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

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

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

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            Example: revEAl – revelAtion
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graduate – graduated            satisfy – satisfaction

interesting – interestingly     event – eventful

separate – separation           amplify – amplifier

drama – dramatic                grammar – grammatical

finalize – finalizing           office – official
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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	*am*	*are*	*is*	*was*	*were*	*been*	*being*	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 worser 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

Alaska. – 9. You needn't tell me what I should do. – 10. They have cut the film. – 11. Should the books have been left in the library? – 12. I have had a can of beer. – 13. Do as you would be done by! – 14. Liz is planning a big do for her wedding. – 15. Tim was saying he had had enough.

– **Modals** are a subtype of auxiliaries: all auxiliaries except BE, DO, HAVE are modals, because they add some "modality" (time, probability, etc.) to the meaning of the verb.
   ➢ Find the modals in the above sentences.

EXERCISE 3.4. **Verb forms: tense, aspect, action**

Some grammars present the "forms" of English verbs in the following way, suggesting that this is a "conjugation", with verbs having 24 "tenses".
   ➢ Fill in the boxes, using only the 3rd person singular forms *(He...)*:

ACTIVE	*simple*	*continuous* *(= progressive)*	*perfect*	*perfect continuous* *(= perf. progressive)*
present	1 *takes*	4	7 *has taken*	10
past	2	5	8	11
future	3 *will take*	6	9	12

PASSIVE	*simple*	*continuous* *(= progressive)*	*perfect*	*perfect continuous* *(= perf. progressive)*
present	13 *is taken*	16	19	22
past	14	17	20	23
future	15	18	21	24

– Can we really call this a **conjugation**? How are these verb groups produced?

– Does all this belong to the morphology of English? Are the above forms a **paradigm**?

TOPIC 4: PHONETICS AND PHONOLOGY

EXERCISE 4.2. **Unstressed Vowel Reduction.**

In English, most unstressed vowels are pronounced /ə/, called „schwa". This is a „weak" or „reduced" vowel. It only occurs in unstressed syllables.

• **Schwa before a consonant**
Despite the variety in spelling all underlined vowels are the same /ə/. Pronounce:

ábs<u>o</u>lute, án<u>a</u>rchy, cól<u>ou</u>ring, réc<u>o</u>gnize, mót<u>o</u>rbike, néighb<u>ou</u>rhood

ap<u>ó</u>logize, <u>o</u>ccási<u>o</u>nal, ap<u>ó</u>calypse, p<u>a</u>rtícul<u>a</u>r, f<u>o</u>rgéttable, c<u>o</u>njéct<u>u</u>ring

sál<u>a</u>d, méth<u>o</u>d, món<u>a</u>rch, drúnk<u>a</u>rd, shéph<u>e</u>rd, cúpb<u>oa</u>rd, ént<u>e</u>red

én<u>e</u>rgy, léth<u>a</u>rgy, metáll<u>u</u>rgy, fáll<u>a</u>cy, jéal<u>ou</u>sy, lépr<u>o</u>sy

time t<u>o</u> go, lots <u>o</u>f ice, hold y<u>our</u> glass, told h<u>er</u> Dad, Joe met <u>us</u>, Jim saw th<u>e</u>m

Note. Word-initial schwa is always spelt *a-* or *o-* (a<u>g</u>o, <u>o</u>ccasion).

• **Word-final schwa**
The following words all end in the same /ə/ sound. (In BrE final <u>r</u> is silent!). Pronounce:

cust<u>o</u>m<u>er</u>, doct<u>or</u>, col<u>our</u>, orchestr<u>a</u>, gramm<u>ar</u>, metr<u>e</u>, Arth<u>ur</u>, pr<u>o</u>ced<u>ure</u>, soldi<u>er</u>,

tut<u>or</u>, mart<u>yr</u>, hon<u>our</u>, mixt<u>ure</u>, tun<u>a</u>, begg<u>ar</u>, thor<u>ough</u>, Sar<u>ah</u>, theatr<u>e</u>.

    The following are perfect rhymes in BrE (the portions after the "[" sign are identical):

dr[ama – f[armer	c[arter – m[artyr	[honour – Mad[onna
n[eighbour – F[aber	m[erger – v[erdure	[enter – c[entre
H[omer – ar[oma	prop[eller – umbr[ella	Ch[ina – m[inor

But no /ə/ is pronounced:
(i) in *-ed, -es, -ish, -ic, -ing*: these have /ɪ/ – *ended, kisses, British, tonic, walking*
(ii) in the endings *-y/-ie/-i; -u; -o/-ow*: – *happy, indie, taxi; – menu; – polo, shadow*
(iii) before a vowel – *ch<u>a</u>otic, cr<u>e</u>ate, p<u>o</u>etic, d<u>u</u>ality*
(iv) word-initially for *e-, i-, u- (<u>e</u>leven, <u>i</u>magine, <u>u</u>nited).*

Task. Place an acute accent on top of the stressed vowel. Then underline the letters which are pronounced /ə/. (Not all words have it!)

cárr<u>o</u>t, banana, cherry, potato, onion, garlic, pepper,

herring, window, attic, garden, houses, Swedish, tattoo,

provid<u>e</u>d, donor, viral, realit<u>y</u>, doctor, turning, professor,

Protestant, Catholic, Orthodox, Methodist, Jewish, Moslem.

EXERCISE 4.2. Homophones.

The following phoneme strings all correspond to (at least) two different words or word forms, spelt differently. Find the words and write them in the table.

Pronun.	Word 1	Word 2
/miːt/	*meet*	*meat*
/raɪt/		
/noʊ/		
/wɔː/		
/sʌn/		

Pronun.	Word 1	Word 2
/gest/		
/ˈberi/		
/ðeə(r)/		
/weɪ/		
/roʊd/		

Discuss: – can the above be called minimal pairs?
　　　　 – consider these Hungarian pairs: are they homophones?
　　　　　foktól–fogtól; most–mosd; fojt–folyt; azúr–az úr; helyiség–helység; háncs–hánts

EXERCISE 4.3. Spelling and Pronunciation.

English **vowel-letters** may have a short or long pronunciation. **Short vowel sounds** are shown in transcription with a single symbol (e.g. /ɒ/, /æ/); **long vowel sounds** with a combination of two symbols (e.g. /iː/, /ɔː/, /aʊ/, /eə/). Group the words below into two columns according to the length of the underlined vowel, and observe how English spelling suggests their short/long pronunciation. (This is a selection; the complete rule system is more complicated!)

c**a**p /æ/ – c**a**pe /eɪ/ – s**i**t /ɪ/ – s**i**te /aɪ/ – gl**o**be /oʊ/ – r**o**b /ɒ/ – m**o**re /ɔː/ – c**u**t /ʌ/

c**u**te /juː/ – p**a**per /eɪ/ – h**a**ppy /æ/ – t**i**ny /aɪ/ – l**i**tter /ɪ/ – s**o**da /oʊ/ – p**o**ppy /ɒ/

s**u**per /uː/ – s**u**mmer /ʌ/ – r**e**gent /iː/ – s**e**ntence /e/ – **a**lien /eɪ/ – **a**ctor /æ/

c**u**rious /jʊə/ – c**u**rrent /ʌ/ – p**a**rent /eə/ – st**o**p /ɒ/ – h**o**pe /oʊ/ – st**o**pping /ɒ/

h**o**ping /oʊ/ – st**o**pped /ɒ/ – h**o**ped /oʊ/ – st**o**pper /ɒ/ – coh**e**sion /iː/ – conf**e**ssion /e/

- Explain why the final consonant-letter is doubled in *stopping/-ed/-er*, but not in *hoping/-ed*.

- Compare the spelling in *David* but *Dave* (why *-e*?), *Tom* but *Tommy* (why *-mm-*?)

EXERCISE 4.4. HOME ASSIGNMENT Phonetic Transcription.

Transcribe the following words and phrases. State whether you follow a British or an American model; do not mix the two. Check your transcription in a dictionary (or a reliable internet source, e.g. : http://www.photransedit.com/Online/Text2Phonetics.aspx), and give the data of the book/source you have used.

1. fanatic – phonetic;   2. low – law;   3. off – of – cough – rough;   4. car – card – care –

canary – carrot;   5. sin – sing – thin – thing – things;   6. not – nut – note – nought;

7. place – plays;   8. The guard checked my bags.   9. The goods are used.

TOPIC 5: MORPHOLOGY

Suggested reading to accompany this course:
Introduction to English Linguistics, a Coursebook by Prof. László Varga
http://seas3.elte.hu/coursematerial/VargaLaszlo/ICEL-2010.pdf

EXERCISE 5.1 Morphological analysis

(a) Cut the words up into morphemes, then bracket the stems to show in what order the suffixes were added (reflecting the general patterns of English)
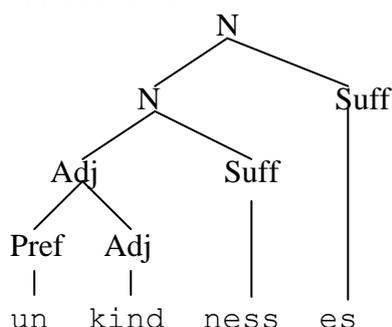
Examples: unkindnesses = un|kind|ness|es = [[[un kind] ness]es]

desirability = desir|abil|ity = [[desire able]ity]

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distasteful, waitress, membership, downloaded, swimming,

unnerving, teachers, outnumbered, personalities, demagnetize
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(b) convert the bracketing into a tree diagram for each word, as shown in the examples:

unkindnesses   *distasteful*
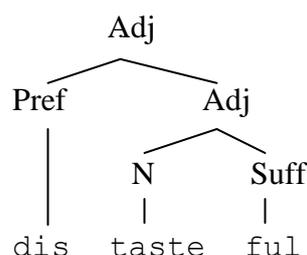
Discuss: – nodes, branching, sister nodes, constituents, labels, affix, prefix, suffix
– why do we choose the analysis [[unkind]ness] rather than [un[kindness]] ?
– compare the alternants *desire ~ desir-* and *-able ~ -abil-*.
– the rightmost affix in *unkindnesses* is different from the other elements in this word. What is this difference, and does the diagram show this in any way?

EXERCISE 5.2 Allomorphy: the plural suffix of nouns

Observe these plural nouns, considering both spelling and pronunciation. Group the allo-morphs of the {PLURAL} morpheme into columns. (In English, the allomorphs are often „invisible", not shown by the spelling, especially in the words marked „!".)

books	plays	places	potatoes (!)	kangaroos
boxes	bridges	cliffs	radios	phenomena
dolls	films	engines	births	bistros
oxen	analyses (!)	sheep	ballets (!)	Beatles

Discuss:
– which allomorphs are phonologically conditioned?
– which forms of the {PLURAL} morpheme may be regarded IRREGULAR and why?
– which words show a deviation in spelling only, but not in pronunciation?

EXERCISE 5.3 Derivational morphology

The words below are all derived with the help of some **affix** (pre- or suffix). Decide whether the **word class** changes or remains the same in the derived form. Fill in the table. Show the derivational affix with a hyphen, and underline it.

boyhood, motorize, gentlemanlike, swimmer, darken, dramatic, violinist, happiness, rewrite,

modernism, dishonest, mountaineer, solidify, yellowish, debatable, actress, insurance,

unbutton, signify, accessible, possibility, Turkish, unkind, original, sublet, agreement, prepay,

finalize, choosy, befriend (27 words)

Base word	Derived word		
	Noun	Verb	Adjective
Noun	*boy-_hood_*	*motor-_ize_*	*gentleman-_like_*
Verb			
Adjective			

Discuss: which is the more frequent affix type in English: prefixes or suffixes?

EXERCISE 5.4 HOME ASSIGNMENT Morphological analysis

Analyse the following words in the same way as in Exercise 5.1. When you feel that something is doubtful or ambiguous, write down your doubts and point out the ambiguity. Mark also interesting allomorphs.

1. re-election
2. arrangements
3. threateningly
4. beggar
5. unmarried

6. princely
7. unforgettable
8. indecipherability
9. unbuttoned (= 'with its buttons open')
10. unbuttoned (= 'having no buttons')

TOPIC 6: SYNTAX

EXERCISE 6.1 Syntactic analysis: Subject and Object
Bracket the **subject** and (if there is one) the **object**, following the models provided.

```
    S              O                      S
1. [George] invited [Jane].          2. [Each guest] slept well.

        S                       O
    3. [The angry officer] questioned [us] immediately.

            S
    4. [That girl with long hair] plays in our orchestra.
```
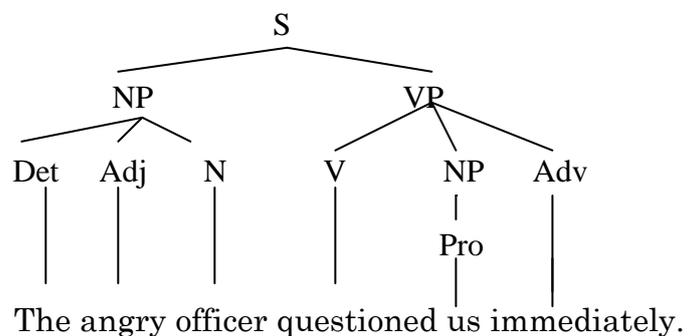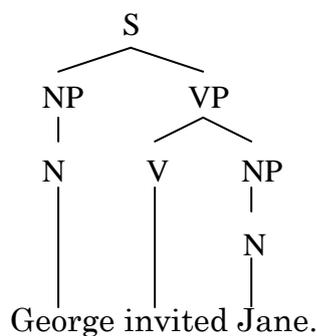
5. We remembered his wise words quite often.

6. The furiously barking little dog chased him along the fence.

7. Everybody believes the strange story from Scotland.

8. The photos about Spain appeared in a magazine for women.

9. These portraits show the talent of the Canadian painter.

Discuss: - the subject and the object are always Noun Phrases (NPs)

- one method to test what is the subject and the object is **passivization**. Try it where appropriate, and show how it helps our analysis.

- another useful test is replacement by a **personal pronoun**, which often shows **case**. Try it.

- Subject is often the same as Agent, but not always: in which sentence are they distinct?

- The subject requires **person and number concord** with the verb. Show how this is useful in analysing No. 9.
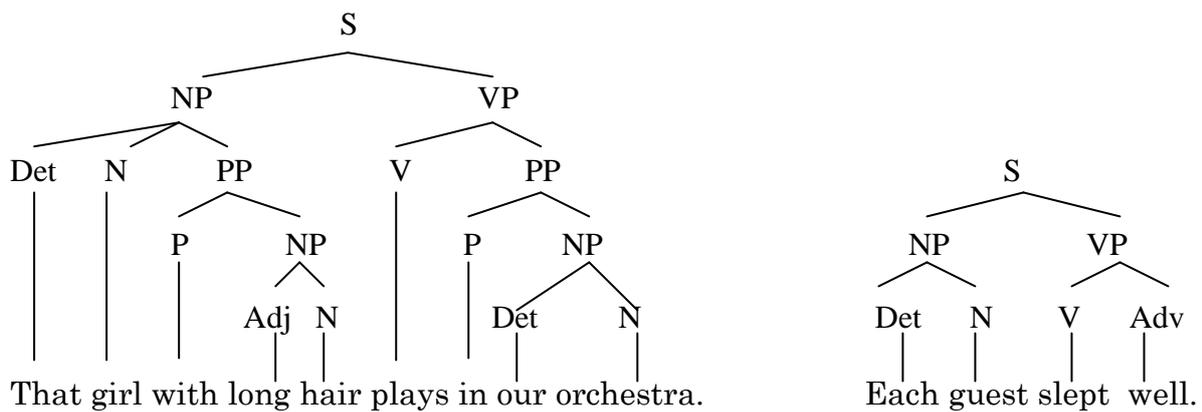

EXERCISE 6.2 Syntactic analysis: drawing tree diagrams

Draw a tree diagram for the above sentences, using the models provided:

George invited Jane.   The angry officer questioned us immediately.

S= Sentence   Det = Determiner (Article, etc.)
NP = Noun Phrase   Adj = Adjective
VP = Verb Phrase   Pro = Pronoun
V = Verb   Adv = Adverb
PP = Prepositional Phrase

That girl with long hair plays in our orchestra.   Each guest slept well.

Advice for drawing tree-diagrams:
> a) the subject and object are always NPs (even if they consist of one word!)
> b) the subject is dominated by S (= Sentence), the object by VP (= Verb Phrase)
> c) a PP (= Prepositional Phrase) is always made up of a P (= Preposition) plus an NP
> d) a PP can act as attribute (modifier), or as adverbial (see more in 6.3)
> e) the function of adverbial can be performed by a PP or an Adv (= Adverb)
> f) the Aux (= Auxiliary) has a connecting status between subject and predicate

EXERCISE 6.3 Structural ambiguity: PPs in two roles

The following sentences all have two „readings" (= meanings), as shown in the example.
Analyse the sentences, drawing tree diagrams for each reading (10 diagrams altogether):

1. (a) Betty [[hit] [the boy] [with the saxophone.]] = „she used a sax to hit the boy"
   (b) Betty [[hit] [the boy with the saxophone.]]   = „the boy had a sax with him"

2. The organizers invited a violinist from Japan.

3. My uncle washed the car in the garage.

4. Leo was watching the girl from the café.

5. They published the book without illustrations.

Discuss: – when is the PP an adverbial, and when is it an attributive postmodifier?
> – we can use **conversion tests** to show the difference. For example,
>> Passivization *(The boy...)*; Pronoun Replacement *(She hit him...)*;
>> Clefting *(It was with...)*; Questions *(Who did..., Where..., Which...)*

EXERCISE 6.4. HOME ASSIGNMENT Verb+Adverb or Verb+Preposition?
Analyse the sentences by bracketing the main parts of the predicate and drawing tree
diagrams (6 diagrams). Compare *down* as Adverb and as Preposition:

> Jeremy [let down] [his friends]. — Jeremy [climbed] [down the ladder].

> 1. The tourists used up the petrol. — 2. The tourists waited for the bus.
> 3. My little sister sat on my hat. — 4. My little sister put on my hat.
> 5. Eric laughed at his teammates. — 6. Eric called in his teammates.

Note.
–Verb+Adverb (= **Phrasal Verb**, *let down*) corresponds to Hung. **igekötős ige** *(fel+talál)*;
–Verb+Preposition (= **Prepositional Verb**, *laugh at*) corr. to **vonzatos ige** *(emlékszik +...-ra)*.

TOPIC 7: SEMANTICS

Exercise 7.1 Referential identity

The following sentences contain two underlined NPs. Decide if they can have a **co-referential** "reading" (= sentence meaning), according to which the two NP's are referentially identical, i.e., they can refer to the same person. If so, mark both with a subscript *"i"*.

1. Margaret$_i$ translated her$_i$ article.

> This CAN mean that Margaret translated her own article (of course, it can also mean that Margaret translated another woman's article – this reading is always possible.)

2. She translated Margaret's article.

> This can ONLY mean that *she* and *Margaret* are two different people.

3. George couldn't go in because the idiot had forgotten the keys.

4. The idiot couldn't go in because George had forgotten the keys.

5. Tom had a shower when he got up.   6. He had a shower when Tom got up.

7. When Tom got up, he had a shower.   8. When he got up, Tom had a shower.

Discuss:
– **Reference** (Hung. *jelölet*, Latin *denotatum*) is not the same as **meaning**: can we say that *George* and *idiot* mean the same in 3 above?
– In these sentences *he, she, idiot* are used as **substitute words**. Sentences 1 to 7 show a regularity as to when co-reference is possible and when it is not. What is this regularity?
– Sentence 8 shows that it is not just the order that counts. How should we modify our rule?

Exercise 7.2 Semantic opposites

Here is a list of word pairs with opposite meanings. They represent two different types of opposition. Group them accordingly. Some cases are up to debate, esp. when metaphorical!

tall – short	open – closed	deep – shallow	married – single
alive – dead	good – bad	male – female	honest – corrupt

Discuss:
– **complementaries** are word pairs that satisfy both of these statements:
> (a) " 'being X' automatically means 'not being Y' "; and
> (b) " 'not being Y' automatically means 'being X' ".

– the other group, **antonyms** only satisfy one statement: which one?
– which type can be "compared" grammatically ("A is Xer than B", "A is the Xest") ?
– which type can be used in the question form: "How X is A?" Is there a preference for one
> member of these pairs when forming a question *(how tall? how short?)*?
– metaphorically or humorously, even complementaries can be "compared". Give examples.

Exercise 7.3 Semantic Features.
Fill in the table by writing "+" if the feature is *a necessary part* of the meaning of the word:

Features (semantic components)	kill	destroy	execute	assassi-nate	murder
cause not to exist further	+	+	+	+	+
cause to die					
human agent					
unlawfully					
as lawful punishment					
patient is living					
patient is politician, political motive					

Discuss:
– which word has fewest pluses, i.e. is the most general in meaning?
– which word has most pluses, i.e. is the most specialized (the most restricted!) in meaning?
– the table ignores metaphoric uses, which however are quite frequent. Comment on these:
　　　(a) Some people think that to execute is to murder. — (b) Our hopes have been killed.
　　　(c) The neighbours have assassinated our dog.

Exercise 7.4 Homonymy (coincidence) vs. polysemy (related meaning)
Evaluate these word pairs by writing "+" in the appropriate boxes:

	spelling same?	pronunc. same?	word class same?	meaning related?
bear (n) – *bear* (v)				
bulb (of plant) – *bulb* (electric)				
pact – packed				
rite – right (n)				
right (n) – *right* (adj)				
lead (metal) – *lead* (v)				
use (n) – *use* (v)				
firm (adj) – *firm* (n)				
past – passed				
train (of thoughts) – *train* (rail)				
flour – flower				

Exercise 7.5 HOME ASSIGNMENT. – Syntactic role vs. meaning
– Copy these sentences, then turn them into the passive, using *by*....
– In each sentence, show the subject and the object (if there is one) with labelled bracketing.

For example: [My uncle]S planted [all these trees]O. →
　　　　　　　　　　[All these trees]S were planted by my uncle.

1. Eric called in his teammates. – 2. Leo watched the girl with the blue hat. – 3. Her two nieces regularly visit the retired ballerina. – 4. Margaret translated Emily's article. – 5. The organizers invited a Japanese violinist. – 6. Cambridge published the book without illustrations. (two different solutions!!) – 7. The furiously barking little dog chased him along the fence.

TOPIC 8: VARIETIES OF ENGLISH

EXERCISE 8.1. Phonetic spelling
People sometimes need to indicate habits of pronunciation, especially when different from their own. However, native speakers normally do not know phonetic transcription, so they use ordinary spelling in a "phonetic" way to show pronunciation. — Read aloud, observing the forms in quotes, and providing (perhaps with the teacher's help) a phonetic transcription.

1. Americans pronounce *clerk* not as "clark" but as "clurk". (= [klɑ:k] ; [klɜrk])

2. My Hungarian friend's name is *Jenő Kiss*, and they pronounce it as "yennow keesh".

3. In the fast speech of most people *don't you* becomes "doncha".

4. Australians often pronounce their country as "ostrile-ya".

5. In the South of England final *-l* is vocalised, so *table, well* become "tabo, weo".

6. Most Americans pronounce *city* as "siddy".

7. Americans are aware that Britons say "pahk" when they mean *park*.

8. The Greek name *Aphrodite* is correctly pronounced "afro-DIE-tee".

9. Norms are not logical: it is standard to say *soldier* as "sole-juh", but to pronounce *Indian* as "injun" is considered vulgar.

10. In London Cockney speech *late night* sounds like "lite noyt".

Task. Below are Standard English pronunciations, spelt phonetically. Say them aloud, realizing which words they are; then give their orthographic form. Example: "dun" = *done*.

"mannidge"	"rezined"	"soop"	"culler"
"enuff"	"hevvun"	"peetsa"	"aking"

EXERCISE 8.2. A variety of Pidgin English: Bislama
Pidgin comes from a simplification of *business > bizin > pidzin > pidgin*. Bislama (pron. [bisla'ma:]) is an English-based pidgin, spoken in the South Pacific, and is spelt phonetically (e.g. *krais = Christ*). Missionaries have translated the *New Testament* of the Bible into Bislama. Here are some phrases. Try to find out which English words are the basis of the Bislama ones. (Some are given for you.)

Bislama	*notes, translations*	
Gud Nyus Bilong Jisas Krais	[Greek *eu-angelion* = 'good news']	
Em i go aofsaid.	*aofsaid* < E. *outside*	*em* 'he' < E. *him*, *i* < E. *he*
Wantaim rusta i singaot.	*wantaim* 'immediately' < E. *??* *rusta* 'cock' < E. *??*	*singaot* < E. *??*
Pita i tingabaot tok bilong Jisas.	*tok* 'speech' < E. ??	*ting* < E. *think*
Em i kraekrae tumas.	*krae* 'weep' < E. *??*	*tumas* 'a lot' < E. *??*

– What is the function of *i* in Bislama syntax? And how is 'he' expressed?

– Why do you think the morpheme is doubled in *kraekrae* 'to weep'?

– Observe the verbs: what forms do they show?

EXERCISE 8.3 Scots (the traditional English language of Scotland)

Scots had a grammar, vocabulary and phonology fairly different from Standard English. Now it is no longer used, having been replaced by a Scottish-coloured variety of Standard English. — Read, translate and discuss the text below.

"John Anderson, My Jo" by Robert Burns (1789), Scots original

(The pronunciation was, of course, different from ours, but we ignore that except for the points explicitly shown by the spelling.)

John Anderson, my jo, John,

    When we were first acquent;

    Your locks were like the raven,

    Your bonie brow was brent;

But now your brow is beld, John,

    Your locks are like the snaw;

    But blessings on your frosty pow,

    John Anderson, my jo.

John Anderson, my jo, John,

    We clamb the hill thegither;

    And mony a cantie day, John,

    We've had wi' ane anither:

Now we maun totter down, John,

    And hand in hand we'll go,

    And sleep thegither at the foot,

    John Anderson, my jo.

Glossary (a selection of difficult items)

Scots words (not used in StandEng)
jo 'joy, sweetheart'
bonie 'pretty'
cantie 'merry'
pow [po:] 'head'
maun 'must'
brent 'smooth, unwrinkled'

Scots forms of Standard English words
clamb = climbed (old past tense)
mony = many
beld = bald
ane = one
snaw = snow
brow [brau] *here* = 'forehead, temples'

EXERCISE 8.4 HOME ASSIGNMENT Vocabulary differences BrE–AmE
Find the British/American equivalents. If you know Hungarian, give those too:

	BrE	AmE	Hung.		BrE	AmE	Hung.
1	railway	*railroad*	*vasút*	8	dormitory		
2	luggage			9		dormitory	
3		downtown		10	subway		
4		lumber		11		subway	
5	MP			12		sales clerk	
6	presently			13		elevator	
7		zip code		14	flyover		

TOPIC 9: LANGUAGE CHANGE

EXERCISE 8.1. Sound change

English, Dutch, and German are closely related languages, which belong to the **West Germanic** branch of the **Indo-European** language family.

Observe the **initial consonants** in the data below. (The Dutch and German forms are given both in spelling and in pronunciation.)

English /s-/	Dutch spelling	Dutch pronun.	German spelling	German pronun.
sea	zee	ze:	See	ze:
smear	smeren	sme:rən	schmieren	ʃmi:rən
soap	zeep	ze:p	Seife	zaifə
sleep	slapen	sla:pən	schlafen	ʃla:fən
stone	steen	ste:n	Stein	ʃtain
silver	zilver	zɪlfər	Silber	zɪlbər
so	zo	zo:	so	zo:
spare	sparen	spa:rən	sparen	ʃpa:rən
snow	sneeuw	sne:u	Schnee	ʃne:
self	zelf	zelf	selber	zelbər
stand	staan	sta:n	stehen	ʃte:n
sing	zingen	zɪŋən	singen	zɪŋgən

Q1. Why are some of these German words spelt with a capital letter? Does this have to do with the phonology?

Q2. Now look at the pronunciation. What initial consonants can we see in English, in Dutch, and in German, respectively? Write **the phonetic symbols** in the table below:

	E	Du		G	
Initial C (in pronun.)					

Q3. English shows the original Germanic word-initial */s-/ without change. Dutch and German have split this sound into two. Write the conditioning positions in the boxes. (Technically speaking: what is the **distribution** of these sounds?)

Germanic word-initial */s-/ appears...	in what position?	in what position?
in Dutch as...	/s/	/z/
in German as...	/ʃ/	/z/

Q4. Look at the spelling of the initial consonant in Dutch. Does Dutch indicate the phono-
    logical developments?

Q5. Look at the spelling in German. What is the situation there?

Q7. Does English have word-initial /z-/ at all? Think of a few examples. In what kind of
    words does /z-/ occur, in your opinion?

Exercise 9.2 Change in various language components

These sentences are in "Early Modern English", from the "King James Bible" (1611).

> 1. When ye pray, use not vain repetitions, as the heathen do.
>
> 2. Thy will be done on earth, as it is in heaven.
>
> 3. Judas said, "Whomsoever I shall kiss, that same is he."
>
> 4. The high priest said unto Jesus: "Answerest thou nothing?"
>
> 5. Then was fulfilled that which was spoken by the prophet.

1. Give the meaning of these sentences by "translating" them into Present-day English. (You
    may also give a Hungarian translation).
2. Are there any **vocabulary items** that are no longer used (= which are **obsolete**)? What
    PresE words did you replace them with?
3. Are there any **grammatical features** that are no longer used (= which are **archaic**)? Point
    out where the sentences would violate some grammatical rule if someone said/wrote
    them today. Try to use grammatical terms to capture the differences between Early
    Modern E and PresE.

Exercise 9.3 HOME ASSIGNMENT Etymology: meaning change

The older meaning and historical origin of a word is examined by **etymology**.

The words below were originally used in English in a different meaning than today. Find out
    the original (obsolete, old-use) meaning.
Use an etymological dictionary:
    – Oxford Dict of English Etymology;
    – Concise Oxford Dict of Eng Etymology;
    – Harper's Online Etymological Dict http://www.etymonline.com/

or a general dictionary which includes etymology (e.g. Concise Oxford Dict.; Oxford E Dict;
Webster's International Dict., etc.)

    meat, to starve, film, engineer, car, silly, minister, lavatory, very

TOPIC 10: PRAGMATICS

Exercise 10.1 **Indirect Speech (= Reported Speech)**

	Reporting Clause	*Reported Clause*	
0.	Dr Brown said,	"I examine the children here."	*direct speech*
1a.	Dr Brown says (that) he	examines the children here.	*indirect speech*
1b.		examines the children there.	
2a.	Dr Brown said (that) he	examines the children here this week.	
2b.		examines the children there this week.	
2c.		**examined** the children there this week.	
2d.		**examined** the children there that week.	
...		... (?)	

(1) What changes happen in reporting, and what makes them necessary?
(2) What is Backshift? (also called "sequence of tenses")
(3) Which changes are grammatically obligatory, and which depend on the actual (real-world) circumstances?

Task 1. Using the table as model, make as many variants of these sentences as are grammatically acceptable. Use both present and past Reporting Clauses:
> Dr Brown says, "I have seen the patient this morning."
> The driver says, "I'll come and pick you up here tomorrow."
> Julie wonders, "Did the postman bring anything for me yesterday?"

Task 2. Does the Past Perfect tense express that something happened a long time ago?
Compare the following sentences. Are they all acceptable? Is their meaning different?:
> "Dinosaurs <u>ate</u> only plants."
> (1a) The guide <u>said</u> that dinosaurs <u>ate</u> only plants.
> (1b) The guide <u>said</u> that dinosaurs <u>had eaten</u> only plants.

> "I received the tickets from Miss Watson."
> (2a) The guide said that he <u>received</u> the tickets from Miss Watson
> (2b) The guide said that he <u>had received</u> the tickets from Miss Watson.

Begin the above sentences with the reporting clause *The guide says...* What happens?

Exercise 10.2 HOME ASSIGNMENT **Backshift**.
Re-write these sentences with *Ian says...* and with *Ian said...* Produce as many variants as are grammatically acceptable. Consider which changes are obligatory, and which optional, in the reported clauses.

(a) I'm answering these letters this afternoon. – (b) My uncle will arrive next Tuesday. – (c) I was sick yesterday. – (d) I was upset last week because I hadn't received my salary. – (e) People fall into five psychological types.

Exercise 10.3 Pragmatic Functions vs. Sentence Types

There are 3 basic pragmatic (= communicative) functions, and 5 traditional sentence types. Their standard matching is shown in the table:

Pragmatic (= Communicative) Functions	Sentence Types		Subtypes for Polarity	
			Positive (=affirmative)	Negative
A. referential (= cognitive) (H. utaló/megismerő)	statement	= declarative sentence	1	2
	question	= interrogative sent.	3	4
B. directive (H. irányító/akciókérő)	command	= imperative sent.	5	6
C. expressive (H. kifejező)	exclamation	= exclamative sent.	7	8
	wish	= optative sent.	9	

– The sentences fitting into boxes 1, 3, 5 are called Affirmative (or Positive), those in 2, 4, 6 are called Negative. A "negative optative" is hard to imagine.

Task. Here is a sentence for each box. Write the numbers before the sentences.

Go up the stairs immediately. – If only she made a statement to that effect! – Isn't it a sweet little thing! – John has no degree in medicine. – Let's not wait for his questions. – Portugal didn't declare war. – What an embarrassing question! – Who wishes to see the cathedral? – Why isn't this word expressive enough?

– The pragmatic functions can be expressed by practically any sentence type. For example, an interrogative sentence with directive function could be:

B3 – Can you tell me the time? (= Please tell me the time!)

Exercise 10.4 Mood
Observe the underlined verbs and verb-groups, and comment on their mood.

1. Everybody <u>knows</u> that Thea <u>is working</u> on her novel.

2. I <u>would go</u> anywhere <u>to be</u> with my love.

3. If Michael <u>was/were</u> American, he <u>would need</u> no visa.

4. The manager <u>insisted</u> that Albert <u>leave</u> at once.

5. I <u>wish</u> I <u>knew</u> the answer.

6. God <u>bless</u> Ireland!

Discuss the relation (and difference!) between mood, pragmatic function and sentence type.

THE END