals. These were selected to cover the entire range of the Library of Congress classification system (e.g. a certain percentage from B (philosophy, psychology, religion), D (world history), K (education), T (technology), etc.), both overall and by number of words per year

(Davies, 2008c)

These five sub-corpora are helpful when finding out the text-type where the words most typically occur and higher rate of occurrence in one sub-corpus than another might indicate a specific level of formality. My hypothesis is that the words labelled *informal* have higher frequencies in the Spoken, Fiction and Popular Magazines corpora than in the corpora of Newspapers and Academic Journals, and that the reverse is true for words labelled *formal*. The sub-corpus for academic English is especially useful with formal words and the sub-corpus for spoken English with informal and slang words which might not occur in writing. However, very informal words and phrases are unlikely to

be found on the basis of “the fact that the people knew that they were on a national TV or radio program, and they therefore probably altered their speech accordingly” (Davies, 2008d).

Most of the words were searched in the corpus in the form they occurred in the word lists of the schoolbooks. POS tags were assigned where necessary, irrelevant articles were removed but the relevant articles were included in the search and sometimes even tagged to separate phrases from words and common nouns from proper nouns. The POS tag or tags that limited the search to a particular word sense were discovered heuristically. The list of POS tags and abbreviations used in the corpus and in this study can be found in Appendix II. Examples (1a) and (2a) below illustrate the undesirable results a basic word search can generate, while examples (1b) and (2b) show the desirable results which form the majority of the hits after tagging the search item.

(1a) bit	“I’ve owned every bit of it” (NEWS: AssocPress)
(1b) a.[RR21] bit.[RR22]	“It’s a bit like a really bad war” (NEWS: AssocPress)
(2a) globetrotter	“The Harlem Globetrotter has arrived” (NEWS: Chicago)
(2b) globetrotter.[nn*]	“Wagner was considered a globetrotter for his time” (ACAD: GeographRev)

In (1a) *bit* refers to a part of something and does not occur in the same sense as in the schoolbook. By adding the article to the word and tagging them as a single unit in (1b), the informal meaning ‘slightly, a little’ is separated from all the other results containing the word *bit*. The tag *RR* used in (1b) denotes ‘general adverb’, “[t]he first of the two digits indicates the number of words/tags in the sequence, and the second digit the position of each word within that sequence” (Davies, 2008e). In example (2a) *globetrotter* is part of the proper noun *Harlem Globetrotter* which is a name of a basketball team. It is clearly far apart from the meaning the word is used in in the schoolbook where it means a person who travels around the world. Tagging the word as a common noun in (2b), was an attempt to exclude all the proper nouns from the results. The number of proper nouns in the results decreased significantly but they could not be completely omitted by tagging the search word. Here, the frequency calculated by the corpus tool is much less reliable than it is with some other words. Excluding proper nouns from common nouns was one problem, but as mentioned in Section 2.4, a

word can have several different senses and these word senses can differ in how restricted they are in their use. One sense can be neutral and occur in various types of contexts and another sense can be restricted to a specific type of language use and these cannot be separated from each other by tagging. To find the instances of the word in the restricted sense, *globetrotter*, as well as other similar cases (*pest*: nuisance vs animal or insect, *Yankee*: an American vs part of the name of a baseball team, *Down Under*: Australia vs prepositions ‘down’ and ‘under’, *mad*: crazy vs angry, *box*: television vs container, and *jerk*: stupid or annoying person vs sudden movement or seasoning), a sample of the results was taken and the incorrectly tagged items were removed manually. The sample taken was either the complete list of results, if there were less than five hundred hits, or a random sample of five hundred hits. The approximate frequency for the latter case was then calculated using the following equation:

$$frequency = \frac{\text{instances counted manually}}{\text{size of the sample}} \times \text{instances counted by the corpus tool}$$

Example (3), using the word *globetrotter*, shows that for the small samples, the instances counted manually equal the frequency of the word in the corpus. Example (4), using the word *mad* (in the sense of “crazy”), shows how the approximate frequencies were calculated for words with five hundred hits or more.

(3) *globetrotter*

$$frequency = \frac{8}{20} \times 20$$

(4) *mad*

$$frequency = \frac{131}{500} \times 14,478$$

The corpus tool found twenty hits of the word *globetrotter* in COCA, eight of which in the meaning intended. Since there were 14,478 hits for the word *mad*, a random sample of five hundred was taken with the help of the corpus tool and the results were analysed to get an approximate frequency instead of manually analysing nearly 15,000 lines of text. In this case, 131 of the five hundred hits were considered relevant to the present study. The proportion gained by dividing the number of the relevant

hits by the sample size ($131/500 = 0.262$) was used to discover how many of all the instances counted by the corpus tool could be considered relevant for the present study. This was conducted by multiplying the complete number of instances by the decimal number denoting the proportion ($14,478 \times 0.262$) resulting in the approximate of 3,793.25 instances of *mad* in the sense of “crazy” in the whole corpus.

Of the special cases listed above, *box* in the less formal sense of ‘television’ (found in *Spotlight 3* in unit 3A: ‘Media mania’ and in *Key English 3* in chapter 26A: ‘The pros and cons of media’) produced difficulties. Tagging the word does not generate desirable results since the neutral sense and the restricted sense belong to the same part of speech. A synonym search was conducted on this word in a way shown in Figure 1 below.

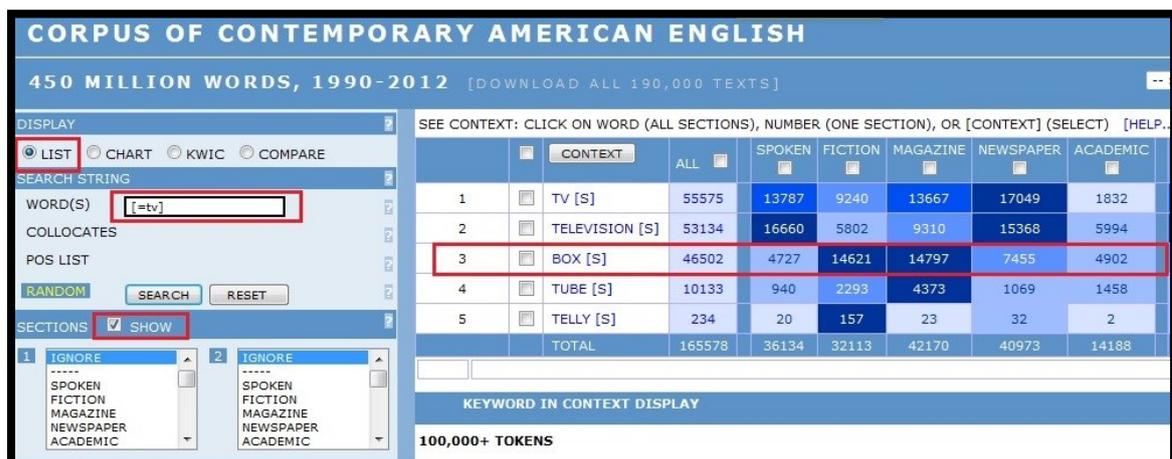


Figure 1: Synonym search for “tv” to find out the frequencies of the word “box” in the sub-corpora of COCA.

Since the word *box* was used in the schoolbook in an informal sense to mean ‘television’, a near synonym *tv* was used as a search term by placing it inside the square brackets after the equal sign. Settings were selected to generate a list of synonyms and to show the instances of the synonyms in every sub-corpora. It became clear from even a cursory examination of the results that not all the instances of *box* found using this method occurred in the sense of a television in the texts. Manual analysis of the random sample of five hundred instances of *box* in COCA revealed that none of the hits were in the restricted sense. Since the word was labelled *informal* it seemed apt to take a closer

look at the results in the ‘Spoken’ section of COCA. Another sample of five hundred instances of *box* but now in the sub-corpus for spoken language was searched manually to find all the instances where it occurred in the meaning ‘television’.

3.2.2 GloWbE – *Corpus of Web-Based Global English*

The *Corpus of Web-Based Global English* (GloWbE) is used in this study to gain an understanding of how certain words found in the schoolbooks are used in different varieties of English. GloWbE suits the purpose because it contains “1.9 billion words from 1.8 million web pages in 20 different English-speaking countries” (Davies, 2013). GloWbE consists of the language used on the internet and seems appropriate for this part of the study since the language used online tends to be more informal than in other contexts and therefore is more likely to contain regionally restricted words and expressions. With the help of the online interface the searches can be limited to chosen varieties. The chapters chosen from the schoolbooks contain references to the United States, Canada, Ireland, Australia and New Zealand, hence only these sub-corpora were searched. If necessary, the same search items and tags were used in GloWbE as in COCA (see Section 3.2.1).

3.2.3 Frequency calculations and organising the data

When a word is entered in the search field, the corpus tool counts the number of hits among the millions of words the corpus contains – the result is called the *raw frequency*. The raw frequency is rarely a very illustrative description of the relations between the occurrences of different words, especially when comparing the results from different corpora or sub-corpora which tend to have considerable differences in size. For example, the *United States* sub-corpus in GloWbE contains over 386 million words in contrast to the *Ghana* sub-corpus which contains over 38 million words. Both corpora are very large but the difference in size cannot be disregarded when analysing the results. As was pointed out in Section 3.2.1 above, content words can have low frequencies compared to function words, hence, percentages (i.e. occurrences per hundred words) would not be very illustrative when studying a very large corpus like COCA or GloWbE. To make the results comparable with each other,

the raw frequency is divided by the total number of words in the corpus and then multiplied by million as shown below.

$$\textit{standardised frequency} = \frac{\textit{raw frequency}}{\textit{size of the corpus}} \times 1,000,000$$

This formula provides us with a *standardised frequency*, in other words, it shows how many times the word occurs per million words. The corpus tool calculates the standardised frequencies automatically but the formula was needed for the approximate frequencies (see Section 3.2.1). The size of the whole COCA was calculated from the sizes of the sub-corpora mentioned in Section 3.2.1 and the value used in the formula was the total number of words, namely 463,993,256.

The standardised frequencies of the words in the whole COCA and all the five sub-corpora were collected in Excel tables which were processed further to find out which words occurred most frequently in which sub-corpora. The words were arranged and new tables were created based on the frequency of occurrence, first, in the whole corpus to find out how common the words are in general, second, in the Spoken sub-corpus to see if some words tended to occur in informal context more often than others, and third, in the Academic Journals sub-corpus to examine which words are acceptable in formal language. The seven more problematic words, whose frequencies were not gained automatically (see Section 3.2.1), appear only in Table 7 (see Section 4.2.1) showing the frequencies of the words in the whole COCA since reliable frequency information from the sub-corpora was not available.

The words were categorised into three sets based on their frequencies. This strategy was chosen to be able to provide easily understandable information on the commonness of the word. The first category contains words which occur very frequently in natural language use. The second category contains little less common words and the third category holds the infrequent words. The limit for the very frequent words was gained by comparing the frequencies to the list of the five thousand most

frequent words in COCA (Davies, 2010). The frequencies in the list range from 5,079 up to 22,038,615. Based on this information, the minimum frequency for the first category was set to 5,000 instances and the maximum frequency of the third category was set to the tenth of this, i.e. in 500 instances. The second category contains the words whose frequency is between 500 and 5,000.

To understand why certain words occurred so infrequently in COCA the words in the third category were searched in GloWbE, too. This was done in order to find out whether these words were regionally restricted and occurred more frequently in some other variety than American English.

4. Results and analysis

In this section, I will present the results gained, first, by analysing the word lists of schoolbooks and, second, by searching the words in corpora in order to learn more about their restricted nature. I will show how the books differ by series and grades in the number of stylistically restricted words they contain and how the words found divide into the three categories of formal, informal and slang. The information provided by the books on the use of the words is also examined. The frequency information from the corpora is used in analysing the commonness of the words in authentic discourse. Comparison between the books is made based on the frequency levels of the words found in them. Graphs are used to demonstrate how large share of the words found in each book series is of which frequency level. In the last section, the results from the sub-corpora of COCA and GloWbE provide us with more precise information about the use of these words in different contexts.

4.1 Stylistically restricted words in schoolbooks

This section presents the findings of the analysis of the schoolbooks. The words found are categorized first by grade, then by style (*formal*, *informal* or *slang*) and finally by book series. After discussing the findings grade by grade, a summary of the findings is presented. For the complete list of the words found and their translations in the schoolbooks see Appendix III.

4.1.1 Stylistically restricted words: 7th grade

The first theme examined in the schoolbooks used for teaching English as a foreign language in the seventh grade is *Immediate Surroundings*. The words that deviated from what could be considered as neutral style are all informal in nature. The following list includes the words which are labelled informal in at least two of the dictionaries and were found in the lists of words accompanying the three texts:

Key English 1

a kid
a city slicker
dad
a guy
a hick
buzz off

Smart Moves 1

pest
goalie

Spotlight 1

you bet
the States
Howdy

Words labelled informal in only one of the dictionaries were *mind you!*, *a bit* (*Key English 1*), *cute* (*Smart Moves 1*), *the net*, *lucky you!* and *cool* (*Spotlight 1*). Examples of other stylistically restricted words found in the schoolbooks are *a bumpkin* and *button his lips* (*Key English 1*). The first is labelled *disapproving* in OALD and COBUILD and described as insulting in MEDAL, the latter is described as spoken and rude in MEDAL. The words cannot be considered neutral but neither can they be placed under the categories of *formal*, *informal* or *slang* since none of the labels or descriptions given in the dictionaries has directly to do with formality.

The Finnish translations provided by the schoolbooks of the words listed above do not seem to keep in line with the original style of the words. For example, *city slicker* is translated as “kaupunkilainen, juppi” (meaning ‘a person living in a city, yuppie’), which seems inadequate since it should not be expected that the students of the target age group using the book are still familiar with the meaning of the word *juppi/yuppie* used in the translation. Another example is the translation “hei, moi” (meaning ‘hi’) of *Howdy*, where the humoristic tone of the English word is lost. In general, the Finnish translations seem to be a little higher on the scale of formality than the words they translate. Besides the translations, there are no other instructions on the use of these words.

The second theme chosen for scrutiny is *School*, which is a familiar theme already from the primary school but recurs as *studying*, *work and business* in the core contents that should be covered during secondary school (Opetushallitus 2004, 139-141). The words were searched in ‘School is cool!’ (*Key English 1*), ‘School the Welsh way: Ysglo Gantaf’ (*Smart Moves 1*), and ‘@school’ (*Spotlight 1*), which are marked in the books as units 3, 12 and 3 respectively. Again, all the stylistically restricted words found fall under the category *informal*. The lists below, give all the words which are labelled or described as *informal* in at least two dictionaries:

Key English 1

crush
pretty
luv=love
cussing

Smart Moves1

mate

Spotlight 1

how come
laid back

Three more words are labelled *informal* but only in one dictionary and are therefore listed separately here: *cool*, *cute* (*Key English 1*), and *tricky* (*Spotlight 1*). Similarly to the words listed previously in this section, the above words have become more formal when translated into Finnish. Of these words, *luv=love*, *mate*, and *how come* cause the most concern. Their translations in the schoolbooks are “terveisin” (often translated as ‘regards’, ‘greetings’ or ‘yours’), “kaveri” (meaning ‘friend’), and “miksi” (meaning ‘why’) respectively. None of the words is accompanied with a stylistic label, comment or anything that would indicate the stylistic restrictions of the word. Native speakers of English automatically recognise that there are only certain limited contexts where *luv* and *regards*, *mate* and *friend*, and *how come* and *why* are interchangeable. Using these words might reveal to the listener what is the level of formality of the context, which regional variant is represented, and/or what is the socio-economic status of the speaker. However, this information is not readily available to the foreign language learner and assistance is needed. *Mate* is often associated especially with Australian and British English and in the book it occurs in a text whose title, *School the Welsh way*, implies its connection to the British Isles. In the word list, however, there are no indicators on which of the words are regionally restricted and which can be more freely used.

The following table shows the number of occurrences of stylistically restricted words in the word lists examined in the books used in the 7th grade. The first figure shows the number of the words which are labelled in all three dictionaries. The bracketed figure shows the number of the words labelled in at least two of the dictionaries and the figure in the square brackets represents the number of words labelled in at least one of the dictionaries.

Table 2: Formal, informal and slang words: 7th grade

Theme	Key English 1			Smart Moves 1			Spotlight 1		
	F	I	S	F	I	S	F	I	S
Immediate Surroundings	-	5 (6) [8]	-	-	2 (2) [3]	-	-	2 (3) [6]	-
School	-	2 (4) [6]	-	-	1 (1) [1]	-	-	2 (3) [4]	-

F = Formal; I = Informal; S = Slang; 1 = occurrences, labelled in all the three dictionaries; (1) = occurrences, labelled in at least two dictionaries, [1] = occurrences, labelled in at least one dictionary

As can be seen from the table, stylistically restricted words are rare in the texts examined. Moreover, the difficulty of labelling the words is visible in the variation of the three successive figures.

4.1.2 Stylistically restricted words: 8th grade

The choice of the first chapters for the eighth grade was based on the common theme of *Travelling* which is visible in both the topics of the texts and in the word lists containing words related to transportation and travelling in general.

The word lists studied included words and phrases which were considered to deviate from neutral style. The following words are labelled *informal* in at least two of the three learner's dictionaries:

Key English 2

a granny

a kid

gran

a stomach bug

Smart Moves 2

crack a joke

Spotlight 2

gonna = going to

Information on the use of the words was attached only to the word *gonna* in *Spotlight 2*. The piece of advice provided was that its use should be restricted to spoken context only. Already this type of information can help students to pay more attention to the use of words and develop as language users. With the phrase *crack a joke* there has been an attempt to show that the word deviates from the neutral style. The phrase has been translated into Finnish as “kertoa, ‘murjaista’ vitsi” which seems fairly adequate but still seems to lack the colloquial touch the English word has. Unfortunately, the Finnish translation used in the book is not something a teenage-Finn would use in speech.

Phrases labelled informal in only one of the dictionaries are *sleep like a log* (*Smart Moves 2*) and *No sweat!* (*Spotlight 2*). The use of the first of these two phrases may not cause difficulties for students since it is used in a rather similar way in both languages. However, *No sweat!* is translated as “Helppoa!” (meaning ‘Easy!’ or ‘That’s easy!’) which only slightly implies informality with the exclamation mark.

Knackered is a word found in *Smart Moves 2* and categorised here as *slang* based on the labelling in MEDAL and OALD. However, the dictionaries are not unanimous in labelling the word and whereas COBUILD labels it *informal*, MEDAL and OALD place the word slightly further down on the scale and label it *very informal* and *slang* respectively. The word is translated as “poikki, ‘rättiväsnynt’”, which fairly well describe the meaning of the word but still lose some of the connotations attached to the English word. The translations do not make it explicit that *knackered* is a slang word nor that it is mainly used in British English. Again the problem with the translation seems to be in the difference of the level of formality: whereas the English word is categorised as *slang*, the Finnish translation is closer to *informal*.

The next chapters chosen to be examined belong to the second theme selected for the eighth grade, *Free Time & Hobbies*. The list below contains all the stylistically restricted words found which were labelled *informal* in at least two dictionaries.

Key English 2

a Yankee

a bit of

a guy

The States

Smart Moves 2

Down Under

mad

crazy

I guess

footy

globetrotter

Aussie

Spotlight 2

stuff

The word *Yankee* is labelled *informal, often disapproving* in OALD, only *informal* in COBUILD, and described as an insulting word in MEDAL. The translation “jenkki” lacks the negative connotation attached to it in some varieties of English. Since the word is not marked as being informal and/or insulting, the students may learn the word only partially and use it inappropriately in

the future. For the next phrase, *a bit of*, the translation “melkoinen, aikamoinen” (meaning ‘considerable’ or ‘quite a’) is appropriate, but this sense of the phrase seems to be both informal and fairly rare, too. OALD labels the word *informal* and describes it as especially British, COBUILD does not even include this sense of the phrase, and MEDAL labels it *informal*. Based on the inconsistency of the findings, it could be concluded that the use of the phrase is indeed restricted and some information about its natural context and collocates might be useful.

The word *guy* is translated fairly successfully as “mies, kaveri, typpi” (meaning ‘man’, ‘friend’, ‘guy’ or ‘dude’). The three words tell the learner that the word is used to refer to a male friend in an informal situation. The word “typpi” would have been enough to convey the informality but since it is gender-neutral, the other translations are useful, too. On the other hand, the word is translatable with only one word because there are many informal Finnish words denoting the same thing.

The States, Down Under and *Aussie* have been provided with rather inadequate translations. “*Yhdysvallat*” means ‘United States’ or ‘United States of America’, “*Australia (ja Uusi-Seelanti)*” means ‘Australia (and New-Zealand)’ and “*australialainen*” means ‘Australian’. None of the translations implies the informality of the words even though all three dictionaries unanimously label these words *informal*. The rest of the words listed above, i.e. *mad, crazy, I guess, footy, globetrotter*, and *stuff* are less likely to be used in a wrong context. However, a greater accuracy in the translations or a labelling of some kind might be useful here, too. For example, OALD differentiates *mad* and *crazy* by informing the reader that the first is mainly used in British English and the latter in North American English. The translation of *I guess* is marked as being limited to the text or context in which it appears in the book by adding “tässä.” to the actual translation “varmaankin” which means ‘in this text: probably’. This is a good way of raising the language learner’s interest, but it may also leave the learner uncertain of the type of contexts where the word can actually be used. The next word, *footy*, is interesting because in all three dictionaries (sometimes spelled *footie*) it is described as *informal* and as being a British English word for football but in the schoolbook it is translated as

“australialainen jalkapallo”, which means ‘Australian football’ – a sport closer to American football and rugby than what is conventionally meant by football in Europe. Here, the same note “tässä”, ‘in this text’, could be used to limit the translation of the word to the context (free time in Australia) if the connection to British English seems irrelevant for the text in question. However, the fact that none of the dictionaries mention Australian football in connection with the word *footy* raises the question whether Australians in fact use the word and if this actually is part of the meaning of the word. The last two words, *globetrotter* and *stuff*, are labelled *informal* in all three dictionaries. They are accurately translated as “maailmanmatkaaja” and “jutut, asiat” and the use of the words should not create difficulties for the learner.

The words labelled *informal* in only one dictionary are:

Key English 2
a whole new ball game
dozens of

Smart Moves 2
cute
G'day
Take care!

Spotlight 2
youngster
you must be joking

These words and phrases have been translated relatively well in the books and, for example, the idiomatic nature of *a whole new ball game* and *you must be joking* is made explicit by translating them as a whole instead of translating them word by word. The translation provided for *a whole new ball game* is “myös: aivan uusi asia”, which means ‘also: a completely new thing’ and *you must be joking* is translated as “et voi olla tosissasi”, ‘you cannot be serious’. *Dozens of*, *cute* and *youngster* are translated as “kymmeniä, suuri määrä”, “söpö” and “nuori” respectively and are fairly unambiguous even though the latter lacks the old-fashioned tone, which, according to MEDAL, accompanies the English word. *G'day* is described as an Australian way saying ‘hi’ and the exclamation mark in the translation “pärjäilkää!” for *Take care!* implies informality and the spoken context.

The following table shows the number of occurrences of stylistically restricted words in the word lists examined in the books used in the 8th grade. The figures marked with an asterisk refer to

the word *knackered*, which is labelled *informal* in one of the dictionaries and *slang* in the two others as mentioned previously in this section.

Table 3: Formal, informal and slang words: 8th grade

Theme	Key English 2			Smart Moves 2			Spotlight 2		
	F	I	S	F	I	S	F	I	S
Travelling	-	4 (4) [4]	-	-	0 (1) [2/3*]	0 (1*) [1*]	-	1 (1) [2]	-
Free Time & Hobbies	-	2 (4) [6]	-	-	6 (7) [10]	-	-	1 (1) [3]	-

F = Formal; I = Informal; S = Slang; 1 = occurrences, labelled in all the three dictionaries; (1) = occurrences, labelled in at least two dictionaries, [1] = occurrences, labelled in at least one dictionary

Table 3 shows how few words deviating from neutral style the texts contain. The fact that there are no formal words in the first three chapters examined is surprising. The theme of travelling would have enabled the use of a more versatile vocabulary. For example, formal words could be introduced through such situations as making reservations and purchasing tickets. Not surprisingly, the chapters about free time and hobbies include more informal words than the first three chapters. Interesting is also the difference in the number of occurrences between the three books.

4.1.3 Stylistically restricted words: 9th grade

The first theme examined in the books used in teaching the last grade of the secondary school is *Media*. The words listed below were found in the texts representing this theme and are labelled *informal* in at least two dictionaries:

Key English 3

the box
an airhead
a pal
a kid sister
a jerk
No way!
an ad

Smart Moves 3

wacko
ad=advert
=advertisement
porn

Spotlight 3

a telly
a box
on the go

Most of the translations provided do not imply the informality of the English words, for example *wacko* is translated as “hullu” which is closer to ‘crazy’ in its meaning and level of formality.

Nevertheless, one could assume that students would not use words such as *box* (meaning ‘TV’), *airhead*, *jerk*, *wacko*, *porn*, or *telly* in too formal situations. Likewise, the phrases *No way!* and *on the go* cannot be interpreted as anything but idiomatic and hence restricted in their use. The words which students may understand and use incorrectly are *pal*, *kid sister* and *ad* respectively translated as “kaveri” (meaning ‘friend’), “pikkusisko” (meaning ‘little sister’) and “mainos” (meaning ‘advertisement’). *Smart Moves 3* provides three forms for the word *advertisement* and thus shows students how the shorter words have been formed. This might be enough to imply the informality of the words *ad* and *advert*. In *Key English 3*, however, there is no extra information given of the word *ad* and the user of the book is left alone to learn about the style of the word. For the word *kid sister*, there may not even be any Finnish equivalent implying the level of informality but for the word *pal* there are plenty. Therefore, it is surprising to notice how formal a translation has been chosen.

Words labelled *informal* in one dictionary only are:

<i>Key English 3</i>	<i>Smart Moves 3</i>
<i>rubbish</i>	<i>spamming</i>
<i>corny</i>	<i>spam</i>

The translations “roska(a)” and “typerä, tylsä” (provided for *rubbish* and *corny* respectively) clearly imply that the meaning of the words is such that they should not be used in a formal context, but especially the translation for *corny* could be more informative since the context of the English word is more restricted than the context of the Finnish words. *Spamming* and *spam* are difficult words to define stylistically because they belong to the field of computing and are naturally more contextually restricted than the other words listed above.

The first formal words found in this study appeared when examining the chapters under this theme. There were two instances in *Smart Moves 3* which were labelled *formal* in all three dictionaries, namely *thus* and *acquire*. Quite an accurate translation has been provided for the word *thus*, which is translated into Finnish as “täten” in the word list. The Finnish word is almost exclusively used in writing or in formal spoken situations and, therefore, even the translation is enough to help students understand the stylistic restrictions of the English word. Contrary to this, the

translation “saada haltuunsa” given for the word *acquire* does not imply much of the level of formality or the preferred context of use. Since the word is clearly considered *formal* in English, it might be justifiable to expect some notes to appear on its use. In addition to *thus* and *acquire*, another slightly formal word was found in *Spotlight 3*: the word *dislike* is labelled *rather formal* in OALD and translated as “ei pitää” (word for word: ‘not like’) in the book. Since the translation does not convey the stylistic restrictions, it might be clarifying to offer, for example, parallel but stylistically differing example sentences: *dislike* in the more formal sentence and an informal equivalent in the less formal one. If this is impossible due to limitations of space, marking the words somehow might be considered.

The second theme selected for the 9th grade is *Sustainable Development*. As might have been expected, the stylistically restricted words found in these chapters are all labelled *formal*. What is surprising is the small number of these words: *appliance* and *vehicle* (*Key English 3*), which are labelled *formal* in one dictionary, and *vegetation* (*Spotlight 3*), which is labelled in two of the dictionaries. In addition to these words, there were several which the dictionaries describe as belonging to a certain field of science but since these words are not labelled *formal*, they cannot be taken into account in this study. The translations “kulkuväline” for *vehicle* and “kasvillisuus” for *vegetation* are unambiguous and seem to be in accordance with the style of the English word, only the translation “laite” for the word *appliance* might be considered slightly less formal.

The table below shows the number of occurrences of stylistically restricted words in the word lists examined in the books used in the 9th grade.

Table 4: Formal, informal and slang words: 9th grade

Theme	<i>Key English 3</i>			<i>Smart Moves 3</i>			<i>Spotlight 3</i>		
	F	I	S	F	I	S	F	I	S
Media	-	5 (7) [9]	-	2 (2) [2]	3 (3) [5]	-	0 (0) [1]	3 (3) [3]	-
Sustainable Development	0 (0) [2]	-	-	-	-	-	0 (1) [1]	-	-

F = Formal; I = Informal; S = Slang; 1 = occurrences, labelled in all the three dictionaries; (1) = occurrences, labelled in at least two dictionaries, [1] = occurrences, labelled in at least one dictionary

As can be seen from the figures, the number of stylistically restricted words does not increase as the studies proceed but there is slightly more variation in the styles found in the texts (for comparison see Table 2 and Table 3).

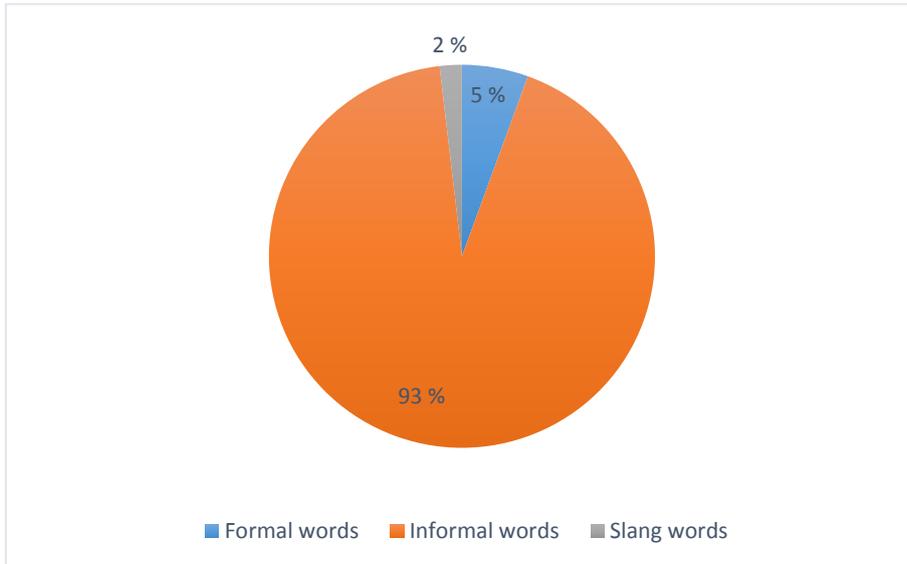
4.1.4 Summary of findings

Altogether the study concerned eighteen chapters, whose word lists contained 2,035 words in total, of which seventy-nine (3.9%) I considered stylistically restricted and analysed further. Of these seventy-nine words, fifty-four were labelled *formal*, *informal* or *slang* in at least two of the three learner's dictionaries consulted. In this section, the findings are presented graphically to show how the words found divide into the three stylistic categories and how frequent such words are in different book series and grades. Table 5 shows the number of formal, informal and slang words, as well as the total of stylistically restricted words, found in each chapter. Only the words labelled *formal*, *informal* or *slang* in at least two dictionaries are included in the figures to minimise the possibility of including words whose stylistically restricted nature is somehow controversial. Table 5 also shows the total number of words in each word list and the percentage of stylistically restricted words compared to the total.

Table 5: Summary of the number of words found

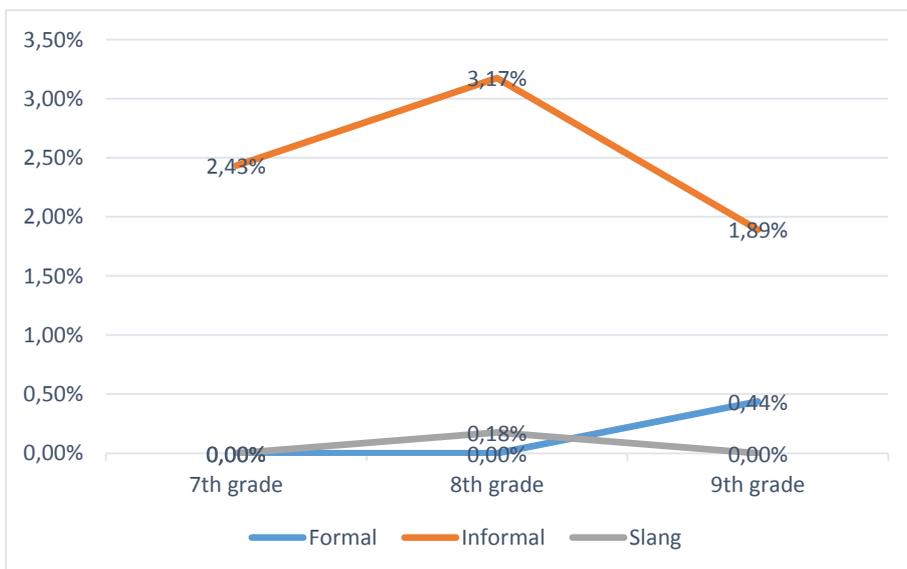
Grade	Theme	Book	Formal words	Informal words	Slang words	Stylistically restricted words (total)	Words (total)	Percentage
7	I	<i>Key English 1</i>	0	6	0	6	164	3.7 %
7	II	<i>Key English 1</i>	0	4	0	4	218	1.8 %
8	I	<i>Key English 2</i>	0	4	0	4	88	4.5 %
8	II	<i>Key English 2</i>	0	4	0	4	121	3.3 %
9	I	<i>Key English 3</i>	0	7	0	7	113	6.2 %
9	II	<i>Key English 3</i>	0	0	0	0	128	0.0 %
7	I	<i>Smart Moves 1</i>	0	2	0	2	69	2.9 %
7	II	<i>Smart Moves 1</i>	0	1	0	1	98	1.0 %
8	I	<i>Smart Moves 2</i>	0	1	1	2	75	2.7 %
8	II	<i>Smart Moves 2</i>	0	7	0	7	92	7.6 %
9	I	<i>Smart Moves 3</i>	2	3	0	5	112	4.5 %
9	II	<i>Smart Moves 3</i>	0	0	0	0	74	0.0 %
7	I	<i>Spotlight 1</i>	0	3	0	3	89	3.4 %
7	II	<i>Spotlight 1</i>	0	3	0	3	143	2.1 %
8	I	<i>Spotlight 2</i>	0	1	0	1	90	1.1 %
8	II	<i>Spotlight 2</i>	0	1	0	1	101	1.0 %
9	I	<i>Spotlight 3</i>	0	3	0	3	131	2.3 %
9	II	<i>Spotlight 3</i>	1	0	0	1	129	0.8 %
Total			3	50	1	54	2035	2.7 %

The graphs presented in this section are compiled based on the figures in Table 5 above. As mentioned in Section 4.2 there are more words labelled *informal* than *formal* in dictionaries and as expected the pattern is the same in schoolbooks. The following graph shows how the fifty-four stylistically restricted words found divide into the three categories *formal*, *informal*, and *slang*.



Graph 1: Division of stylistically restricted words into formal, informal and slang

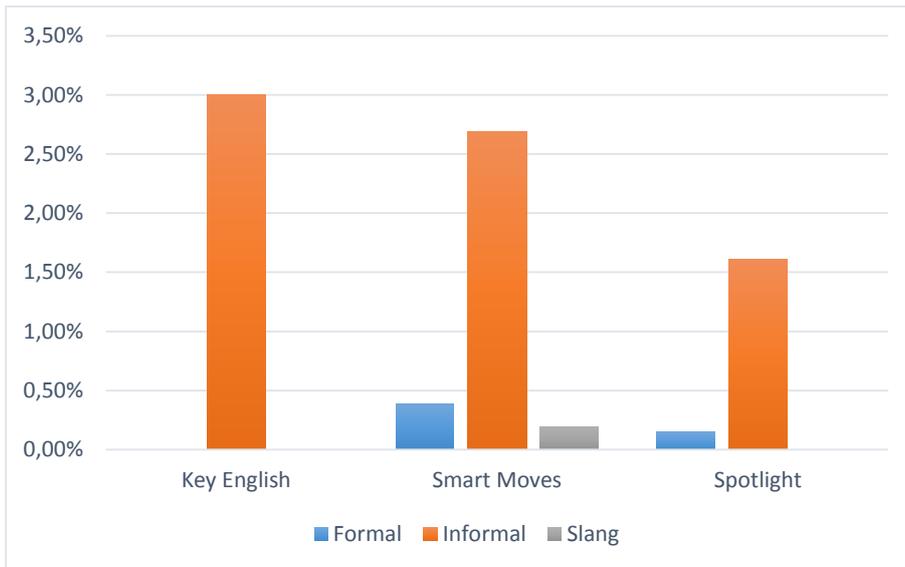
Graph 1 shows that the great majority of stylistically restricted words in schoolbooks used for teaching English in Finnish secondary schools are indeed informal in nature. The share of formal words is rather small and slang words are in clear minority, accounting for only two per cent of all the stylistically restricted words found. Even though the share of informal words remains prevalent in each of the word lists, it does not stay constant. Graph 2 below shows how the share of formal, informal and slang words changes when the students move from one grade to the next.



Graph 2: Stylistically restricted words in grades seven, eight and nine

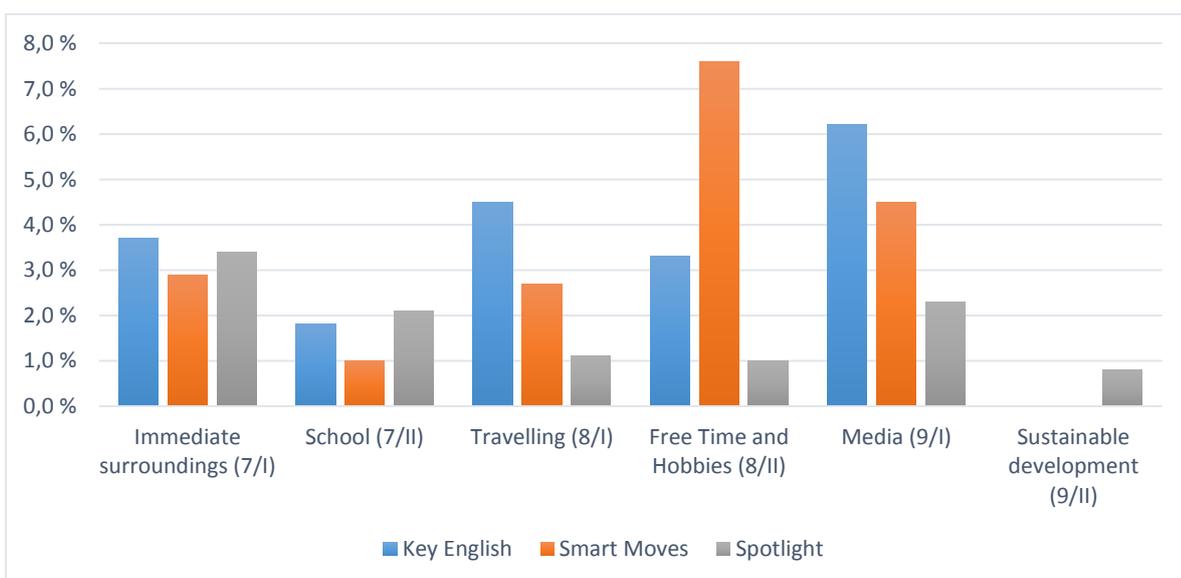
It can be interpreted from Graph 2 that the share of informal words increases in the word lists when students move on to the eighth grade. In the ninth grade, the share of informal words decreases and is lower than on the seventh grade. The share of the slang words found follow the same pattern but on a smaller scale: the only occurrences of words labelled *slang* are on the eighth grade. As for the formal words, the pattern is different: the share of formal words in the word lists increases from zero close to 0.5 per cent on the ninth grade. The word lists on the seventh and eighth grade do not include any formal words. The pattern described could be explained by the tendency of formal words to be more difficult to learn, as they are often Latin-based and longer than informal or slang words (see Section 4.2.1) and hence they are introduced later. Another contributory factor might be the themes which affect the style of the language in the chapters: the themes are clearly more scientific in nature in the ninth grade than in the two preceding grades and hence more formal vocabulary might be expected. For the style of a text to be considered constant, the increase in formal vocabulary naturally decreases the number of informal and slang words. On the other hand, the increase in informal vocabulary lowers the formality of a text and thus allows more slang words to occur. Surprisingly, this pattern cannot be found in the word list of Theme I in *Smart Moves 3*. There are two formal and three informal words in the same word list.

To be able to compare the occurrence of stylistically restricted words in the three series of books, the chapters and their word lists examined were chosen based on semantic similarity (see Section 2). However, semantic similarity did not result in stylistic similarity. Graph 3 below shows how the series of books differ in their use of stylistically restricted words.



Graph 3: Share of formal, informal, and slang words in the three book series

Graph 3 presents the percentage of stylistically restricted words compared to the total word count of the six chapters that were looked at in each of the series of books. Of the three series of books the most versatile vocabulary is found in *Smart Moves*, which is the only series where words belonging to all three stylistic categories were found. The occurrence of stylistically restricted words appears to be the lowest in *Spotlight* and the least variation is found in *Key English*.



Graph 4: Comparison of book series by the number of stylistically restricted words in each theme 7, 8, 9 = the grades; I = the first theme; II = the second theme

Graph 4 illustrates how the share of stylistically restricted words varies between the chosen themes in the three book series. The reason behind the decision to choose the word lists for analysis from chapters and texts which touch upon the same semantic field, was made to increase the possibility of finding similar words or words of equal level of formality in the different series of books. Graph 4 shows that this strategy resulted in fairly equal percentages in three of the six themes. *Immediate surroundings*, *School* and *Sustainable development* contain relatively similar amount of stylistically restricted vocabulary in all of the three books, but greater differences between the book series can be seen to occur with word lists dealing with vocabulary for *Travelling*, *Freetime and hobbies* and *Media*.

4.2 Formal, informal and slang words in corpora

This section presents the findings gained by studying the words discussed above in Section 4.1 in COCA and GloWbE. The focus is on how frequent the words are in general to analyse if and how they should be taught in school. The numbers presented on their occurrence in the different sub-corpora can, on the one hand, be used as a guideline for their use in correct context and, on the other hand, function as a tool for evaluating whether the words should be marked in schoolbooks.

4.2.1 Frequencies of the words in COCA

Of the stylistically marked words found in the schoolbooks, the most frequent word in COCA was found to be *guy* with 77,105 hits and the standardised frequency of 166.05 per million. The least frequent words were *box* (in the sense of ‘television’) with no hits and *luv* (used at the end of a letter or e-mail in stead of ‘love’) with three hits and the standardised frequency of 0.01. Because of the vast differences in the frequencies, the words were divided into three categories. The first category contains two out of the three (66.67%) formal words and twelve out of the 47 (25.53%) informal words. All these words occurred over 5,000 times in COCA and their standardised frequencies range from 12.09 to 166.05 instances per million words. The third formal word belongs to the second

category which contains all the words whose frequency is between 500 and 5,000. Similarly to the first category, twelve out of the 47 (25.53%) informal words belong to the second category. Here, the raw frequencies are between 710 and 4,014, and the standardised frequencies between 1.53 and 8.64 instances per million words. Considering that the words examined are from schoolbooks used for teaching English as a second language in Finnish secondary schools, it is somewhat surprising that the third category contains more words than the first two categories with the more common words. Altogether, there are 24 words in the third category out of which 23 are informal and one is a slang word. Almost half (48.94%) of the informal words found in the schoolbooks occur less frequently than once in a million words and have less than 500 instances in the corpus of over 450 million words. The frequency information of the words is presented in Table 6, Table 7 and Table 8 below. In the tables, an asterisk is placed before the words whose frequencies could not be gained directly from the corpus tool but are generalisations (rounded to two decimals) based on manually analysed samples from the corpus (see Section 3.2.1). Names of the books are shortened in the table into KE (*Key English*), SM (*Smart Moves*) and SL (*Spotlight*).

Table 6: Frequencies of the formal words in COCA

FORMAL				
	WORD	BOOK/THEME	PER MILLION	FREQUENCY
1. CATEGORY (FREQ > 5000)				
1	thus	SM3/I	135.17	62,764.00
2	acquire	SM3/I	13.30	6,176.00
2. CATEGORY (5000 > FREQ > 500)				
3	vegetation	SL3/II	8.64	4,014.00

Table 7: Frequencies of the informal words in COCA

INFORMAL				
	WORD	BOOK/THEME	PER MILLION	FREQUENCY
1. CATEGORY (FREQ > 5000)				
1	guy	KE1/I, KE2/II	166.05	77,105.00
2	pretty	KE1/II	144.69	67,187.00
3	*stuff	SL2/II	101.55	47,152.00
4	dad	KE1/I	88.02	40,873.00
5	I guess	SM2/II	83.49	38,769.00

6	kid	KE1/I, KE2/I	77.65	36,058.00
7	a bit	KE1/I	56.76	26,354.00
8	gonna	SL2/I	55.67	25,850.00
9	crazy	SM2/II	51.15	23,752.00
10	an ad	KE3/I, SM3/1	25.99	12,068.00
11	a bit of	KE2/II	21.64	10,049.00
12	mate	SM1/II	12.09	5,615.00
2. CATEGORY (5000 > FREQ > 500)				
13	*mad	SM2/II	8.18	3,793.24
14	a pal	KE3/I	7.44	3,453.00
15	how come	SL1/II	6.04	2,806.00
16	the States	SL1/II, KE2/II	5.63	2,613.00
17	crush	KE1/II	4.51	2,092.00
18	You bet	SL1/I	4.46	2,069.00
19	a granny	KE2/I	3.94	1,830.00
20	porn	SM3/I	3.74	1,735.00
21	*jerk	KE3/I	2.83	1,312.70
22	gran	KE2/I	2.12	984.00
23	Mind you!	KE1/I	1.60	742.00
24	goalie	SM1/I	1.53	710.00
3. CATEGORY (FREQ < 500)				
25	howdy	SL1/I	0.93	430.00
26	on the go	SL3/I	0.92	425.00
27	Aussie	SM2/II	0.75	349.00
28	No way!	KE3/I	0.64	296.00
29	*Yankee	KE2/II	0.63	292.57
30	laid back	SL1/II	0.62	288.00
31	a telly	SL3/I	0.50	233.00
32	wacko	SM3/I	0.49	228.00
33	*Down Under	SM2/II	0.44	205.94
34	hick	KE1/I	0.37	174.00
35	*pest	SM1/I	0.26	118.65
36	a kid sister	KE3/I	0.25	115.00
37	[crack] a joke	SM2/1	0.14	64.00
38	buzz off	KE1/I	0.14	63.00
39	an airhead	KE3/1	0.14	63.00
40	advert	SM3/I	0.11	49.00
41	city slicker	KE1/I	0.08	37.00
42	cussing	KE1/II	0.08	37.00
43	a stomach bug	KE2/I	0.03	12.00
44	*globetrotter	SM2/II	0.02	8.00
45	footy	SM2/2	0.01	5.00
46	luv=love	KE1/II, SL1/II	0.01	3.00
47	*box	KE3/I, SL3/I	0.00	0.00

Table 8: Frequency of the slang word in COCA

SLANG				
	WORD	BOOK/THEME	PER MILLION	FREQUENCY
3. CATEGORY (FREQ < 500)				
1	knackered	SM2/I	0.04	18.00

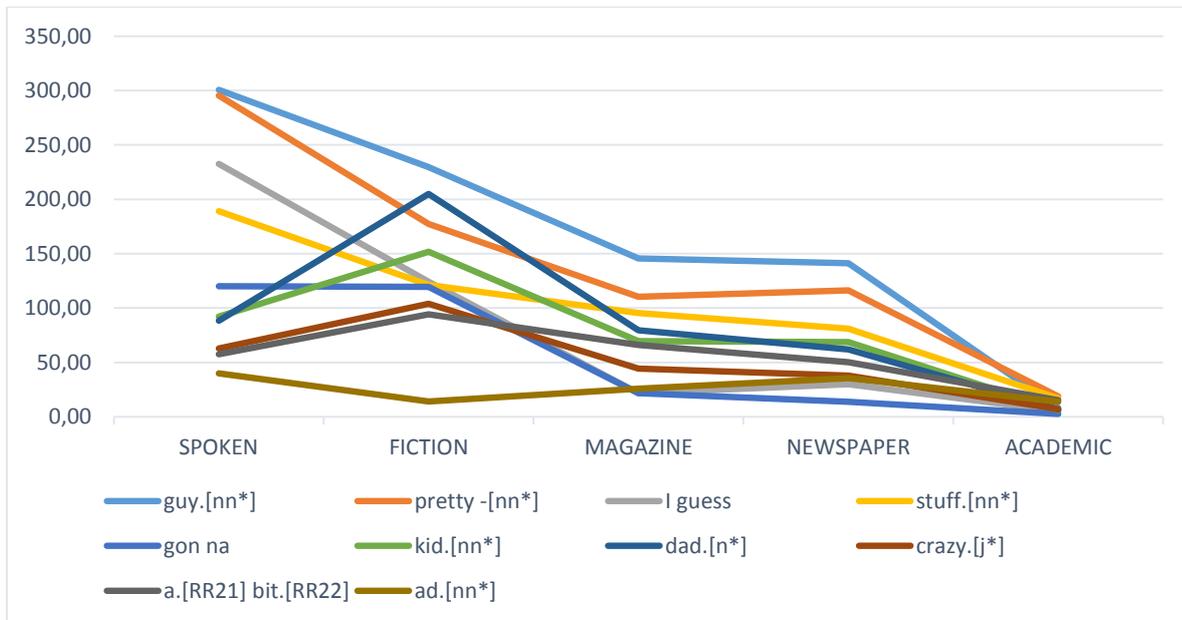
4.2.2 Distribution of the frequent words in sub-corpora

Of the informal words, the ten most frequent in the Spoken and in the Academic sub-corpora are listed below together with their standardised frequencies. The complete table with the raw and standardised frequencies of all the words in each sub-corpora can be found in Appendix IV.

SPOKEN		ACADEMIC	
1. guy	300.67	1. pretty	18.92
2. pretty	295.44	2. stuff	17.03
3. I guess	232.43	3. a bit	15.43
4. stuff	189.17	4. ad	13.84
5. gonna	119.96	5. guy	8.26
6. kid	92.29	6. crazy	7.08
7. dad	88.41	7. the States	6.92
8. crazy	62.87	8. dad	6.84
9. a bit	57.57	9. mate	6.74
10. ad	39.91	10. kid	6.17

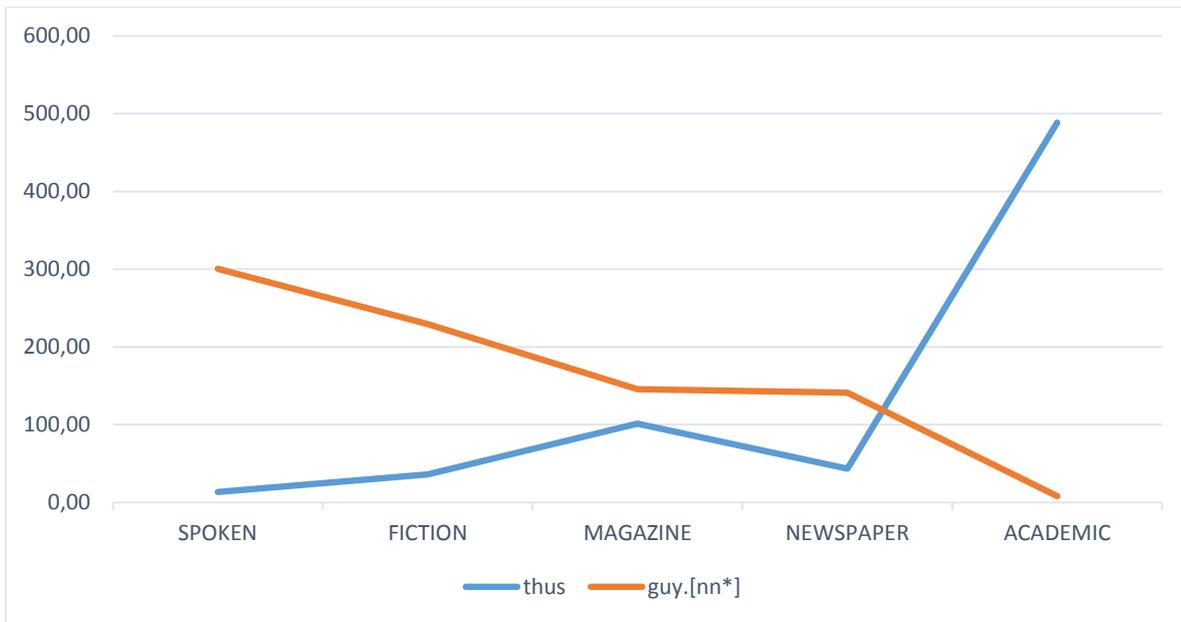
Comparison of the standardised frequencies of the two lists, confirms the informal nature of the words; the frequencies are much higher in the Spoken sub-corpus which represents informal language than in the Academic sub-corpus which represents formal language. Interestingly, the lists differ less than could have been expected. The only words present in the ACADEMIC –list but missing from the SPOKEN –list are *the States* and *mate*. Their relatively high occurrence rates might result from mistagging and some of the instances of *the States* are probably instances of the plural form of the word ‘state’ instead of the United States of America. *Mate*, on the other hand, might be incorrectly tagged as a noun instead of a verb. The high position of *guy* in the ACADEMIC –list might as well result from a failure to tag the proper noun *Guy*. The words missing from the ACADEMIC –list are *I guess* and *gonna* which are commonly known to be informal and mainly restricted to spoken

language. Graph 5 below illustrates how the words in the SPOKEN –list are represented in the five sub-corpora. The information from the graph can also be extended to depict how the words align on the scale of formality; the spoken and the academic sub-corpora representing the extremes of the scale where fiction, magazine and newspaper language appear in the order mentioned.



Graph 5: Ten most frequent words in the Spoken sub-corpus

Graph 5 shows that the frequencies of the words decrease gradually as the context becomes more formal. The most dramatically drop the frequency levels of *I guess* and *gonna* between FICTION and MAGAZINE. Their relatively high occurrence rate in FICTION can be explained by the dialogue and imitation of spoken language often present in fiction writing. Graph 6 below illustrates the different nature of the very informal and very formal words and how they are spread across COCA. The most frequent words in SPOKEN and ACADEMIC were chosen as representatives.



Graph 6: *Thus* and *guy* in the five sub-corpora

In Graph 6, *thus* in blue represents formal words and *guy* in orange represents informal words. The graph clearly shows how differently these words are used and how their acceptability depends on the context. The frequency of informal words decreases towards the more formal contexts and the frequency of formal words increases.

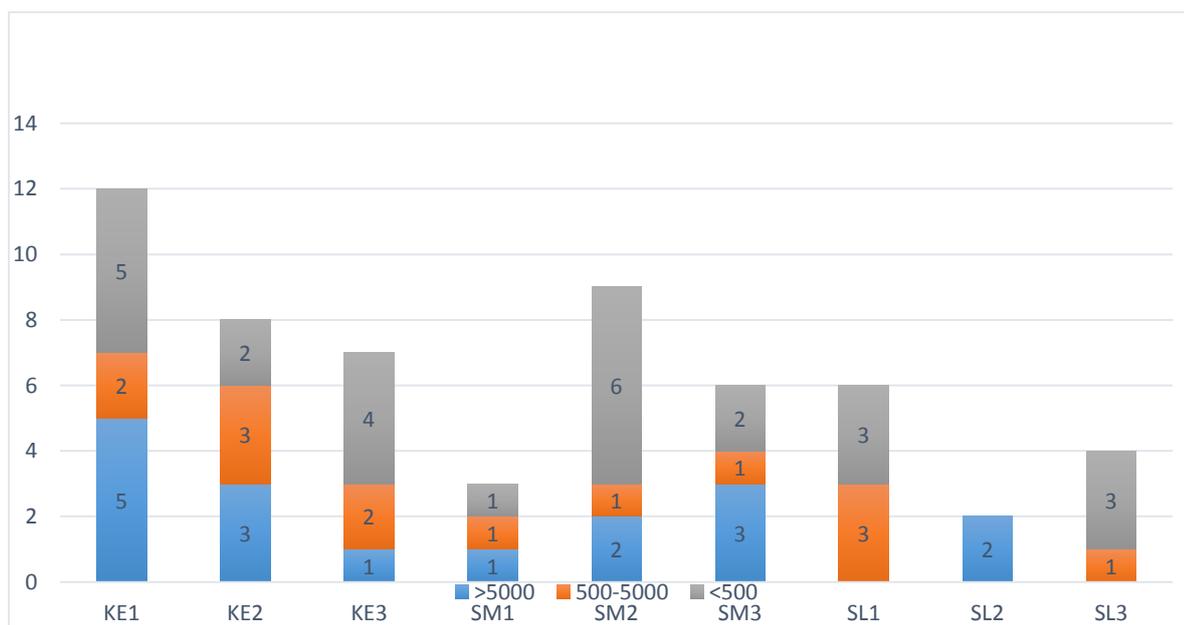
4.2.3 Distribution of frequent and infrequent words in schoolbooks

Different schoolbooks have a very different number of stylistically restricted words in their word lists and the proportions of formal, informal and slang words was found to vary, too (see Section 4.1.4). Comparison of the books regarding the frequency levels of the words, shows that the book series differ also in this respect. These differences are presented graphically in Graph 7 below.



Graph 7: Frequency levels of stylistically restricted words in the book series

Of the 27 words analysed in the series *Key English*, eleven belong to the third frequency category introduced in Section 4.2.1 and marked in grey in Graph 7 above. Hence, the very infrequent words cover 40.74 per cent of the stylistically restricted words found. The share is even higher in *Smart Moves* and *Spotlight*, in which the word counts for these words are nine and six respectively, resulting in 50 per cent in both the series. The smallest share of words belonging to the first category with over 5,000 occurrences in COCA is found in *Spotlight* books where only two out of the twelve words belong to this group. This 16.67 % share is shown in blue in Graph 7. Of the words found in *Key English* and *Smart Moves*, a third (33.33%) is very frequently occurring words. The percentage of the words in the second category is 25.93 in *Key English*, 16.67 in *Smart Moves* and 33.33 in *Spotlight*, meaning seven, three and four words respectively. This category contains the words whose frequency is between 500 and 5,000, and is represented in the graph by orange colour. The distribution of the words into the three frequency categories in each book can be seen in Graph 8 below.



Graph 8: Frequency levels of stylistically restricted words in each book
 KE = *Key English*; SM = *Smart Moves*; SL = *Spotlight*

Similarly to Graph 7, in Graph 8, too, the grey colour denotes the less frequent words, the orange colour is for the middle category and the blue colour for the most frequent words. The common words

cover less than a half of the stylistically restricted words in all the books except for *Spotlight 2* and *Smart Moves 3*.

4.2.4 Infrequent words in GloWbE

The words which had very low frequencies in COCA were searched in GloWbE to find out whether they were regionally restricted and therefore occurred less often in the corpus of American English.

The raw frequencies and the standardised frequencies gathered in GloWbE are presented in Table 9.

Table 9: Low-frequency words in GloWbE

WORD	ALL	US	CA	GB	IE	AU	NZ	ALL	US	CA	GB	IE	AU	NZ
howdy	713	267	47	111	24	53	19	0.38	0.69	0.35	0.29	0.24	0.36	0.23
on the go	5,518	840	523	1,288	324	441	361	2.93	2.17	3.88	3.32	3.21	2.98	4.44
<u>Aussie</u>	13,009	628	249	1,534	336	7,156	1,148	6.90	1.62	1.85	3.96	3.33	48.28	14.10
No way!	1,129	298	66	174	44	110	48	0.60	0.77	0.49	0.45	0.44	0.74	0.59
laid back	3,471	516	243	719	220	294	193	1.84	1.33	1.80	1.85	2.18	1.98	2.37
<u>telly</u>	4,517	191	53	2,638	562	355	218	2.40	0.49	0.39	6.81	5.56	2.40	2.68
wacko	531	324	30	60	7	42	13	0.28	0.84	0.22	0.15	0.07	0.28	0.16
<u>* Down Under</u>	4,045	453	157	817	254	959	367	2.15	1.17	1.16	2.11	2.51	6.47	4.51
hick	266	125	15	34	11	31	14	0.14	0.32	0.11	0.09	0.11	0.21	0.17
kid sister	128	44	4	13	7	3	3	0.07	0.11	0.03	0.03	0.07	0.02	0.04
buzz off	136	31	15	30	11	8	6	0.07	0.08	0.11	0.08	0.11	0.05	0.07
crack a joke	245	46	19	55	11	8	6	0.13	0.12	0.14	0.14	0.11	0.05	0.07
airhead	293	90	12	69	8	30	26	0.16	0.23	0.09	0.18	0.08	0.20	0.32
<u>advert</u>	7,617	334	94	4,000	516	249	260	4.04	0.86	0.70	10.32	5.11	1.68	3.19
city slicker	112	28	10	18	10	11	3	0.06	0.07	0.07	0.05	0.10	0.07	0.04
cussing	111	54	4	10	1	4	4	0.06	0.14	0.03	0.03	0.01	0.03	0.05
stomach bug	243	36	8	63	13	27	19	0.13	0.09	0.06	0.16	0.13	0.18	0.23
<u>* globetrotter</u>	115	19	8	26	3	7	6	0.06	0.05	0.06	0.07	0.03	0.05	0.07
<u>footy</u>	1,774	22	17	297	21	1,282	80	0.94	0.06	0.13	0.77	0.21	8.65	0.98
luv	8	0	1	1	0	1	1	0.00	0.00	0.01	0.00	0.00	0.01	0.01
** box, collocate: [watch].[v*]	343	53	15	134	29	37	10	0.18	0.14	0.11	0.35	0.29	0.25	0.12
knackered	1,152	31	14	739	92	77	64	0.61	0.08	0.10	1.91	0.91	0.52	0.79

All = Entire GloWbE; US = American English; CA = Canadian English; GB = British English; IE = Irish English; AU = Australian English; NZ = New Zealand English

In Table 9 above, the words which are clearly specific to a certain variety are separated from the rest of the words by underlining them. The highest standardized frequency for each word is bolded. Using

the highest standardized frequency as criterion, the words divide into the geographical varieties as follows:

US	CA	GB	IE	AU	NZ
<i>howdy</i>	<i>buzz off</i>	<u><i>telly</i></u>	<i>buzz off</i>	<u><i>Aussie</i></u>	<u><i>on the go</i></u>
<i>No way!</i>	<i>crack a joke</i>	<i>crack a joke</i>	<i>city slicker</i>	<u><i>Down Under</i></u>	<u><i>laid back</i></u>
<i>wacko</i>		<u><i>advert</i></u>		<u><i>footy</i></u>	<i>airhead</i>
<i>hick</i>		<i>globetrotter</i>			<i>stomach bug</i>
<i>kid sister</i>		<i>box</i>			<i>globetrotter</i>
<i>cussing</i>		<u><i>knackered</i></u>			

The words whose highest standardized frequency is over one per million are underlined in the lists above. Minority of the words being underlined, it can be stated that most of the words are uncommon also globally. *Aussie*, *telly*, *Down Under*, *advert* and *footy* have considerably higher frequency levels on certain regional varieties than in others as is shown in the bar graphs generated by the corpus tool in Figure 2-6 below.

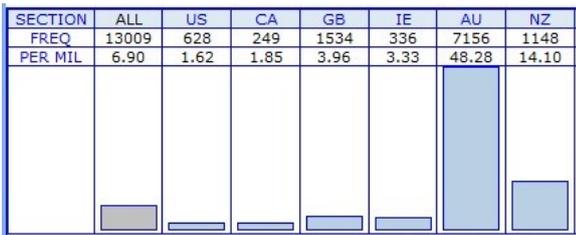


Figure 2: *Aussie* in GloWbE

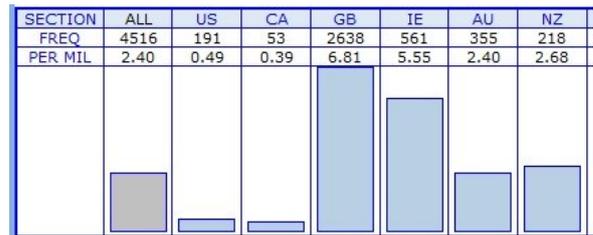


Figure 3: *Telly* in GloWbE

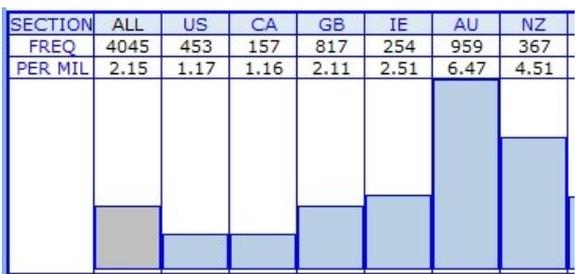


Figure 4: *Down Under* in GloWbE

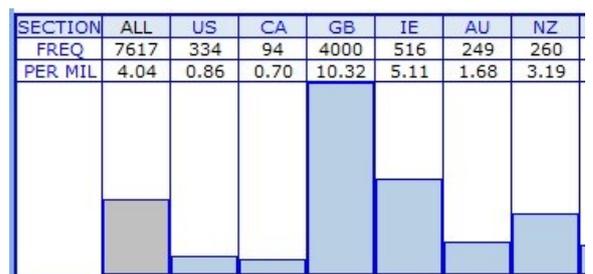


Figure 5: *Advert* in GloWbE

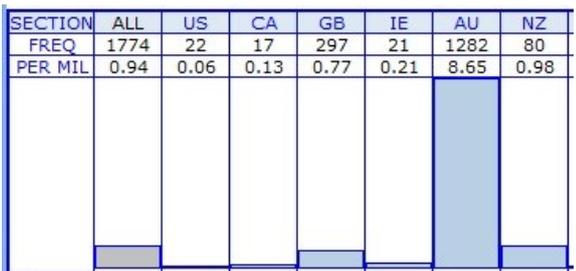


Figure 6: *Footy* in GloWbE

Even if all the five words above seem to be regionally restricted, the meanings of the words show that *Aussie* and *Down Under* are rather words related to the culture of the area than words which would have equivalents in other regional varieties. Similar results can be gained by searching *kangaroo* and *koala*, for example. Therefore, *Aussie* and *Down Under* are very different from the words *advert* and *telly* which are informally used in British and Irish English for the words *advertisement* and *television*. The reason for their low frequencies in COCA lies in their regionally restricted nature; they are not American English words and thus cannot be found in corpus for American English. *Footy* has the highest frequencies in the texts from Australia, New Zealand and Great Britain, but neither of the last mentioned gain standardized frequency above one. In the sub-corpus for Australian English, on the other hand, *footy* occurs 8.65 times in million words. Collocation lists reveal, however, that in Australian English the word often occur in connection with *AFL*, short for Australian Football League, which refers to Australian rules football, not the European football, which is called *soccer* in American English and sometimes referred to as *footy* in British English. The examples (5) and (6) below demonstrate the different meanings of the word *footy* in the two varieties.

(3) “I feel like every time I start to get confident and start to play good **footy** in the AFL I was just getting injured again. [...]”

(AU G: news.com.au)

(4) “games, with EA? s rival FIFA franchise now dominating the living rooms of **footy** fans. But, the PES Productions team is not giving up without a fight”

(GB G: spong.com)

In (5) *AFL* refers to Australian rules football as mentioned above, and in (6) references to EA’s console games *FIFA*, Fédération Internationale de Football Association, and *PES*, Pro Evolution Soccer, relate the word *footy* to the European football. Interestingly, none of the dictionaries listed the meaning of *footy* exemplified in (5), but they did make a reference to the meaning in (6) (see Section 4.1.2). Based on the results from GloWbE, ‘Australian rules football’ is part of the meaning and should be mentioned in dictionaries since this meaning is more common than the British informal

use of the word. In this respect, *Smart Moves 2* has a more accurate description of the word than the dictionaries.

4.2.5 Summary of findings

Searching different corpora for the stylistically marked words found in schoolbooks (see Section 4.1) revealed valuable information about their commonness in natural language use and about their stylistic and regional restrictions. The frequency levels between different words were found to vary drastically. Whereas the formal words were either very frequent or semi-frequent, the highest number of informal words divided into the category of very infrequently occurring words. The informal words with high frequencies are probably very familiar to most of the learners of English; words such as *guy*, *pretty*, *stuff*, *dad* and *gonna* are used in colloquial English worldwide. Moving further down on the list of frequencies (see Table 6), towards the very infrequently occurring *hick*, words with more restricted contexts are found: *You bet*, *jerk*, *howdy* and *wacko*, to name a few. Occasionally, the low frequencies in COCA could be explained by the findings from GloWbe. For example, *knackered*, the only slang word found, occurred very infrequent in COCA but similarly to many of the informal words, its frequency levels increased significantly when searched in other varieties of English. In COCA it occurred 0.04 times per million words whereas in GloWbe's sub-corpus for British English its standardised frequency was 1.91.

The results obtained by examining how word frequencies vary between the spoken, fiction, magazine, newspaper and academic sub-corpora of COCA, agree with the style labels assigned to the words in dictionaries and show to which contexts the use of the words is restricted. In a graphic description of standardised frequencies of a word in the five different sub-corpora, a steep decline from spoken to academic indicates informality, and vice versa, higher frequencies in the corpora for written English imply formality. These tendencies are shown in Graph 5 and Graph 6 in Section 4.2.2.

A significant inconsistency in the use of frequent and infrequent words with stylistic restrictions was discovered to exist both between and within chapters and book series (see Section 4.2.3). A single

chapter could contain very infrequent, semi-frequent as well as very frequent words. Comparing the book series revealed that *Key English* had nearly equal shares of words in all the frequency categories while the words in *Smart Moves* tended to be either very frequent or very infrequent. The share of the middle category i.e. semi-frequent words was higher in *Spotlight* than in *Smart Moves*, but very frequent words were scarce in *Spotlight*.

5. Discussion

In this section, I will return to the research questions asked in Introduction (see Section 1) and discuss the possible answers to them on the basis of previous literature on the subject (see Section 2 and Section 3) and the findings of the present study (see Section 4). I will also evaluate the limitations of the study and discuss the possible implications of the findings.

5.1 Answering the research questions

The study described in this thesis was conducted to discover how different styles are represented in language teaching materials. In the previous sections, I have presented the materials, methods, data and results of the study. The purpose of the following three subsections is to answer the research questions which initiated the process. The three main research questions are addressed separately in their own subsections below, the question functioning as a heading to the section.

5.1.1 Do schoolbooks contain stylistically restricted words?

Based on the analysis of the chapter-specific word lists in the schoolbooks, the hypothesis (see Section 1) on the occurrence of stylistically restricted i.e. formal, informal and slang words is proven to be correct. As expected, there are stylistically restricted words in the books. Surprisingly, the proportion of these words is relatively small; only 2.7 per cent of the words can safely be said to belong to one of the three stylistic categories. In other words, 97.3 per cent of the words in the word lists can be considered to be neutral in style. Bearing in mind the various context in which learners use English, or will use later in life, the imbalance between the percentages seems vast. For the purpose of teaching how to use or how to recognise different styles, the share of stylistically restricted words in schoolbooks looks inadequate. In this respect, the books do not seem to support the national objectives set in NCCBE (see Section 2.1).

Considering the claim made earlier in this thesis about the language used by learners to be too formal (see Section 2.2), the lack of formal words in all three books is somewhat unexpected. The

dominance of informal words within the stylistically restricted words found (see Graph 1 in Section 4.1.4) does not provide support to the claim either. On the other hand, the majority of the words found being neutral, the learners might not encounter enough informal vocabulary to adjust their language for the informal everyday situations where even the neutral can appear too formal. Whether the learners using the book have the information needed on the formality of the words available to them, is discussed in the subsection below.

5.1.2 Does their restricted nature become clear to the user of the book?

One possible explanation for learners blending different styles or using words in incorrect contexts (see Section 1 and Section 2.2) lies in the nature of word lists and the translations provided in them. Analysing the translations shows how insufficient the word lists are; the Finnish translation is often a tad more formal than the English word or phrase and there is nothing else in the lists to imply the stylistic restrictions of the words (see Section 4.1). This might not cause problems for advanced learners who are aware of the different levels of formality and the limitations of word lists, hence, are able to evaluate critically the information provided and be more cautious when using new words. However, most of the students in secondary school are only learning critical thinking and they trust the printed word, in other words, they cannot be expected to question the translations in the word lists. Moreover, based on the scarcity of stylistically restricted words in the schoolbooks used in language teaching (see Section 4.1), there is no reason to expect the students to be very much aware of the different levels of formality. All things considered, the word lists in schoolbooks might require more attention than is conventionally given to them – both when creating and using them.

Several researchers stress the importance of context for vocabulary learning (see Section 2.2) and there are plenty of examples on the possible pedagogical applications of corpora in the literature published in recent years (see Section 2.4). Nevertheless, little of this is visible in the schoolbooks examined in this study; the context in which the word occurs can sometimes be limited to a single heading and the patterns familiar from the texts are repeated in the exercises. The following

subsection suggests reasons for the restricted context and discusses the commonness and usefulness of the words found by referring back to the results gained from corpora (see Section 4.2).

5.1.3 How widely are the words used in authentic language?

The infrequency of some words cannot always be explained by the rarity of the concept or topic itself. Sometimes the frequency of a word is affected by restrictions on its use. It seems unlikely that a word occurs only a few times in a large corpus and each time in a completely different context. Furthermore, even if a word of this kind was found in a corpus, it should not be included in a schoolbook due to its unpredictable nature which would prevent anyone from learning the word given the fact that context is an integral part of the word's meaning.

The frequency of occurrence in corpora indicates how widely used a word is in authentic language and therefore it has commonly been used as a yardstick for the usefulness of the word (see Section 2.4). The corpus findings of the present study show that the majority of the stylistically restricted words in schoolbooks occur very infrequently in American English (see Section 4.2.1) and regional restrictions explain the absence of only a few of the words (see Section 4.2.4). The usefulness of these words for a secondary school student can be questioned and their inclusion in the books should be reassessed. Introducing very rare and stylistically restricted words in schoolbooks seems to support the theory that the language in them is to some extent based on incorrect assumptions on language use (see Section 2.4). In the defence of the schoolbook writers, something of the difficulty of choice of inclusion and translating words says the discovery that dictionaries are not always unanimous on the use of words (see Section 3.1 and Section 4.1) and the descriptions in dictionaries might not always be supported by the corpora findings as was seen with the word *footy* (see Section 4.2.1 and Section 4.2.4) which was described in the dictionaries as being a British English word for football but searching the word in GloWbe showed it to be used far more often in Australian English for Australian rules football.

5.2 Limitations and implications

In this section, I discuss the matters which might have had an effect on the results and reliability of the study. I also give suggestions on how the findings can benefit the field of language teaching and what should still be studied to be able to prepare learners for stylistic variation in the target language.

5.2.1 Limitations of the study

The restricted scope of the study suggests some caveats when it comes to the results. The schoolbooks were not examined from cover to cover but a sample of chapters was chosen to exemplify the situation. Different choice of chapters (or a more extensive study covering all the word lists) might have produced slightly different results. However, the number of stylistically restricted words in the word lists is low in each of the eighteen chapters, hence it can be stated with confidence that stylistically restricted words are not common in schoolbooks and the style of the books is mainly neutral.

Subjectivity in assigning style labels can be considered as another factor affecting the reliability of the results to some extent. The methods used (see Section 3.1.3 and Section 3.1.4) minimised the possibility of including words whose stylistic nature is controversial but resulted in excluding some words which would rarely be used in neutral context, for example, insulting words which have gained some other type of label in the dictionaries instead of *informal* or *slang* or words labelled *formal*, *informal* or *slang* in only one of the dictionaries. Hence the number of neutral words might be slightly different if a different criteria was used.

The frequency count of some of the words in corpora is an estimate rather than an accurate number due to the polysemous nature of the words and the consequential difficulty to generate adequately restricted searches. The estimated frequencies are calculated based on a random sample of five hundred instances of the word in corpora, which undeniably affects the reproducibility of the results. To increase the reliability of this section of the study, the same method was used with all the words causing similar difficulties and a fairly comprehensive sample size was used. A detailed description of the methods can be found in Section 3.2.1

5.2.2 Implications of the results and tasks for the future

The first step in reducing the gap between the authentic language use and the language taught in classrooms is to indicate where the two differ the most. Several writers have noted that learners encounter problems when trying to adapt their style of speaking or writing to the context (see Section 2.2). According to the findings of the present study, difficulties in finding the correct level of formality can be explained by the lack of attention to stylistically restricted words in schoolbooks and by the fact that words of different levels of formality are sometimes introduced within the same text and word list. Neither can be disregarded the finding that schoolbooks contain words which are very infrequent in authentic communication and of whose stylistic restrictions there is not much information available. The second step towards teaching authentic language and the various styles needed is to create materials which support these objectives. Whether creating, compiling or developing traditional schoolbooks, electronic books or online learning environments, teaching about stylistic variation should be included in the syllabus to better prepare the learners of English to the world outside the classroom. The possibilities range from marking the stylistically restricted words in the traditional word lists (and, for example, gathering the marked words to a table together with words of similar meaning but differing level of formality) to virtual learning environments with links and paths to corpora or extra audio or video examples. Cooperation between different agents (such as teachers, materials writers and researchers) as well as further research in the field is required. I agree with Römer (2008, 122-123) in that we need to discover the most problematic areas of learner language to be able to compile teaching materials which answer to learners' needs.

The importance of teaching stylistic variation for foreign language proficiency has been established several times in previous literature (see Section 2.2) but as Römer (2008, 122) claims, "we still have a long way to go in providing more adequate descriptions of different types of language (different text types, registers and varieties), based on larger collections of data". For example, searching different corpora for the most commonly occurring formal and informal words and their collocations would be an interesting task for the future and important for materials development.

Moreover, research on the global language of social media (which could be referred to as modern slang) would be beneficial not only for the learners growing up with it, but also for the linguists and teachers trying to keep up with the changing language and the new ways of communication.

6. Conclusion

In this thesis, I have shown by analysing word lists of eighteen chapters in three book series how different styles of English are represented in foreign language teaching materials. One of the findings of the study is that schoolbooks contain stylistically marked words some of which can clearly be classified as being either formal, informal or slang. *Pal*, *thus*, *knackered* and *city slicker* are all words exemplifying the varying levels of formality found in the vocabulary introduced to secondary school students in Finland. The number of similar words with stylistic restrictions varies between and within the series of books. As an example of this, the highest combined percentage of formal, informal and slang words in a word list of a single chapter was 7.6 and the lowest was zero. Most of the words in the lists analysed were not formal, informal or slang based on the labels given to them in learner's dictionaries. The majority of the words in schoolbooks can be said to be neutral, even when taking into consideration the words with attitude labels (e.g. *offensive* or *rude*) and the words which were labelled as stylistically restricted in only one dictionary and hence excluded in this study. This result is not surprising, since the vocabulary taught at this level of study still contains relatively many very basic words. Informal words clearly outnumber both formal and slang words which are extremely rare in the books. This seems positive considering the learners' need to be prepared for colloquial conversations which make a large portion of everyday communication in English. Negative is the lack of information given on the use of the words. How can the learners know where they should use these words if the translations are too formal and the context provided is insufficient? Learning the words would require more examples of their use in authentic language. *Wacko*, *porn*, *thus* and *acquire* exemplify the problem of including both formal and informal words in one and the same word list. The sentences where they occur in the text might guide on their use, but their restrictions should be shown when listing the words by separating them from each other or by marking them differently. Another matter of concern is the frequency of the words: Most of the words found in the books are very infrequent in natural language use and some of their frequencies vary regionally.

The findings indicate that schoolbooks pay too little attention on an important matter. The concept of style should not be overlooked in foreign language teaching, since it can have a great effect on how the speaker or writer is perceived by others. The stylistic differences and levels of formality should at least be understood by the learner, even if adapting their own language use to the situation still requires more practice. The low frequency levels of the words used in schoolbooks, found in corpora, suggest that the language in the teaching materials is not very authentic and that intuition-based methods might still be used in schoolbook writing.

From the point of view of learners and teachers, the findings of the study are significant. If no improvements are made to schoolbooks, more work and effort is required in foreign language classes to learn the correct use of the words. Moreover, to meet the objectives set in the NCCBE, teachers in Finland should not trust blindly on the books but take responsibility in teaching the students to become aware of the differences between the different variants of English. The results of the study show that there are many possibilities for materials development in the future concerning the teaching of stylistic matters – and increasing authenticity in the books is not the least considering its proven effect on learners' motivation.

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Appendix I

Word lists used in the study.

SMART MOVES 1

2. The street where I live

large	iso, suuri
called	nimeltään
pest	kiusankappale
follow	seurata
most of the time	enimmäkseen
guess	arvata ; luulla
pretty	(tässä:) melko
size	koko
tall	pitkä; korkea
fat	lihava; paksu
thin	laiha
wear, wore, worn	pitää yllään; käyttää
skater	rullaluistelija
parents	vanhemmat
businessman	liikemies
translator	kääntäjä
building	rakennus
suburb	esikaupunki
detached house	omakotitalo
only child	ainoa
hang out	olla kavereiden kanssa
hang, hung, hung	
apartment building	kerrostalo
neighbourhood	naapuristo
brick	tiili
storey	kerrostalo
bright	kirkas
purple	purppuranpunainen
Portugese	portugalilainen
Italian	italialainen
imagine	kuvitella
fit in	sopia
three doors down	kolmen talon päässä
cook	kokki
meat sauce	pastakastike (lihasta)
gardener	puutarhuri
grow, grew, grown	
vegetable	vihannes
backyard	takapiha
cute	söpö
Greek	kreikkalainen
twin	kaksonen
restaurant	ravintola
downtown	keskusta
street hockey	katukiekkoo
actually	itse asiassa
schoolyard	koulun piha
driveway	pihatie
get time of	saada vapaata
join in	liittyä seuraan
net	verkko
post	tolppa
hockey stick	maila
blade	lapa
break, broke, broken	mennä rikki
replacement	vara(lapa)
goalie	maalivahti
fill up	täyttää
goalie	maalivahti
shoot the ball	ampua pallo
shoot, shot, shot	
beat, beat, beaten	voittaa; lyödä
get into fights	joutua tappeluun
NHL (National Hockey League)	Kanadan ja USA:n jääkiekkoliiga
clear the snow	aurata
snow bank	lumivalli
hockey rink	jääkiekkokaukalo
puck	kiekko
freeze, froze, frozen	jäätyä
hard as rock	kivikova
dream, dreamt, dreamt	unelmoida

SMART MOVES 1

12. School the Welsh way

break
lunch break
subject
maths
geography
biology
finish

Meet Sion Davies

Sion Davies
capital
Wales
Ysgol Glantaf
mean, meant, meant
secondary school
to teach
teach, taught, taught
Welsh
speak, spoke, spoken
most
come, came, come
Geraldine
Sean
Scottish
Irish
surname
common
actually
another
mate
Dafydd

Getting to school
get up
have to
wait(for)
we are in hurry
arrive
just in time
registration with our class teacher
understand, understood, understood
it only takes me
take, took, taken
from start to finish
twice as long
suppose
spen, spent, spent,
with her hair and make-up
luckily
choose, chosen, chosen
wear, wore, worn
school uniform

going to school
lesson
most of
rugby
guess
muddy
trousers
national sport
basketball
cricket
hockey
to each other
interested (in)
as well as
netball

Why study Welsh?

after school
quite a lot
go on
go, went, gone
outside
however

välitunti, tauko
ruokatunti
(opiskeltava) aine
matematiikka
maantieto
biologia
loppua

Saanko esitellä Sion
Daviesin?
pojan nimi
pääkaupunki
Wales
koulun nimi
tarkoittaa
yläkoulu
jossa opetetaan

walesin kieli; walesiläinen

useimmat

tytön nimi
pojan nimi
Skotlannissa puhuttu keltin kieli
Irlannissa puhuttu keltin kieli, iiri
sukunimi
yleinen, tavallinen
itse asiassa
toinen
kaveri
pojan nimi

Miten kouluun mennään
nousta ylös vuoteesta
täytyy
odottaa (jotakin)
meillä on kiire
saapua
juuri ajoissa, viime hetkellä
ilmottautuminen luokanvalvojalle
ymmärtää
minulta kestää vain

alusta loppuun
kaksi kertaa niin kauan
olettaa, arvella
kuluttaa, viettää
hiustenlaitossa ja meikkaamisessa
onneksi
valita
käyttää, pitää yllään
koulupuku

Koulunkäynti
oppitunti
suurin osa
rugby-jalkapallo
arvata
kurainen
pitkät housut
kansallisurheilu
koripallo
kriketti
maahockey
toistensa kanssa,
keskenään
kiinnostunut(jostakin)
kuin myös
tyttöjen koripallo

Miksi walesin kieltä
kannattaa opiskella?
(tässä:) lopetettuaan
koulun
aika monet
jatkaa eteenpäin

ulkopuolella,
ulkopuolelle
siitä huolimatta,
kuitenkaan

a waste of time
anyway
know, knew, known
world
through
have a point

School uniform
navy
skirt
sensible
length
classic style
pale blue
shirt
badge
neck
sweatshirt
fleece
anorak
trainers
high heels
sock
hairstyle
acceptable
jewellery
be allowed
apart from
plain stud earrings

ajanhukkaa, tarpeetonta
joka tapauksessa
(tässä:) osata
maailma
läpi
olla oikeassa, puhua järjeä

Koulupuku
tummansininen
hame
järkevä, asiallinen
pituus
tavalliset suorat pitkät housut
hennon vaalean siniseen
kauluspaita
tunnusmerkki, vaakuna
(tässä:) kaula-aukko
college-pusero
fleece-takki
tuulen ja sateen kestävä takki
lenkkarit
korkokengät
sukka
hiusmalli, kampa
hyväksyttävä, sopiva
korut
sallia
paitsi
korvanappikorut

SMART MOVES 2

17. Land of shamrocks and leprechauns -Excursion to Ireland

Excursion to Ireland
diary

bring, brought, brought
classmate
excited (about)
crack a joke
airport
through
passport control
security check
departure gate
boarding card
get on the plane
fly, flew, flown
change planes
airline
flight attendant
make jokes

land
look around
hardly
double-decker
watch out (for)
on the left-hand side
coach ride
hometown
exhausted
since one o'clock
most of the way
miss
scenery
understand, understood, understood
give a talk
point (at)
on the way
arrive (at)
hostel
climb
gear
sight
bunk bed
bleak
luxury
still
a toilet of our town
work

Leirikoulu Irlantiin
päiväkirja

tuoda
luokkakaveri
innostunut, jännittynyt
(jostakin)
kertoa, 'murjaista', vitsi
lentokenttä
läpi
passitarkastus
turvatarkastus
lähtöportti
matkustajan
tarkistuskortti
mennä lentokoneeseen
lentää
vaihtaa konetta
lentoyhtiö
lentöemäntä tai stuertti
laskea leikkiä, vitsailla

laskeutua
(tässä:) katsella
nähtävyyksiä
tuskin
kaksikerroksinen bussi
varoa (jotakin)
vasemmalla
bussimatka
kotikaupunki
loppuunpunut
kello yhdestä lähtien
suurimman osan matkasta
mennä joltakin ohi
maisema
ymmärtää
pitää esitelmä
osoittaa (jotakin)
matkalla
saapua (jonnekin)
nuorisohotelli
kiivetä
varusteet, tavarat
näky, näkeminen
kerrossänky
kolkko
yllellisyys
silti, kuitenkin
oma vessa
(tässä:) toimia

Whatever the beds were like
knackered
travel
sleep like a log

highlight
start
sightseeing
bay
cave
cliff
unusual
grave
nothing but
footprint
underground
limestone
windy
abbey
nun
stormy
boat ride
foggy
fort
quicksand
freezing
farewell dinner
gift
coach
canteen

Millaisia tahansa sängyt olivatkaan
poikki, 'rättiväsinyt'
matkustaa
nukkua kuin tukki

kohokohta
aloitus
nähtävyyksien katseleminen
lahti
luola
kallioseinä, rantakallio
epätavallinen
hauta
ei muuta kuin
jalanjälki
maan alla
kalkkikivi
tuulinen
luostari
nunna
myrskyinen
venematka
sumuinen
linnoitus, linnake
juoksuhiikka
jäätävän kylmä
lähtöillallinen
lahja
(bussi) kuljetus
ruokailuhuone, ruokala

SMART MOVES 2

1. Aussie way of life

opinion
wildlife
Down Under
exotic
agree
disgusting
though
exciting
cute
scary
give up
We agree to disagree!

exchange student
spend, spent, spent
fact
stay with
host brother

notice
Australian
mad
I guess
almost
do sport
do, did, done
popular
follow
footy
cricket
favourite
as well
I'm afraid
rule
at all
be into
that's more like it
hear, heard, heard
crazy
event
race
regatta
completely
cockroach
actually
hold, held, held
become, became, become
coach

mielipide
villieläimet ja kasvit
Australia (ja Uusi-Seelanti)
eksoottinen, erikoinen
olla samaa mieltä
inhottava
kuitenkin
jännittävä
söpö
pelottava
luovuttaa
Olemme yhtä mieltä siitä,
että olemme eri mieltä asiasta!

vaihto-oppilas
viettää (aikaa)
tosiasia, fakta
asua (tilapäisesti) jonkun luona
isäntäperheen poika

huomata
australialainen
hullu
(tässä:) varmaankin
melkein
harrastaa urheilua
tehdä
suosittu
seurata
australialainen jalkapallo
kriketti
suosittu, lempi-
myös
valitettavasti
sääntö
lainkaan, ollenkaan
harrastaa, olla innostunut (jostakin)
se kuulostaa jo paremmalta
kuulla
hullu
tapahtuma; laji
kilpailu ; kilpailu
regatta, purjehdus-/
soutukilpailut
täysin
torakka
itse asiassa, todellakin
(tässä:) järjestää
tulla joksikin
valmentaja

Our globetrotter in Australia

article
magazine
experience
G'day
the outback
change of landscape
capital
adventure
mostly
which
outdoor activities
hot air balloon
ride, rode, ridden
quad bike
hire
four-wheel-drive
bush
degree
trust me
sigh
local
guide
Aboriginal
background
take, took, taken
Uluru
holy
rock
native Australian
respect
climb
on your own
poisonous
camp
the Southern Cross
wherever
carefree
sense of humour
feel at home
Take care!

aboriginal significance

Captions
bottomless
race
hold on (to)

Maailmanmatkaajamme
Australiassa
artikkeli, kirjoitelma
aikakauslehti
kokea; kokemus
hei, tervehdys (Austr.)
Australian erämaa
maiseman muutos
pääkaupunki
seikkailu
enimmäkseen
joka
ulkoilmaharrastukset
kuumailmapallo
ajaa (pyörällä); ratsastaa
mönkijä
vuokrata
nelivetoinen auto
(harvaanasuttu) metsikkö
(Austr.)
aste
usko pois
nähtävyys
paikallinen
opas
alkuasukas- (Austr.)
tausta
viedä; ottaa
Australian alkuasukkaiden
pyhä kallio
pyhä
kallio, (iso) kivi
Australian alkuperäiskansa
kunnioittaa
kiivetä
yksinään, omin päin
myrkyllinen
leiriytyä
Etelän risti (tähtikuvio)
missä tahansa; minne tahansa
rento, huoleton
huumorintaju
tuntea olonsa kotoisaksi
Pärjäilkaa!

alkuasukille tärkeä

Kuvatestit
pohjaton
kilpailu
pitää kiinni (jostakin)

SMART MOVES 3

23. The internet - sex, lies, and deceit

everyday
tool
communication
according to
recent study
percentage
channel
vital
source
highway
playground
fraud
wacko
tackle
authorities
set up
promote
usage
target
download
update
operating system
virus protection
up-to-date
firewall

päivittäinen
työkalu
viestintä
jonkun mukaan
viimeaikainen tutkimus
prosenttiosuus
kanava
elintärkeä
lähde
valtatie
leikkikenttä
huijari; petos
hullu
ottaa käsittely, hoitaa
viranomaiset
pystyttää; ottaa käyttöön
edistää, tukea
käyttö
tavoitella,
suunnata toiminta
ladata
päivitys
käyttöjärjestelmä
virustorjunta
ajan tasalla
palomuri

block	estää pääsy
intruder	tunkeilija
be aware (of)	olla tietoinen (jostakin)
include	pitää sisällään
spamming	roskapostin lähettäminen
unwanted	ei-toivottu
spamming	roskaposti
inbox	saapuneet-postilaatikko
estimate	arvioida
fourth	neljäsosa
advertise	mainostaa
law service	lakipalvelu
low cost	halpa
advertising	mainonta
equally	yhtä
potential	mahdollinen
single	yksittäinen
ad=advert=advertisement	mainos
pointless	järjetön
annoying	ärsyttävä, kiusallinen
so-called	niin kutsuttu
discreetly	hienovaraisesti
account	tili
sum	summa
fall for the scam	mennä lankaan
document	asiakirja
proof	todiste
exist	olla olemassa
delay	viivytyks
in order to	jonkun asian toteutumiseksi
bribe	lahjoa
official	viranomainen
lucky break	onnenpotku
invest (in)	sijoittaa (johonkin)
deal-of-a-lifetime	elämän paras sijoitus/kauppa
opportunity	mahdollisuus
your way	sinun suuntaasi
Phishing	kalastelu
criminal activity	(tietotekniikassa)
masquerade (as)	rikollistoiminta
representative	esiintyä (jonakin)
trustworthy	edustaja
false identity	luotettava
acquire	väärä henkilöllisyys
credit card	saada haltuunsa
password	luottokortti
client	tunnussana
log on	asiakas
given	kirjautua sisään
personal details	annettu
via	henkilötiedot
	(jonkun) kautta
Search engine use	Hakukoneiden käyttö
simply	yksinkertaisesti
browse	selailla
catalogue	luetteloida
search box	hakulaatikko
compare	verrata
hit	osuma
porn	porno
achieve	saavuttaa
add	lisätä
Parody pages	parodiasivut
encyclopaedia	tietosanakirja
edit	muokata
be about	olla kyseessä
resource	lähde
come across	kohdata sattumalta
content-free	sisällötön
False information	väärää tietoa
contain	sisältää
half-truth	puolitotuus
lie	valhe
cancel	sensuroida
therefore	tämän vuoksi
require	vaatia
pay attention (to)	kiinnittää huomio (johonkin)
content	sisältö
scepticism	skeptisismi, epäily
urban myth	kaupunkilaistarina

copy and paste
endless
thus
create
illusion
portray
integral
harm

leikata ja liimata
loputon
täten
luoda
harhakuvitelma
esittää
olennainen, erottamaton
satuttaa

SMART MOVES 3

4. Global issues: energy

energy
greenhouse effect
global warming

energia
kasvihuoneilmiö
maapallon lämpeneminen

Sources of energy
fossil fuel
coal
oil
natural gas
peat
limited amount
uranium
nuclear energy
hydro power
solar power
again and again
form
biomass energy
geothermal energy
one fifth
electricity
in the future
another
windmill park
refer (to)
wood
manure
to a great extent
basically
earth-heat
the further - the warmer
underground

Energianlähteitä
fossiilinen polttoaine
kivihiili
öljy
maakaasu
turve
rajallinen määrä
uraani
ydinenergia
vesivoima
aurinkovoima
yhä uudelleen
muoto
bioenergia
maalämpöenergia
yksi viidesosa
sähkö
tulevaisuudessa
(vielä) yksi
tuulimyllypuisto,
tuulivoimala
viitata (johonkin)
puu
lanta
suurella määrin
pohjimmiltaan
maalämpö
mitä edemmäs - sitä lämpimämpää
maan alla, maan alle

The greenhouse effect
planet
work
warming radiation
enter
breathe
warmth
survive
gas
prevent (from)
escape
in other words
freezing

Kasvihuoneilmiö
planeetta
toimia
lämpösäteily
tulla (sisään)
hengittää
lämpösäteily
selviytyä
kaasu
estää (jostakin)
paeta, karata
toisin sanoen
jäätävä

Global warming
extra
as a result
temperature
rise, rose, risen
risk
glacier
melt
melting process
so far
consequence
dramatic
continue
sea level
cause damage
lowland area
Southeast England
increase
consider

Maapallon lämpeneminen
ylimääräinen
seurauksena
lämpötila
nousta
riski, uhka
jäätikkö
sulaa
sulamisprosessi
tähän mennessä, toistaiseksi
seuraus
dramaattinen, todella suuri
jatkoa
merenpinnan taso
aiheuttaa vahinkoa
alava maa-alue
Kaakkois-Englanti
lisätä
harkita

Pollution
harmful
particle
float

Saastuminen
haitallinen
hiukkanen
leijua

asthma
get worse
acid rain
falling
poisonous
in addition
rivers and lakes with acidity levels

astma
pahentua
happosade
laskeutuva
myrkyllinen
lisäksi
happamat joet ja järvet
(pH alle 7)

KEY ENGLISH 1 1A Kids on the move

a kid
a move
on the move
meet, met
different
but
a thing
common
have in common
thirteen
go, went through
a change
a life
a city
a city slicker
a bumpkin
England
a location
a village
called
a comprehensive (school)
large
a detached house
dad
Tottenham Hotspurs
dislike
Arsenal
people
move
London
last
a summer
last summer
believe
very
here
Cornwall
have, had to
get, got up
early
a bus
catch the school bus
everybody
laugh at
a way
speak, spoke
the ninth
a floor
twenty
a storey
Twenty-storey
a towerblock
near
a football ground
Eight-roomed
in the middle of
nowhere
in the middle of nowhere
more
a lot more room
giant
a garden
much
hard
harder
work
keep, kept
a place
clean
tidy

lapsi, nuori
muutto, siirto
liikkeellä, liikekannalla
tavata, kohdata
erilainen, eri
mutta
asia, esine
yhteinen, tavallinen
olla yhteistä
kolmetoista
käydä läpi, kokea
muutos
elämä
kaupunki
kaupunkilainen, jupi
maalainen, juntti
Englanti
sijainti
kylä
nimeltä, jonka nimi on
(Br.) Koulu 11-18 – vuotiaille, peruskoulu
suuri, iso
omakotitalo
isä
engl.jalkapallojoukkue
inhota, ei pitää jostakin
engl.jalkapallojoukkue
ihmiset
muuttaa
Lontoo
viime
kesä
viime kesänä
uskoa
hyvin, kovin
täällä, tässä, tähän

täytyä
nousta ylös
aikainen, aikaisin
linja-auto, bussi
ehtiä koulubussiin
jokainen, kaikki
nauraa jollekin
tapa
puhua
yhdeksäs
kerrros, lattia
kaksikymmentä
kerros
kaksikymmenkerroksinen
kerrostalo
lähellä
jalkapallokenttä
kahdeksan huoneen
jonkin keskellä
ei missään
syrjäisessä paikassa,
kaukana kaikesta
enemmän
paljon enemmän tilaa
jätti läismäinen, valtavan iso
puutarha, piha
paljon
kova, ankara
kovempi
työ
pitää
paikka
puhdas, siisti
siisti

Mind you!
a room
that
say, said
that
new
more than
a primary school
tease
all the time
now
small
smaller
only
a pupil
a class
not only that but
Well-organized
brand new
what
a difference
What a difference!
so
on the whole
happy
happier
feel, felt
healthy
healthier
too
Canada
an apartment
mom
hockey
canoeing
traffic
violence
TV
a soap opera
high school
just
outside
seem like
another
a world
a bit
difficult
adjust to
a neighbourhood
busy
busier
Things are busier here in Edmonton
people
less
friendly
we used to live
all
there
share a room
with
young
younger
tell, told
keep telling
a door
closed
no one
try, tried
no one has tried
bully
at school
probably
because
build, built
be built like a tree
some
a guy
a hick
button
a lip
button his lip
buzz off

Ota huomioon! Muuten...
huone
tuo, se
sanoa
että
uusi
enemmän kuin
(Br.) Koulu 5-11 – vuotiaille, alakoulu
(Suomi)
kiusata, kiusoitella
koko ajan
nyt
pieni
pienempi
vain
oppilas
luokka
sen lisäksi
hyvin järjestetty, järjestelmällinen
ihan uusi
mikä, mitä
ero
Mikä ero! Valtava ero!
joten; siis; niin
kaiken kaikkiaan
onnellinen
onnellisempi
tuntua, tuntea olonsa joksikin
terve, terveellinen
terveempi, terveellisempi
myös,-kin
Kanada
huoneisto, asunto
(Am.) äiti
(Am.) jääkiekko
melonta
liikenne
väkivalta
TV, televisio
saippuasarja, saippuaoppera
(Am) koulu 14–18-vuotiaille
juuri, aivan, vain
ulkopuolella, ulkopuolelle
näyttää joltakin,
tuntua joltakin
toinen
maailma
hieman
vaikea
sopeutua johonkin
asuinalua
kiireinen
kiireisempi
Täällä Edmontonissa on
kiireisempää.
ihmiset
vähemmän
ystävällinen
asuumme ennen
kaikki
siellä, tuolla
asua samassa huoneessa
kanssa
nuori
nuorempi
kertoa, sanoa, käskeä
käskeä jatkuvasti
ovi
suljettu, kiinni
ei kukaan
yrittää, koettaa, kokeilla
kukaan ei ole yrittänyt
kiusata
koulussa
luultavasti
koska
rakentaa
olla isokokoinen
joku, jotkut
tyyppi, jätkä
juntti
napittaa, panna napit kiinni
huuli
pitää suunsa kiinni
painua tiensä

really
miss
hope
can
pull through
OK
shall
wait
see, saw
wait and see
guess

todella
kaivata, ikävöidä, menettää
toivoa
pystyä, osata, voida
selviytyä
hyvin
pitää
odottaa
nähdä
odottaa mitä tapahtuu
arvata, arvella

KEY ENGLISH 1 Unit 3 School is cool!

cool
back
in and out
a toilet
up and down
stairs
an assembly
queue
a pair
in pairs
a crush
cute
a smile
gym(nastics)
I'd run
a mile
lunch
a packed lunch
a biscuit
crisps
an apple
munch
munches
listen to
a subject
pretty
bad
history
chemistry
a fool
only
poetry
a meal
a pupil
teach, taught, taught
a timetable
a lesson
an exam
a test
homework
stand, stood, stood
by
a desk
a head
monday
tuesday
wednesday
thursday
friday
a refistration
art
a break
science
lunch
history
german
drama
maths=mathematics
geography
french
biology
P.E.= physical education
IT=information technology
music
chemistry
enjoy
attend
secondary school

viileä, upea, hieno
takaisin
sisään ja ulos
WC
ylös ja alas
portaat
yhteinen päivänavaus,
kokoontuminen
jonottaa
pari
pareittain
ihastus
söö, suloinen
hymy
voimistelu
juoksisin
maili
lounas
eväät, eväspaketti
keksi
perunalastut
omina
rouskuttaa
(tässä:) rouskutus
kuunnella jotakin
oppiaine
aika, melko
huono
historia
kemia
typerys
ainoa
runous
ateria
oppilas
opettaa
lukujärjestys
oppitunti
koe, tentti
koe, tentti
koti tehtävä, läksy
seisoo
luona, vieressä
pulpetti; kirjoituspöytä
(br) rehtori
maanantai
tiistai
keskiviikko
torstai
perjantai
ilmottautuinen, nimenhuuto
kuvataide, taide
tauko, välitunti
luonnontieteet
lounas
historia
saksan kieli
ilmaisutaito
matematiikka
maantieto
ranskan kieli
biologia
liikunta
tietotekniikka
musiikki
kemia
nauttia, pitää jostakin
osallistua, käydä (koulua)
(br) koulu 11-16/18

over	-vuotiaille,
generally	yläkoulu (suomi)
a quarter	yli
	yleensä
at a quarter to nine	neljännes, neljännestunti,
mean, meant, meant	vartti
a for teacher	viittätoista vaille yhdeksän,
check	neljännes vaille yhdeksän
if	tarkoittaa
a form	(br.) luokanvalvoja, -ohjaaja
take place	tarkastaa
a form room	jos, -ko, -kö
a hall	(br.) luokka, luokka-aste
a kind of	tapahtua
a get-together	luokkahuone
sing, sang, sung	aula, sali
a song	eräänlainen
read, read, read out	kokoontuminen
a story	laulaa
twice	laulu
during	lukea ääneen
past	kertomus
a month	kaksi kertaa
go off	aikana
different	viime, kulunut
a class	kuukausi
a minute	mennä, lähteä
an afternoon	eri, erilainen
a break	luokka, oppitunti
between	minuutti
finish	iltapäivä
home	tauko, välitunti
a head teacher	välillä, välissä
funny	päätyä, loppua
care about	kotiin
a reason	rehtori
Extra-curricular	hauska
an activity	välittää jostakin/ jostakusta
Extra-curricular activities	syy
a club	oppituntien ulkopuolinen
media studies	toiminta
food	koulun harrastus- ja kerhotoiminta
nutrition	(oppituntien ulkopuolella)
unfortunately	kerho
a period	viestintä
a term	ruoka
enough	ravinto
sports	valitettavasti
matter	jakso
belong to	lukukausi
possible	tarpeeksi
as soon as possible	urheilu
luv=love	olla merkitystä, olla väliä
a film	kuulua johonkin
be like	mahdollinen
what time	mahdollisimman pian
a student	terveisin
a teacher	elokuva
a month	olla jonkin kaltainen
January	mihin aikaan
February	opiskelija
March	opettaja
April	kuukausi
May	tammikuu
June	helmikuu
July	maaliskuu
August	huhtikuu
September	toukokuu
October	kesäkuu
November	heinäkuu
December	elokuu
short	syyskuu
Christmas	lokakuu
begin, began, begun	marraskuu
hot	joulukuu
between	lyhyt
an autumn	joulukuu
a holiday	alottaa, alkaa
after	kuuma
college	välillä, välissä
	(br.) syksy
	loma
	jälkeen
	(Uudessa-seelannissa)
	koulu 14–18 -vuotiaille

Auckland	japanin kieli; japanilainen
Japanese	Uusi-Seelanti
New Zealand	arvata
guess	puolikas
a half	puolitoista vuotta
a year and a half	lopettaa
finish	juuri enne, johonkin mennessä
in time for	loma
a holiday	menestyä
do well	useimmat, suurin osa
most (of)	perusoppiaine, kaikille yhteinen
a core subject	oppiaine
IT=information technology	tietotekniikka
social science	yhteiskuntaoppi
simply	yksinkertaisesti, vain, pelkästään
a neighbour	naapuri
spend, spent, spent	kuluttaa, viettää
at least	ainakin, vähintään
talk to	puhua jollekulle
easy	helppo
wear, wore, worn	käyttää, pitää yllä
a uniform	koulupuku, univormu
by the way	muuten
hate	vihata, inhota
get off	ottaa pois, riisua
get home	päästä kotiin
detention	Jälki-istunto
twice	kahdesti
once	kerran
misbehaviour	huono käytös
play truant	lintsata koulusta
still	kuitenkin, silti
behaviour	käytös
last	kestää
a quarter	neljännes, vartti
an hour	tunti
three quarters of an hour	neljäkymmentäviisi minuuttia
long	kauan
a rule	sääntö
strict	ankara
a key word	avainsana, motto
respect (for)	kunnioitus (jotakin/ jotakuta kohtaan)
others	toiset, muut
active	aktiivinen
learning	oppiminen
have fun	pitää hauskaa
soon	pian
see yah=see you	hei hei, moi
a school	koulu
a schoolbag	koululaukku
a book	kirja
a notebook	vihko, muistikirja
a file	mappi
a calendar	kalenteri
a pencil case	penaali
a pencil	lyijykynä
a pen	mustekynä
a felt-tip pen	huopakynä, tussi
a pencil sharpener	kynänteroitin
a rubber	pyyhekumi
an eraser	pyyhekumi
a ruler	viivoitin
a calculator	laskin
a desk	pulpetti, kirjoituspöytä
a chair	tuoli
a school yard	koulun piha
a classroom	luokkahuone
a language lab	kielistudio
a gym	voimistelusal
a science lab	kemianluokka, laboratorioluokka
a computer lab	tietokonehuone
a music room	musiikkiluokka
an art room	kuvaamataidon luokka
a staff room	opettajainhuone
home economics	kotitalous
a library	kirjasto
a school canteen	kouluruokala
a corridos	käytävä
a locker	lokero, pieni kaappi
cloakroom(s)	vaatesäiliö, vaatenaulakot
a toilet	vessa
straight	suora, suoraan
line up	tehdä jono

sensibly
cussing
remove
hate
a coat
interrupt
without
follow
an instruction
immediately
hands up

järkevästi
kiroilu
ottaa pois
hattu
takki
keskeyttää
ilman
seurata
ohje
välittömästi
kädet ylös

KEY ENGLISH 2 10A Departures

a departure
a walking holiday
Denmark
a tour
a programme
travel
abroad
live
Heathrow
an airport

a transit hall

a passenger
a traveller
first
whose
a plan
focus on
so
on business
stay with/in
of course
should
and all that
main
look forward to
excellent
a river
a salmon, salmon
Lapland
luggage
a backpack
full
check in
a suitcase
hopefully
wait for
quite a lot
a Finn
well enough
advice
anyone who
go, went, gone on holiday
arrive at
an hour
surprise
a tourist
a mosquito, mosquitoes
plenty of
an insect
insect repellent
change
money
currency
an xchange
the currency exchange
through
Customs
not...yet
collect
baggage
the baggage reclaim
had better (do)
let, let, let

lähtö
patikointiloma
Tanska
matka, kiertomatka, kiertue
ohjelma
matkustaa, matkustella
ulkomailla, ulkomaille
livenä

lentokenttä
transiithalli, lentoaseman
kauttakulku- ja odotushalli
jatkolentoilla matkustaville
matkustaja
matkustaja, matkailija
ensiksi, ensin
jonka, joiden; kenen, keiden
suunnitelma
kohdistua johonkin,
keskittyä johonkin
niinpä, siis; niin
liikeasioissa, liikematkalla
asua (tilapäisesti) jonkun luona/
hotellissa
tietenkin
pitäisi
ja sen sellaista
tärkein, pää-
odottaa kovasti jotakin,
tuskin maltaa odottaa jotakin
erinomainen, loistava
joki
lohi
Lappi
matkatavarat
rinkka, reppu
täynnä, täysi
luovuttaa (matkatavarat)
lähtöselvityksessä
matkalaukku
toivottavasti
odottaa (jotakin)
aika paljon, melkoisesti
suomalainen
ihan hyvin
neuvot
se joka, jokainen joka
ennä lomalle
saapua, tulla perille jonnekin
tunti
yllättää
turisti, matkailija
hyttynen, sääski, moskiitto
paljon, runsaasti
hyönteinen
hyönteiskarkote
vaihtaa
raha, rahat
valuutta
vaihto, vaihtaminen
valuutanvaihtopiste
läpi, kautta
tulli
ei vielä
noutaa, kerätä
matkatavarat
matkatavaroiden noutopiste
on / olisi parasta (tehdä)
antaa, päästää

forget, forgot, forgotten
show, showed, shown
a passport
Copenhagen
a resort
a granny
a grandmother
look forward to
the Canary Islands
a bit
be in a hurry
get through
a departure lounge
a gate
a flight
have a look at
a screen
board
boarding
get a move on
a boarding pass
a landing
Happy landings!
back
a studio

unohtaa
näyttää, esittää
passi
Kööpenhamiina
lomakohde
mummu
isoäiti
näyttää
Kanariansaaret
vähän, hieman
olla kiire
päästä läpi, ehtiä
lähtöaula
portti
lento
katsoa jostakin
kuvaruutu, näyttö, monitori
mennä lentokoneeseen/junaan/laivaan
siirtyminen lentokoneeseen
pitää kiirettä
(lentomatkustajien) tarkistuskortti
laskeutuminen
Hyvää matkaa!
takaisin
[no translation
provided]

KEY ENGLISH 2 13B A whole new ball game

whole
whole new
a ball game
a whole new ball game
take a look at
major
invent
baseball
basketball

kokonainen, koko; aivan
aivan uusi
pallopeli
(myös:) aivan uusi asia
tarkastella jotakin, luoda
katsaus johonkin
tärkein, suuri
keksiä
baseball
koripallo

national
a pastime
history
lead, led, led
a Yankee
New York Yankees
a series, series
a title
a World Series title
amazing
be involved
a hero
because of
incredible
a home run
a record
in case
a batter
hit, hit, hit
a field
out of the field
a dozen
dozens of
professional
a league
join
a little league (AmE)
look forward to
Wednesday

kansallinen, kansallis-
harrastus
historia
johtaa, johdattaa
jenkki
amerikkalainen baseball-seura
sarja
otsikko, titteli, mestaruus
(baseballissa)
maailmanmestaruus
yllättävä, hämästyttävä
olla mukana, osallistua
sankari
jonkin johdosta, jonkin vuoksi
uskomaton, aivan mahtava
(baseballissa) kunniajuoksu
ennätys
mikäli, siltä varalta että
(pallopeleissä) lyöjä
lyödä
kenttä
pelialueen ulkopuolelle
tusina
kymmeniä, suuria määriä
ammattilainen
liiga, sarja
liittyä johonkin
(baseballissa) lasten sarja
odottaa innosta jotakin
keskiviikko

ottaa selvää, saada selville
tarina, kertomus, juttu
tarina kertoo että,
kerrotaan että
jo vuonna 1891
nimeltä
liikunta (oppiaine)
(oppi)tunti
mellastava, villi
luokka, ryhmä
paikallinen
NMKY (=Nuorten miesten kristillinen yhdistys)

find out
a story
the story goes that
way back in 1891
by the name of
physical education
a lesson
rowdy
a class
local
the YMCA

control
a matter
and to make matters worse
could
not even
outside
hard
rugby
a player
toss
a box
a gymnasium
nail
a basket
high up
a wall
throw, threw, thrown
a team
make a basket
a ladder
climb
finally
bright
cut, cut, cut
a bottom
I wonder if
a millionaire
ever

still
a bit of
a mystery
explain
a rule
as far as
make out
a try
forward
a yard
succeed
keep, kept, kept
fail
pass
eleven
each
a quarterback
a guy
whether
rough
wear, wore, worn
padding
the final game
a bowl
the Super Bowl
hundreds of millions of
a television viewer
be able to
back home

believe
bowling
probably
popular
a participant
a participant sport
the States
a spectator
a spectator sport
auto-racing
soccer
gradually
overtake, overtook, overtaken
honest
to be honest
numer one

KEY ENGLISH 3 26A The pros and cons of media

pros
cons
media
Good for you

valvoa
asia
ja mikä vielä pahempaa
osasi, voi
ei edes
ulos
kovasti

pelaaja
heittää, heitellä
laatikko
voimistelusali
naulata
kori
korkealle
seinä
heittää
joukkue
tehdä kori
tikapuut
kiivetä
lopulta, loppuksi
loistava
leikata
pohja
(tässä:) ovatkohan
miljonääri
koskaan

yhä, vielä
melkoinen, aikamoinen
mysteeri, arvoitus, salaisuus
selittää
sääntö
mikäli
saada selvää, ymmärtää
yritys
eteenpäin
jaardi, n. 90 cm
onnistua
pitää
epäonnistua
(urheiuksessa) syöttää
yksitoista
kukin, kumpikin, joka(inen)
quarterback, pelinrakentaja
mies, kaveri, tyyppi
-kö, -ko
kova, raju
olla yllään, käyttää
toppaukset
loppuottelu
malja
Am. Jalkapallo
ammattilaissarjan loppuottelu
satoja miljoonia
television katsoja
pystyä, kyetä, voida
kotipuolella, kotona

uskoa
keilailu
luultavasti
suositui
osanottaja, osallistuja
aktiiviurheilulaji
Yhdysvallat
katsoja
penkkiurheilulaji
autokilpailut
jalkapallo
vähitellen
ohittaa, voittaa (suosiossa)
rehellinen
totta puhuakseni, rehellisesti sanoen
(tässä:) suosituin

hyvät puolet
huonot puolet
tiedotusvälineet

wonderful
an invention
entertain
a companion
an event
cheer up
feel down
unlike
switch off
switch on
whenever
feel like it
a channel
choose, chose, chosen
a documentary
the most
long live..!

a TV programme
rubbish
spend, spent, spent
horror
violence
nearly
brain
at
imagination
communicate
naturally
a human being
a visitor
They have been numbed by television
the box

tune in/into
listen to
particularly
favourite
news
weather
current affairs programme
after all
complete
an airhead
a board game
a pal
a kid sister
turn off
rarely
commercial
anymore
junk
either-or
a half-brain
laugh at
corny
a joke
a jerk
so-called
drive round the bend
feed, fed, fed
read, read, read
appreciate
i do read
a magazine
quality
a newspaper
No way!

up-to-date
prefer to
thick
a detail
beat, beat, beaten
old-fashioned
out-of-date
bother
at any moment
exactly
go on the internet
download

ihmeellinen, ihana
keksintö
viihdyttää
seuralainen, kumppani
tapahtuma
piristää
olla alla päin
toisin kuin
panna kiinni, sulkea
panna päälle, avata
milloin tahansa, aina kun
huvittaa, haluta (tehdä jotakin)
kanava
valita
dokumenttiohjelma
eniten
kauan eläköön...!

televisio-ohjelma
roska(a)
viettää, kuluttaa
kauheus, kauhu
väkivalta
melkein
aivot
ainakin
mielikuvitus
kommunikoida,
olla kanssakäymisissä
luonnollisesti
ihminen
vierailija
televio on lamaanuttanut
heidät
telkkari

valita jokin radioasema
kuunnella jotakin
varsinkin, erityisesti
suosikki
uutiset
sää
ajankohtaisohjelma
lopulta, kuitenkin, joka tapauksessa
täysi(n)
typerys, idiootti
lautapeli
kaveri
pikkusisko
panna pois päältä, sammuttaa, sulkea
harvoin
kaupallinen; mainos
enää
törky, roska
joko - tai
älykkäpiö
nauraa jollekin
typerä, tylsä
vitsi
ääliö, idiootti
niin sanottu, muka
tehdä hulluksi
ruokkia
lukea
arvostaa, ymmärtää
luen kyllä
aikakauslehti
laatu
sanomalehti
Ei ikinä!

ajan tasalla, ajankohtainen
pitää jostakin enemmän kuin
paksu
yksityiskohta
voittaa
vanhanaikainen
vanhanaikainen
viitsiä
koska tahansa, minä hetkenä
tahansa
täsmälleen
mennä nettiin
imuroida, noutaa tiedostoja,

print out	ladata tietoverkosta
keep, kept, kept	tulostaa
a pice of news	säilyttää, pitää
	uutinen
no harm in it	haitta, vahinko
harm	mainonta
advertising	kuluttaja
a consumer	hyödyllinen
useful	tuote
a product	johtaa johonkin
lead, led, led to	luulla
suppose	mainos
an advert	informatiivinen, tietoa
informative	välittävä
of course	tietenkä, tietenkään
necessarily	välttämättä
believe	uskoa
common sense	terve järki
understandable	ymmärrettävä
a manufacturer	valmistaja
exaggerate	liioitella
a waste	hukka, tuhlaus
can't stand	ei voida sietää
a TV commercial	televisiomainos
space	tila
a website	www-sivusto, saitti
a pop-up	pop up -ikkuna, ponnahdusikkuna
a banner	banneri, mainospalkki
irritating	ärsyttävä
an ad	mainos
an advertiser	mainostaja
buy, bought, bought	ostaa
admit	myöntää
attractive	viehättävä, houkutteleva

KEY ENGLISH 3

27A Simple things you can do to help protect our environment

environment	ympäristö
energy	energia
a cooker	liesi
a heater	lämmityslaite
electric	sähkö-, sähköinen
burn	polttaa; palaa
oil	öljy
gas	kaasu
coal	kivihiili
turn off	sammuttaa
an appliance	laite
a fridge	jääkaappi
air	ilma
electricity	sähkö-, sähköinen
cool down	viilentää
fit	laittaa, asentaa
a lamp	lamppu
energy-efficient	energiaa säästävä
a light bulb	hehkulamppu
a washing machine	pyykinpesukone
a TV set	televisio (vastaanotin)
a model	malli
each of us	jokainen meistä
alitre	litra
a taker lorry	säiliöauto
run, ran, run	käyttää, pitää käynnissä
a dishwasher	astianpesukone
a load	lasti, pesukoneellinen
minimum	pienin mahdollinen
a flush	huuhtelu
dual-flush	kaksoishuutelu
a toilet	WC, vessa
waste	jätteet, jäte
a drink can	juomatölkki
be worth of	olla jonkin arvoinen
a jar	tölkki, tuoppi
food scraps	ruoantähteet
plastic	muovi
a container	säiliö, astia
soil	maaperä

forever
recycle
a forest
a recycling bank
organic
vegetable peelings
a basket
save
a bin

aina, ikuisesti
kierrättää, käyttää uudelleen
metsä
kierrätyspiste
orgaaninen
vihannesten kuoret
kori
säästää, pelastaa
roska-astia

KEY ENGLISH 3 27B The state of the planet

a state
a planet
the planet
the Earth
cause
damage
breathe
be polluted
a rainforest
chop down
die out
use up
resources
fossil fuels
main points

tila, tilanne
planeetta, kiertotähti
maapallo, maailma
maa(pallo), maailma
aiheuttaa
vahinko, vaurio
hengittää
saastua
sademetsä
kaataa (puu)
kuolla sukupuuttoon
kuluttaa loppuun
luonnonvarat
fossiiliset polttoaineet
pääkohdat

a species, (mon.) species
the equator
a scientist
estimate
up to
die out
officially
classify as

laji
päiväntasaaja
tiedemies
arvioida
(tässä:) jopa
kuolla sukupuuttoon
virallisesti
luokitella johonkin
vaarassa kuolla
sukupuuttoon,
uhanalainen

endangered

pollution
produce
an amount
break down
harmless
soil
contain
a poison
pollute

saasteet, saastuminen
tuottaa, saada aikaan
määrä
hajota
vaaraton, harmiton
maaperä
sisältää
myrkky
saastuttaa

depend on
a factory
a vehicle
provide
fossil fuels
acid rain
add to
global warming
nuclear power
produce
a hazard
radiation
a leak
nuclear waste
natural resources
renewable
energy conservation
alternative
a solar panel
a wind farm
a windmill

luottaa johonkin
tehdas
kulkuväline
tuottaa, tarjota
fossiiliset polttoaineet
(esim. hiili ja öljy)
hapan sade, happosade
lisätä johonkin
maapallon lämpeneminen
ydinvoima
tuottaa
vaara, riski
säteily
vuoto
ydinjäte
luonnonvarat
uusiutuva
energian säästäminen
vaihtoehtoinen
aurinkopaneeli
tuulivoimala
tuulimylly

the Ice Age
since
in the future
a temperature
rise, rose, risen
cause
a blanket
the greenhouse effect
trap
heat

jääkausi
jostakin lähtien
tulevaisuudessa
lämpötila
nousta
aiheuttaa
peite, kerros
kasvihuoneilmiö
vangita
lämpö

thus
carbon dioxide
a cause
a scientist
upset
a flood
a shortage
a storm
warm up
a polar ice cap
melt
a level

näin, täten
hiilidioksidi
syy
tiedemies
häiritä, järkyttää
tulva
puute, pula
myrsky
lämmetä
napajää(tikkö)
sulaa
pinta

SPOTLIGHT 1 1A On the net

the net
live
Southern Finland
Finnsih
English
often
miss
a friend
a primary school
keep together
keep, kept
different
a country
now

still
keep in touch
on holiday
You bet.
lovely
hear, heard
like
in August
a few
left
How are things in Scotland
quiet
a village
called
exciting
an autumn
come, came
visit
weird
be, was/were
as you know
know, knew
an eend
a winter
pretty
hot
go swimming
go, went
have, had
a beach party
tonight
Lucky you.
cold
cool
a hospital
serious
an operation
on Tuesday
a doctor
say, said
will be
a beginning
sure
make friends
make, made
lots of
called
life
the States
Howdy
everybody
friendly
a smile

netti
asua
Etelä-Suomi
suomalainen
englantilainen
usein
kaivata
ystävä
alakoulu
pitää yhdessä
pitää yhdessä
eri, erilainen
maa
nyt
vielä,
yhä
pitää, yhteyttä
lomalla
Taatusti
ihana
kuulla
kuten, niin kuin
elokuussa
muutama
jäljellä
Miten Skotlannissa menee ?
hiljainen
kylöä
nimeltä
jännittävä
syksy
tulla
vierailta
outo, kummallinen
olla
kuten tiedät
tietää, tuntea
loppu
talvi
melko
kuuma
käydä uimassa
mennä
olla jollakin
rantajuhlat
tänä iltana
Onnenpekka!
kylmä
kiva, mahtava
sairaala
vakava
leikkaus
tiistaina
lääkäri
sanoa
on (tulevaisuudessa)
alku
varma
saada ystäviä
tehdä, valmistaa
paljon
kutsua, soittaa
elämä
Yhdysvallat
hei, moi
jokainen, kaikki
ystävällinen
hymy

talk
plenty of
food
too
a pupil
over
a thousand
even
everything
feel, felt
a little
lonely
sometimes
luckily
Yoy got it.
worry
Things will work out.
true
a wildlife picnic
tomorrow
wild
Don't get too close

puhe; puhua
paljon, runsaasti
ruoka
liian
oppilas
yli
tuhat
jopa
kaikkia
tuntea (olonsa)
vähän
yksinäinen
joskus
onneksi
Sinä sen sanoit.
huolehtia, olla huolissaan
Asiat järjestyvät.
totta
luontoretki
huomenna
villi, raju
älä mene liian lähelle

SPOTLIGHT 1 3 @School

3A Question time

elementary school (AmE)
a grade (AmE)
high school
primary school (BrE)
preschool
basic education
lower secondary
a system

alakoulu
luokka-aste
yläkoulu ja lukio
alakoulu
yläkoulu ja lukio
esikoulu
yläkoulu
järjestelmä

the united States of America
a town
a Finn
has been
a month
because
a student
has given a talk
a classmate
has explained
a school subject
a rule
a schedule
a question

Yhdysvallat
kaupunki
suomalainen (henkilö)
on ollut
kuukausi
koska
oppilas, opiskelija
on pitänyt puheen
luokkakaveri
on selittänyt
kouluaine
sääntö
lukujärjestys
kysymys

3B Homework on homework

have to
*make, made, made
a poster
around the world
email
greetings
busy
science
finish
an essay
literature
the movies
a project
yet
altogether
*spend, spent, spent
an hour
remember
used to
complain
luv=(with) love
a way
we've had
discussion
a class
*do homework
have they been
demanding
a test

täytyä
tehdä, valmistaa
poster
ympäri maailmaa
lähettää sähköpostia
terveiset
kiireinen
luonnontieteet
saada loppuun
kirjoitelma
kirjallisuus
elokuvat
projekti
vielä
kaiken kaikkiaan, yhteensä
viettää, kuluttaa aikaa
tunti
muistaa
oli tapana
valittaa
terveisin
tapa
meillä on ollut
keskustelu
luokka
tehdä kotitehtävät
ovatko he olleet
vaativa
koe

mostly
multiple-choice
I haven't written
excellent
how come
I've used
of course
we have spoken
have you studied
study
a language
French
German
learn
important
I've started
Spanish
a lesson
have you read
a hundred
I haven't counted
lately
I haven't had
busy
after-school activities
What have you taken up?
I've become
I've joined
basketball
a team
friendly
supportive
miss
relaxed
for example
call
a first name
written permission
a break
sound
laid-back
you've told
interesting
a vacation
since

enimmäkseen
monivalinta-
en ole kirjoittanut
erinomainen
miksi
olen käyttänyt
tietysti
olemme puhuneet
oletko opiskellut
opiskella
kieli
ranskan kieli
saksan kieli
oppia, opiskella
tärkeä
olen aloittanut
espanjan kieli
oppitunti
oletko lukenut
sata
en ole laskenut
viime aikoina
minulla ei ole ollut
kiireinen
koulun kerhotoiminta
Mitä olet aloittanut?
minusta on tullut
olen liittynyt
koripallo
joukkue
ystävällinen
kannustava
kaivata
rento
esimerkiksi
kutsua
etunimi
kirjallinen lupa
välitunti, tauko
kuulostaa
rento
olet kertonut
mielenkiintoinen
loma
koska

SPOTLIGHT 2

4A The L.A. Street Lions

*get around
a vehicle
a passport
a flight
a ticket
a passenger
a station
baggage
travel
nearby
on foot
belong to
a dance group
*take part in
an event
coast to coast
across
altogether
a student
reserve
a journey
change
decide
a stopover
the Windy City
perform
burn
fuel
harm
an environment
Greyhound
*get sick
dizzy
dumb
agree with

liikkua paikasta toiseen
kulkuneuvo
passi
lento
lippu
matkustaja
asema
matkatavarat
matkustaa
lähellä oleva
jalkaisin
kuulua
tanssiryhmä
ottaa osaa
tapahtuma
rannikolta toiselle
halki
yhteensä
oppilas, opiskelija
varata
matkatavarat
vaihtaa
päättää
pysähdys
Chicagon lempinimi
esiintyä
polttaa
polttoaine
vahingoittaa
ympäristö
bussiyhtiön nimi
voida pahoin
pyöröksissä
tyhmä, typerä
olla samaa mieltä

a dining car
*spend, spent, spent
a conductor
what if
*get off
That's all there is to it.
a pillow
luckily
share
a seat
a toilet
a shower
a lack of room
own
either
relax
pull
*become, became, become
No sweat!
upper
lower
mind
Deal?
Fine by me.
I wonder how
as is often the case
far
*get hurt
a surprise
*let go of
sprain
an ankle
a fault
maybe
a bruise
*take off
a sock
*have a look
swollen
an ice cube
a packet
a first-aid kit
a restroom
a bandage
a tape
almost
*hold on to
serious
broken
a bone
blame
gonna = going to
miserable
a beginning
a trip of a lifetime

ravintolavaunu
kuluttaa, viettää
konduktööri
entä jos
nousta kyydistä
Se on sillä selvä.
tyyny
onneksi
jakaa
istuin
vessa
suihku
tilan puute
oma
kumpikaan
rauhhoittua
vetää
tulla joksikin
Helppoa!
ylempi
alempi
panna pahakseen
Sopiiko?
Sopii minulle.
Mitenkähän
niin usein käy
pitkälle
satuttaa itsensä
yllätys
päästää irti
nyrjäyttää
nilkka
syy, vika
ehkä
mustelma
riisua
sukka
katsoa, vilkaista
turvonnut
jääpala
tasku
ensiapulaukku
vessa
side(harso)
teippi
melkein
pitää kiinni
vakava
murtunut, rikki
luu
syyttää
aikoa
surkea
alku
elämänsä matka

SPOTLIGHT 2

2A Action weekend

paint
a model
quiet
*be into action sports
stuff
a few
*hang out
worried about
an art course
for years
learn
quite
a coach
nowadays
decide
cheap
expensive
recommend
a campfire
exciting
an outdoor activity centre
a group leader
a youngster

maalata
pienoismalli
hiljainen
harrastaa toimintalajeja
jutut, asiat
muutama
viettää aikaa, olla
huolissaan
taidekurssi
vuosikausi
oppia
melko
valmentaja
nykyään
päättää
halpa
kallis
suositella
leirinuotio
jännittävä
leirikeskus
ryhmänohjaaja
nuori

attend
popular
*find, found, found
hard
*take part in
loads of
an activity
early
a meal
worry about
lonely
belong to
caving
a helmet
hardly
breathe
dark
support
encourage
*leave, left, left
a mobile
glasses
a cave
a spare pair
proud of
complain about
pretend
brave
*be scared to death
*let, let, let
*show, showed, shown
face
a fear
*give up
*give in
plenty
in the first place
quiet
*draw, drew, drawn
wish
at least
trekking
abseiling
rock climbing
You must be joking.
a difference
*split, split, split
a hill
in a good mood
*lead, led, led
an aim
a castle
*keep up
stay
cheerful
tired
a record
photography
a packed lunch
we made our way
silly
I began to enjoy myself
at last
equipment
several
tough
a rope
a couple of
a harness
a huge amount of
courage
an instructor
*be in control
dangerous
a cliff
a foot, feet
safety
believe

ottaa osaa
suosittu
olla jotakin mieltä, löytää
raskas
ottaa osaa
monta, paljon
aktiviteetti, toiminto
aikainen
ateria
huolehtia
yksinäinen
kuulua
luolakiipeily
kypärä
tuskin
hengittää
pimeä
tukea
rohkaista
jättää, lähteä
kännykkä silmälasit
silmälasit
luola
varapari
ylpeä
valittaa
teeskennellä
rohkea
pelätä kuollakseen
antaa, sallia
näkyä, näyttää
kohdata
pelko
antaa periksi
luovuttaa
runsaasti
alun alkuaan
hiljainen
piirtää
toivoa
ainakiin
vaeltaminen
köysilaskeutuminen
kalliokiipeily
Et voi olla tosissasi.
ero
jakaantua, jakaa
mäki, kukkula
hyvällä tuulella
johtaa
tavoite
linna
pysyä mukana
pysyä
hyväntuulinen
väsynyt
ennätys
valokuvaus
eväät
pääsimme
typerä, tyhmä
aloin viihtyä
lopulta
varusteet
useat
kestävä
köysi
pari
valjaat
valtava määrä
rohkeus
ohjaaja
olla vastuussa, määrätä
vaarallinen
kalliokiipeily
jalka, jalat
turvallisuus
uskoa

SPOTLIGHT 3 3A Media mania

the media

tiedotusvälineet, media

the press
a newspaper
a freesheet
a tabloid
a quality paper
a magazine
a channel
a show
a series
a drama
a documentary
a quiz show
a reality show
the weather forecast
news
a web page
a website
social media
a discussion forum
share
a viewer
a journalist
a newsreader
a sports commentator
a host
a presenter
a gadget
a PC (personal computer)
a smartphone
use
at work
a sports event
even
on public transport
experience
endless
a stream
information
entertainment
*deal with
deal, dealt, dealt
a way
watch
on my computer
in front of
a telly
certain
hooked on
*spend, spent, spent
at least
a box
an advert
*be on
listen to
on the radio
used to
a programme
bother
*choose, chose, chosen
instead of
on the whole
apart from
*mean, meant, meant
which
on the go
on my phone
*buy online
illegal
necessary
printed
regularly
*feel, felt, felt
on TV
on the internet
pick up
for free
*have access to
either-or
mostly
for fun
as
on social media
interact with
text
a source

lehdistö
sanomalehti
ilmaislehti
iltapäivälehti
laatulehti
aikakauslehti
kanava
ohjelma
(televisio)sarja
draama, näytelmä
dokumentti
visailuohjelma
tosi-tv-ohjelma
säättiedotus
uutiset
nettisivu
nettisivusto
sosiaalinen media
keskustelupalsta
jakaa
(television)katselija
toimittaja
uutistenlukija
irheiluselostaja
juontaja
juontaja
laite
tietokone
älypuhelin
käyttää
työssä
urheilutapahtuma
jopa
julkisissa liikennevälineissä
kokea
loputon
virta
tieto, informaatio
viihde
käsitellä
jakaa
tapa
katsella
tietokoneeltani
edessä
telkkari, tv
tietty
koukussa
vietää, kuluttaa
ainakin
telkkari
mainos
olla menossa
kuunnella
radiosta, -ssa
oli tapana
ohjelma
vaivautua, viitsiä
valita
sen sijaan, että
kaiken kaikkiaan
paitsi, lukuun ottamatta
tarkoittaa
joka, mikä
liikkeellä
puhelimestani, puhelimellani
ostaa netistä
laiton
tarpeellinen
painettu
säännöllisesti
tuntea, olla mieltä
televisiosta, -ssa
internetistä, -ssä
poimia, ottaa
ilmaiseksi
olla yhteys
joko-tai
useimmiten, pääasiassa
huvia, huviksi
koska
sosiaalisessa mediassa
olla tekemisissä
lähettää tekstiviestejä
lähde

a topic
particularly
a project
a fact
fiction
show
amazing
a video clip
a penguin
the Antarctic
a presenter
*take to the air
across
icy
an ocean
land
a rainforest
*go on
explain
dislike
April Fool's Day
*come up with
*come, come, come
an all-time classic
Swiss
harvest
*grow, grew, grown
politely
place
a tin
a sauce
*get angry
fool
a producer
should
realize
trust
a content
access
reliable
informative
misleading
a lie
double-check
common sense

aihe
erityisesti
projekti
tosiasia, fakta
taru, kaunokirjallisuus
näyttää, esittää
hämmästyttävä
video
pingviini
Etelämanner, Antarktis
juontaja
lähteä lentoon
poikki, halki
jäinen
valtameri
laskeutua
sademetsä
jatkaa
selittää
ei pitää
aprillipäivä
keksiä, löytää
tulla
kaikkien aikojen klassikko
sveitsiläinen
sadonkorjuu; korjata satoa
kasvattaa, kasvaa
kohteliaasti
panna, asettaa
säilyketölkki
kastike
suuttua
puijata, huijata
tuottaja
pitäisi
tajuta
luottaa
sisältö
päästä käsiksi
luotettava
asiapitoinen, informatiivinen
harhaanjohtava
valhe
tarkistaa uudelleen
terve järki

SPOTLIGHT 3 5A Open your eyes

pollution
a solution
a nature lover
protect
the environment
reduce
reuse
recycle
a choice
save
waste
the earth
unwanted
the ground
a substance
harm
cover
nature
disturb
wildlife
offer
*put up
a tent
a landowner
permission
sunblock
a footprint
*may
next to
appreciate
*take for granted
*take care of
*cut down on
sort

saaste
ratkaisu
luonnonystävä
suojella
ympäristö
vähentää
käyttää uudelleen
kierrättää
valinta
pelastaa
tuhlata; jäte
maapallo
ei-toivottu
maapallo
aine
vahingoittaa
peittää, kaataa
luonto
häiritä
luonto, villieläimet ja
kasvit
tarjota
pystyttää
teltta
maanomistaja
lupa
aurinkovoide
jalanjälki
saattaa
vieressä, lähellä
arvostaa
pitää itsestään selvänä
huolehtia
vähentää
lajitella

rubbish
*make
wonderful
an experience
look after
*be able to
*be proud of
*be aware of
including
cycle
glass
cardboard
a can
bio waste
electricity
switch off
the least
actually
experience
breathhtaking
could have spent
the whole
*go wild camping
a campfire
at night
visit
Mount
Sicily
a volcano
a heart
thick
sulphur
bubble
smell
if I had stayed
would have fainted
amazing
below
the future
a rainforest
a biome
Mediterranean
a plant
extraordinary
unique
even
covered in class
could have fitted
huge
should have gone
*be amazed by
a fir tree
a birch tree
a pine tree
a blueberry
purity
a lack of
healthy
complain about
report on
the Lake District
camping
organized
a campsite
the wilds
*bring
a responsibility
toilet waste
ugly
a threat
a hole
(a)grass
*make fire
as
a trekker
a wild camper
look forward to
at times
*be disgusted by
behavior
obviously
care about
I couldn't help but
compare
seem

roskat, jätteet
saada (tekemään)
ihmeellinen, ihana
kokemus
pitää huolta, huolehtia
pystyä
olla ylpeä
olla tietoinen
mukaan lukien
pyörällä
lasi
pöähvi, kartonki
tölkki
biojäte
sähkö
sammuttaa
vähiten, vähintään
itse asiassa, tosiaankin
kokea
henkeäsalpaava
olisi voinut viettää
koko
mennä retkeilemään
nuotio
yöllä, öisin
vierailla
vuori (erisnimissä)
Sisilia
tulivuori
sydän, ydin
paksu
rikki
pulputa, kuplia
haista, haistaa
jos olisin jäänyt
olisi pyörtnyt
hämästyttävä
alapuolella, ala
tulevaisuus
sademetsä
eloyhteisö, biomi
väli­merellinen
kasvi
erikoinen
ainutlaatuinen
jopa
lasikaton alla
olisi voinut mahtua
valtava
olisi pitänyt mennä
olla hämmästynyt
kuusi
koivu
mänty
mustikka
puhtaus
puute, pula
terveellinen
valittaa
raportoida
Englannin järvi­alue
telttailu
järjestetty
leirintä­alue
erämaa, syrjäinen alue
tuoda
velvollisuus, vastuu
käymäläjäte
ruma
uhka
reikä
ruoho, nurmikko
syttyää nuotio
koska
patikoija
retkeilijä
odottaa innokkaana
ajoittain
inhottaa
käytös
ilmiselvästi
välittää, huolehtia
en voinut olla vertaamatta
näyttää

natural
few
in fact
a human being
*make camp
behave
however
a spot
vegetation
a site
a memory

luonnonläheinen,
luonnollinen
harvoja
itse asiassa
ihminen
leiriytyä
käyttäytyä
kuitenkin
paikka, kohta
kasvillisuus
paikka
muisto

Appendix II

Queries and tags used in the corpus study.

SYNTAX	MEANING
word	exact word
[lemma]	all forms of a word
word.[pos]	exact word and part of speech
-word /[pos]	not followed by a word or PoS
*	wildcard i.e. any word or form
	or
N	noun
NN	common noun
NP	proper noun
J	adjective
V	verb
UH	interjection
PPY	2nd person personal pronoun (you)
RR	general adverb

QUERIES		
kid.[nn*]	laid back	(the box)
city slicker.[n*]	granny.[n*]	search: [=tv]
dad.[n*]	kid.[m*]	airhead.[m*]
Mind you!	gran.[n*]	pal.[m*]
search: mind.[vv*] [PPY] -[V*]	a stomach bug	kid sister.[m*]
a bit	[crack] a joke	a jerk
search: a.[RR21] bit.[RR22]	knackered	No way!
guy.[nn*]	gonna = going to	search: no way !
hick.[m*]	search: gon na	ad.[m*]
buzz off	(a Yankee)	wacko.[m*]
(pest.[m*])	a bit of	ad=advert=advertisement
goalie.[m*]	guy.[m*]	search: ad.[m*]
You bet	the States.[np*]	advert.[m*]
the States.[np*]	(Down Under)	advertisement.[m*]
howdy.[UH]	(mad)	acquire.[vv*]
crush.[m*]	crazy.[j*]	porn.[m*]
pretty -[m*]	I guess	thus
luv=love	footy	telly.[m*]
search: .! : luv , ;	(globetrotter)	(a box)
cussing.[m*]	Aussie	on the go
mate	stuff	vegetation.[m*]
how come		

Appendix III

All the seventy-nine stylistically restricted words and their translations found in the eighteen chapters examined for the study are listed in the tables below. The abbreviations used in the columns for the three dictionaries (OALD, COBUILD and MEDAL) refer to the word class specification the headword in question carries, and to the labels assigned to the words. The numbers after the word class specifications refer to the numbers used in the dictionaries to distinguish the homonyms/ word senses from one another. Number zero (0) is used if the word or phrase does not occur in the dictionary in the sense intended and a hyphen (-) is used if no labels or other relevant extra information occur in connection with the word in the dictionary. Other abbreviations used in the tables are explained below.

Abbreviation	Meaning
IDM	idiom
BrE	British English
AmE	American English
NAmE	North American English
AusE	Australian English
NZE	New Zealand English

Abbreviation	Word class
N	noun
V	verb
ADJ	adjective
ADV	adverb

Abbreviation	Label
F	Formal
IF	Informal
S	Slang

Grade 7, Theme I: Immediate surroundings						
Book	Chapter (Text)	Word	Translation	OALD	COBUILD	MEDAL
<i>Key English I</i>	1 (1A)	a kid	lapsi, nuori	N 1 IF	N 1 IF	N 1 IF
		a city slicker	kaupunkilainen, juppi	N IF	N IF	N IF
		dad	isä	N IF	N IF	N IF
		Mind you!	Ota huomioon!, Muuten...	V IDM IF	2 MIND PHRASES -	(2)V PHRASES -
		a bit	hieman	ADV- esp. BrE	ADV -	(1) ADV, Pron PHRASES 1 IF
		a guy	tyyppi, jätkä	N 1 IF	N 1 IF	N 1 IF
		a hick	juntti	N IF, esp. NAmE	N IF	N mainly AmE IF
		buzz off	painua tiehensä	BUZZ V PHRASAL V IF	0	(1) V PHRASAL V IF
<i>Smart Moves I</i>	2	pest	kiusankappale	N 2 IF	N 2 IF	N 2 IF
		cute	söpö, suloinen	ADJ 1 -	ADJ 1 IF	ADJ 1 -
		goalie	maalivahti	GOALKEEPER N IF	N IF	N IF
<i>Spotlight I</i>	1 (1A)	the net	netti	N 5 IF	N 4 -	(1) N 3 -
		You bet	Taatusti	BET V IDM 2 IF	BET V PHRASES 13 IF	BET (1) V PHRASES -
		Lucky you!	onnenpekka!	LUCKY ADJ IDM IF	0	LUCKY ADJ PHRASES -
		cool	kiva, mahtava	ADJ 5 IF	ADJ 7 -	(1) ADJ 4 -
		the States	Yhdysvallat	N 6 IF	N 3 IF	STATE (1) N 4 IF
		Howdy	hei, moi	NAmE IF	IF	IF

Grade 7, Theme II: School						
Book	Chapter	Word	Translation	OALD	COBUILD	MEDAL
<i>Key English I</i>	3	cool	viileä, upea, hieno	ADJ APPROVING 5 IF	ADJ 7 -	(1) ADJ 4 -
		crush	ihastus	0	6 N IF	(2) N 2 IF
		cute	söpö, suloinen	ADJ 1 -	ADJ 1 IF	ADJ 1 -
		pretty	aika, melko	ADV rather IF	ADV 3 IF	(1) ADV 1 -
		luv=love	terveisin	N IF	IF BrE	N BrE IF
		cussing	kiroilu	CUSS V IF	CUSS IF	CUSS V mainly AmE IF
<i>Smart Moves I</i>	12	mate	kaveri	N1,2 BrE, AustralE, IF	N 1 BrE, IF	(1) N 1 BrE IF
<i>Spotlight I</i>	3 (3A, 3B)	how come	miksi	HOW IDM 2 IF	HOW PHRASES 13 IF	HOW ADV, Conj PHRASES -
		laid back	rento	ADJ IF	ADJ IF	ADJ IF
		luv=(with)love	terveisin	N IF	IF BrE	N BrE IF
		tricky	hankala, vaikea	ADJ 1 rather IF	ADJ -	ADJ 1 -

Grade: 8, Theme I: Travelling						
Book	Chapter	Word	Translation	OALD	COBUILD	MEDAL
<i>Key English I</i>	10	a granny	mummu	N IF	N IF	N IF
		a kid	lapsi, nuori	N 1 IF	N 1 IF	N 1 IF
		gran	mummu	BrE, IF	N BrE, IF	N IF
		a (stomach) bug	vatsatauti	N 2 IF	BUG N 2 IF	BUG (1) N 1 IF
<i>Smart Moves II</i>	17	crack a joke	kertoa, 'murjaista' vitsi	V 10 IF	CRACK V 8 -	CRACK (1) V PHRASES IF
		knackered	poikki, 'rättiväsynyt'	ADJ BrE S	ADJ 1 BrE, IF	ADJ 1 BrE S
		sleep like a log	nukkua kuin tukki	V IDM IF	0	SLEEP (1) V PHRASES -
<i>Spotlight II</i>	4 (4A)	No sweat!	helppoa!	N IDM IF	0	SWEAT (1) N PHRASES -
		gonna=going to	aikoa p. 89 PUHEESSA	IF	IF	IF

Grade: 8, Theme II: Free Time & Hobbies						
Book	Chapter	Word	Translation	OALD	COBUILD	MEDAL
Key English II	13 (13 B)	a whole new ball game	(myös: aivan uusi asia)	N BALL GAME IDM IF	BALL GAME PHRASE -	BALL GAME PHRASE -
		a Yankee	jenkki	N BrE, IF	N 2 IF	N 1 -
		dozens of	kymmeniä, suuri määrä	DOZEN N 3 (pl.) IF	DOZEN N 3 -	DOZEN 2 -
		a bit of	melkoinen, aikamoinen	BIT N 5 IF, esp. BrE	0	BIT PHRASES IF
		a guy	mies, kaveri, tyyppi	N 1 IF	N 1 IF	N 1 IF
		the States	Yhdysvallat	STATE N 6 IF	STATE N 3 IF	STATE N 4 IF
Smart Moves II	1	Down Under	Australia (ja Uusi-Seelanti)	DOWN IDM IF	mainly BrE, IF	N IF
		cute	söpö	ADJ 1 -	ADJ 1 IF	ADJ 1 -
		mad	hullu	ADJ 2 IF, esp. BrE	ADJ -	ADJ 1a IF, 1b IF
		crazy	hullu	ADJ 1 IF, esp. NAmE	ADJ 1 IF	ADJ IF
		I guess	(tässä:) varmaankin	GUESS V 3 IF, esp. NAmE	GUESS PHRASES 6 mainly AmE, IF	GUESS PHRASES IF
		footy	australialainen jalkapallo	N BrE, IF (=football)	FOOTIE (footy) N BRE IF (=football)	0 FOOTIE BrE IF (= the game of football)
		globetrotter	maailman-matkaaja	GLOBETROTTING ADJ IF N -	GLOBETROT IF (-trotter -)	N IF
		G'day	hei, tervehdys (austr.)	AusE, NZE	0	AusE IF
		Take care!	pärjailkää!	CARE N IDM IF	CARE PHRASES 15 -	CARE PHRASES TAKE CARE 2 -
		Aussie	australialainen	N IF	ADJ IF	N IF
Spotlight II	2 (2A)	stuff	jutut, asiat	N IF	N 1 IF	N IF
		youngster	nuori	N IF	N -	N -
		you must be joking	et voi olla tosissasi	JOKE IDM IF	JOKE PHRASES 11 -	JOKE PHRASES -

Grade: 9, Theme I: Media						
Book	Chapter	Word	Translation	OALD	COBUILD	MEDAL
<i>Key English III</i>	26 (26A)	rubbish	roska(a)	N-, ADJ BrE IF	N 1 mainly BrE	N 1 -
		the box	telkkari	N 6 IF, esp. BrE	N 5 BrE, IF	(1) N BrE IF
		an airhead	typerys	N IF	N IF	N IF
		a pal	kaveri	N 1 IF, becoming old-fashioned	N IF, old-fashioned	N 1 IF old fashioned
		a kidsister	pikkusisko	KID A IF esp. NAmE	KID 2 IF	KID (3) A IF
		corny	typerä, tylsä	ADJ IF	ADJ -	ADJ -
		a jerk	ääliö, idiootti	N 2 IF	2 N IF	(2) N 2 -
		No way!	Ei ikinä!	N IDM IF	WAY PHRASES 57 IF	WAY (1) N 1 PHRASES -
		an ad	mainos	N IF	N IF	N IF
<i>Smart Moves III</i>	23	wacko	hullu	N IF	ADJ IF	ADJ IF N -
		spamming	roskapostin lähettäminen	N IF	SPAM V COMPUTING	N COMPUTING
		spam	roskaposti	N 2 IF	SPAM V COMPUTING	N COMPUTING
		ad=advert=advertisement	mainos	N IF / N BrE / N 1 -	N IF / N BrE / N written	N IF / N BrE / N-
		acquire	saada haltuunsa	V F	V 1 F	V 1 F
		porn	porno	N IF	N IF	N IF
		thus	täten	ADV F	ADV F	ADV F
<i>Spotlight III</i>	3 (3A)	a telly	telkkari, tv	N 1 BrE, IF	N BrE, IF	N BrE IF
		a box	telkkari	N 6 IF, esp. BrE	N 5 BrE, IF	(1) N BrE IF
		on the go	liikkeellä	N IDM IF	3 GO PHRASES 19 IF	GO (2) N PHRASES IF
		dislike	ei pitää	V rather F	V -	(1) V -

Grade: 9, Theme II: Sustainable Development						
Book	Chapter	Word	Translation	OALD	COBUILD	MEDAL
<i>Key English III</i>	27(27A,B)	an appliance	laite	N -	N 1 F	N -
		a vehicle	kulkuväline	N rather F	N 1 -	N -
<i>Spotlight III</i>	5 (5A)	vegetation	kasvillisuus	N -	N F	N F

Appendix IV

Results of the corpus study. Raw and standardised frequencies of the words searched in COCA. An asterisk (*) is placed before the words whose frequencies were counted manually.

<i>Word</i>		ALL	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC
<i>kid</i>	FREQ	36,058.00	8,820.00	13,727.00	6,641.00	6,308.00	562.00
	PER MIL	77.65	92.29	151.80	69.50	68.78	6.17
<i>city slicker</i>	FREQ	37.00	4.00	12.00	12.00	9.00	0.00
	PER MIL	0.08	0.04	0.13	0.13	0.10	0.00
<i>dad</i>	FREQ	40,873.00	8,449.00	18,535.00	7,594.00	5,672.00	623.00
	PER MIL	88.02	88.41	204.97	79.47	61.84	6.84
<i>Mind you!</i>	FREQ	742.00	146.00	278.00	178.00	114.00	26.00
	PER MIL	1.60	1.53	3.07	1.86	1.24	0.29
<i>a bit</i>	FREQ	26,354.00	5,502.00	8,533.00	6,308.00	4,606.00	1,405.00
	PER MIL	56.76	57.57	94.36	66.01	50.22	15.43
<i>guy</i>	FREQ	77,105.00	28,734.00	20,751.00	13,910.00	12,958.00	752.00
	PER MIL	166.05	300.67	229.47	145.56	141.28	8.26
<i>hick</i>	FREQ	174.00	15.00	104.00	29.00	23.00	3.00
	PER MIL	0.37	0.16	1.15	0.30	0.25	0.03
<i>buzz off</i>	FREQ	63.00	10.00	27.00	16.00	7.00	3.00
	PER MIL	0.14	0.10	0.30	0.17	0.08	0.03
<i>* pest</i>	FREQ	118.65					
	PER MIL	0.26					
<i>goalie</i>	FREQ	710.00	38.00	93.00	99.00	469.00	11.00
	PER MIL	1.53	0.40	1.03	1.04	5.11	0.12
<i>You bet</i>	FREQ	2,069.00	1,197.00	486.00	202.00	158.00	26.00
	PER MIL	4.46	12.53	5.37	2.11	1.72	0.29
<i>the States</i>	FREQ	2,613.00	512.00	587.00	544.00	340.00	630.00
	PER MIL	5.63	5.36	6.49	5.69	3.71	6.92
<i>howdy</i>	FREQ	430.00	124.00	199.00	58.00	42.00	7.00
	PER MIL	0.93	1.30	2.20	0.61	0.46	0.08
<i>crush</i>	FREQ	2,092.00	301.00	739.00	468.00	487.00	97.00
	PER MIL	4.51	3.15	8.17	4.90	5.31	1.07
<i>pretty</i>	FREQ	67,187.00	28,234.00	16,024.00	10,540.00	10,666.00	1,723.00
	PER MIL	144.69	295.44	177.20	110.30	116.29	18.92
<i>luv=love</i>	FREQ	3.00	1.00	2.00	0.00	0.00	0.00
	PER MIL	0.01	0.01	0.02	0.00	0.00	0.00
<i>cussing</i>	FREQ	37.00	3.00	20.00	6.00	8.00	0.00
	PER MIL	0.08	0.03	0.22	0.06	0.09	0.00
<i>mate</i>	FREQ	5,615.00	1,145.00	1,345.00	1,695.00	816.00	614.00
	PER MIL	12.09	11.98	14.87	17.74	8.90	6.74
<i>how come</i>	FREQ	2,806.00	937.00	1,364.00	291.00	169.00	45.00
	PER MIL	6.04	9.80	15.08	3.05	1.84	0.49
<i>laid back</i>	FREQ	288.00	77.00	74.00	47.00	79.00	11.00

	PER MIL	0.62	0.81	0.82	0.49	0.86	0.12
<i>a granny</i>	FREQ	1,830.00	140.00	1,070.00	380.00	201.00	39.00
	PER MIL	3.94	1.46	11.83	3.98	2.19	0.43
<i>a kid</i>	FREQ	36,058.00	8,820.00	13,727.00	6,641.00	6,308.00	562.00
	PER MIL	77.65	92.29	151.80	69.50	68.78	6.17
<i>gran</i>	FREQ	984.00	22.00	377.00	168.00	135.00	282.00
	PER MIL	2.12	0.23	4.17	1.76	1.47	3.10
<i>a stomach bug</i>	FREQ	12.00	4.00	2.00	6.00	0.00	0.00
	PER MIL	0.03	0.04	0.02	0.06	0.00	0.00
<i>crack a joke</i>	FREQ	64.00	8.00	13.00	17.00	25.00	1.00
	PER MIL	0.14	0.08	0.14	0.18	0.27	0.01
<i>knackered</i>	FREQ	18.00	1.00	14.00	3.00	0.00	0.00
	PER MIL	0.04	0.01	0.15	0.03	0.00	0.00
<i>gonna = going to</i>	FREQ	25,850.00	11,464.00	10,809.00	2,078.00	1,269.00	230.00
	PER MIL	55.67	119.96	119.53	21.75	13.84	2.53
<i>*a Yankee</i>	FREQ	292.57					
	PER MIL	0.63					
<i>a bit of</i>	FREQ	10,049.00	2,665.00	2,674.00	2,445.00	1,721.00	544.00
	PER MIL	21.64	27.89	29.57	25.59	18.76	5.97
<i>guy</i>	FREQ	77,105.00	28,734.00	20,751.00	13,910.00	12,958.00	752.00
	PER MIL	166.05	300.67	229.47	145.56	141.28	8.26
<i>the States</i>	FREQ	2,613.00	512.00	587.00	544.00	340.00	630.00
	PER MIL	5.63	5.36	6.49	5.69	3.71	6.92
<i>*Down Under</i>	FREQ	205.94					
	PER MIL	0.44					
<i>*mad</i>	FREQ	3,793.24					
	PER MIL	8.18					
<i>crazy</i>	FREQ	23,752.00	6,008.00	9,408.00	4,225.00	3,466.00	645.00
	PER MIL	51.15	62.87	104.04	44.21	37.79	7.08
<i>I guess</i>	FREQ	38,769.00	22,212.00	11,235.00	2,083.00	2,757.00	482.00
	PER MIL	83.49	232.43	124.24	21.80	30.06	5.29
<i>footy</i>	FREQ	5.00	0.00	2.00	2.00	0.00	1.00
	PER MIL	0.01	0.00	0.02	0.02	0.00	0.01
<i>*globetrotter</i>	FREQ	8.00					
	PER MIL	0.02					
<i>Aussie</i>	FREQ	349.00	29.00	53.00	135.00	124.00	8.00
	PER MIL	0.75	0.30	0.59	1.41	1.35	0.09
<i>stuff</i>	FREQ	47,152.00	18,078.00	10,972.00	9,128.00	7,423.00	1,551.00
	PER MIL	101.55	189.17	121.33	95.52	80.93	17.03
<i>*the box</i>	FREQ	0.00					
	PER MIL	0.00					
<i>an airhead</i>	FREQ	63.00	8.00	29.00	17.00	8.00	1.00
	PER MIL	0.14	0.08	0.32	0.18	0.09	0.01
<i>a pal</i>	FREQ	3,453.00	513.00	1,051.00	1,162.00	594.00	133.00
	PER MIL	7.44	5.37	11.62	12.16	6.48	1.46
<i>a kid sister</i>	FREQ	115.00	9.00	64.00	22.00	20.00	0.00

	PER MIL	0.25	0.09	0.71	0.23	0.22	0.00
<i>*a jerk</i>	FREQ	1,312.70					
	PER MIL	2.83					
<i>No way!</i>	FREQ	296.00	32.00	184.00	46.00	30.00	4.00
	PER MIL	0.64	0.33	2.03	0.48	0.33	0.04
<i>an ad</i>	FREQ	12,068.00	3,814.00	1,266.00	2,476.00	3,252.00	1,260.00
	PER MIL	25.99	39.91	14.00	25.91	35.46	13.84
<i>wacko</i>	FREQ	228.00	84.00	74.00	28.00	40.00	2.00
	PER MIL	0.49	0.88	0.82	0.29	0.44	0.02
<i>ad</i>	FREQ	12,068.00	3,814.00	1,266.00	2,476.00	3,252.00	1,260.00
	PER MIL	25.99	39.91	14.00	25.91	35.46	13.84
<i>advert</i>	FREQ	49.00	5.00	20.00	5.00	0.00	19.00
	PER MIL	0.11	0.05	0.22	0.05	0.00	0.21
<i>advertisement</i>	FREQ	1,669.00	232.00	232.00	379.00	330.00	496.00
	PER MIL	3.59	2.43	2.57	3.97	3.60	5.45
<i>acquire</i>	FREQ	6,176.00	445.00	429.00	1,227.00	1,274.00	2,801.00
	PER MIL	13.30	4.66	4.74	12.84	13.89	30.76
<i>porn</i>	FREQ	1,735.00	472.00	281.00	586.00	302.00	94.00
	PER MIL	3.74	4.94	3.11	6.13	3.29	1.03
<i>thus</i>	FREQ	62,764.00	1,308.00	3,281.00	9,678.00	3,986.00	44,511.00
	PER MIL	135.17	13.69	36.28	101.28	43.46	488.78
<i>a telly</i>	FREQ	233.00	20.00	156.00	23.00	32.00	2.00
	PER MIL	0.50	0.21	1.73	0.24	0.35	0.02
<i>*a box</i>	FREQ	0.00					
	PER MIL	0.00					
<i>on the go</i>	FREQ	425.00	78.00	33.00	233.00	66.00	15.00
	PER MIL	0.92	0.82	0.36	2.44	0.72	0.16
<i>vegetation</i>	FREQ	4,014.00	112.00	509.00	1,247.00	426.00	1,720.00
	PER MIL	8.64	1.17	5.63	13.05	4.64	18.89