

TOPIC 1: BASIC TERMINOLOGY. – SPEECH AND WRITING**EXERCISE 1.1.** The indefinite article: a or an?

Write **a** or **an** in the spaces:

..... book apple union honour history uncle
 hour year onion EU member European

Discuss:

- What is the **distribution** of **a/an**? How is their appearance **conditioned**?
- Is the distribution sensitive to **spelling** or to **pronunciation**?
- How many indefinite articles appear in the data above? Distinguish between **lexeme** and **word-form**.

EXERCISE 1.2. The definite article: the = /ðə/ or /ði/ ?

Write the appropriate pronunciation of **the** (/ðə/ or /ði/) in the spaces:

..... book apple union honour history uncle
 hour year onion EU member European

Fill in the various forms of both articles. Write both spelling and pronunciation in each box:

	__#C (before a consonant)	__#V (before a vowel)
indefinite article		
definite article		

Discuss:

- Is the **distribution** of the two pronunciations of **the** the same as that of **a/an**?
- Look at the table you have made: how many articles are there in English: 2, 3, or 4?
- What are the **allomorphs** of the two articles? Can they ever **contrast** with each other?

EXERCISE 1.3. Homophones vs. Minimal Pair

- Decide whether the pairs below are pronounced the **same** in British English (“BBC” or SSBE, Southern Standard British English). Write Yes or No next to each pair.
- Optional. Decide which are not homophones in American English (GA), and why not.

had – head sex – sacks saw – sore
 right – rite reason – risen principal – principle
 cold – called place – plays live (verb) – live (adjective)

verse – worse	passed – past	foxes – fox’s
fought – fort	serial – cereal	use (verb) – use (noun)
plane – plain	marry – Mary	day – they

Discuss:

– Those differing in one sound only are called a “**minimal pair**”. (What is minimal in them?)

EXERCISE 1.4. Word classes

Give the **word class** (= ‘part of speech’) of each word, using the following labels:

Noun (N), Verb (V), Adjective (Adj), Adverb (Adv),
Preposition (P), Article (Art), Pronoun (Pro), Other (X).

1. The cook made use of his excellent training.
2. This school is training cooks.
3. The Norwegians regularly cook for the German.
4. This mushroom strikes me as dangerous.
5. Strikes mushroomed everywhere in Italy.
6. Uggs woggled diggles. (!)

Discuss:

- Where and how does the **word form** show the word-class? (**morphology**)
- Where and how does the **word order** show the word-class? (**syntax**)

EXERCISE 1.5. HOME ASSIGNMENT. The regular Past Tense suffix.

Form the past tense of these verbs, and classify them in a table according to the **spelling** and the **pronunciation** of the **-ed** suffix. How many pronunciations does **-ed** have?

Go online, or consult English grammars. List the sources you have used.

Be careful: some descriptions oversimplify things – which may be justified pedagogically, but not in linguistic analysis.

Your table should look like this (with more columns and rows, if necessary!)

-ed suffix	pronounced as...	pronounced as...	pronounced as...
spelt as...			
spelt as...			
...			

kiss – ban – care – marry – like – travel – enrage – slap – precede –
veto – dance – bathe – permit – enjoy – prefer – embed – happen – vomit
– sketch – obey – control – finish – beg – unearth – hate – defy – laugh.

TOPIC 2: THE LINGUISTIC SIGN

EXERCISE 2.1. Morphological Homonymy: ambiguous word forms.

How does the syntax show the category of the underlined words?

Singular or plural?

1. The dogs ran around happily. (plural) – 2. The dog ran around happily. (singular) – 3. The sheep was standing nearby. – 4. People believe everything they hear. – 5. Plenty of furniture was destroyed in the floods. – 6. You should be ashamed of yourselves. – 7. They discovered interesting phenomena. – 8. The sheep go out in the morning. – 9. Music comforts everybody. – 10. The police has collected a lot of evidence. – 11. My family were impressed by my results. – 12. The news was reported by every paper.

Past tense (finite verb) or past participle (= “3rd form”, non-finite verb)?

1. Joe took me home. (past tense) – 2. Liz was taken to prison. (past participle) – 3. We sang together till morning. – 4. Our choir has often sung this. – 5. They played in the garden. – 6. Our team has never played abroad. – 7. She doesn’t have written documents. – 8. The club closed last month. – 9. The club was closed by the police. – 10. Nobody has been hurt. – 11. The way she spoke hurt me. – 12. They talked behind closed doors. –

EXERCISE 2.2. HOME ASSIGNMENT. Derivational Morphology: the -ion suffix.

- Write down these verbs, then add -ion to form a noun from each of them.
- Write out the pronunciations with phonetic symbols (copy from some dictionary).
- Circle the stressed vowel in each word.
- Group the words in columns according to the changes seen in the stem (in spelling and in pronunciation!).

adopt, assume, compete, decorate, describe, divide, edit, explode, form, ignite, include, organize, promote, receive, repeat, restore, select, suppose

EXERCISE 2.3. The place of stress.

Pronounce these word pairs, then underline the vowel-letter(s) carrying the strongest stress in the word (the “primary stress”). What can you observe?

Example: reveal – revelation

graduate – graduated

satisfy – satisfaction

interesting – interestingly

event – eventful

separate – separation

amplify – amplifier

drama – dramatic

grammar – grammatical

finalize – finalizing

office – official

EXERCISE 2.4. English Verbal Paradigms.

- Write the grammatical name of the forms into the header.
 - Write the appropriate form of the verbs in the boxes. (The verb BE has been done for you.)
- How many forms are there? Which are often the same? Which are always different?

D	A1	A2	B	C1	C2	E	F	total forms
be	<i>am</i>	<i>are</i>	<i>is</i>	<i>was</i>	<i>were</i>	<i>been</i>	<i>being</i>	8
walk								
take								
show								
step								
buy								
lie (in bed)								
lay								

Discuss: Many native speakers confuse the paradigms of *lie* and *lay* – what can be the reason?

EXERCISE 2.5. HOME ASSIGNMENT. Verb forms

Give the grammatical name of each verb form, using the verb TAKE as an example:

- Finite forms:
- A. (I/you/we/they) take – PRESENT BASE FORM
 - B. takes – PRESENT 3rd PERSON SINGULAR
 - C. took – PAST TENSE.

- Non-finite forms:
- D. (to) take – INFINITIVE
 - E. taken – PAST PARTICIPLE (also called “third form”)
 - F. taking – PRESENT PARTICIPLE (also called “-ing form”)

1. Tim *eats* a lot. — 2. Liz has *lost* the keys. — 3. Sue *cut* the bread. — 4. Rob must *find* his passport. — 5. The film was *shot* in Leeds. — 6. Pat saw Ed *kick* the boy. — 7. We *interview* famous people. — 8. Agnes had *phoned* earlier. — 9. I helped Dan *open* the box. — 10. Ben *hid* in the cellar. — 11. Dogs were *barking* everywhere. — 12. I write and *translate* novels. — 13. Beauty *impresses* me. — 14. Let the others *do* as they like. — 15. Nobody *read* anything.

TOPIC 3: GRAMMAR: WHAT DOES IT INCLUDE?

EXERCISE 3.1. Prescriptive grammar.

The following sentences are used naturally by native speakers of English, yet each contains something that prescriptive grammarians (= purists or conservative educators) would find incorrect. Can you point out these “incorrect” (= non-standard) features?

1. There's five pubs in our neighbourhood.
2. My mother don't like such stupid jokes.
3. The situation is much worsen now than before.
4. The council didn't ought to have closed the hospital.
5. Say you don't need no diamond ring.
6. The government have decided to increase taxes.
7. The library has less readers than last year.
8. The police will find out who done it.

Discuss:

- What can be the basis of the condemnation of these forms?
- Compare the terms literary, standard, normative, colloquial, substandard, uneducated, dialectal.
- Are there similar cases from Hungarian or other languages you are familiar with (forms used by many people, yet considered “incorrect” by teachers or editors)?

EXERCISE 3.2. HOME ASSIGNMENT. Spelling rules.

Copy these words, adding **-ing** to them. Group the **-ing** forms according to what happens in the spelling.

swim – panic – occur – analyse – tattoo – die – canoe – worship – expel – traffic – gossip – agree – offer – behead – inhibit – decay – secure – trek – master – liken – control – imply – model – determine – veto – continue – dye – ache – rev – queue (30 words)

Discuss:

- does the suffixation with **-ing** influence the pronunciation of the stem?
- are spelling rules part of grammatical rules? Why or why not?

EXERCISE 3.3. Auxiliary Verbs.

Auxiliaries are verbs that do not stand alone but accompany some “main” verb.

- Underline the main verbs (= lexical/notional verbs); circle the auxiliary verbs:

1. Will you do the dishes? – 2. Sam could have told you. – 3. I do my hair every day. – 4. Joan was taken abroad against her will. – 5. Granny must be at home. – 6. Which restaurant does vegetarian food? – 7. People are being evacuated. – 8. Warm clothes are a must in