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AN INTRODUCTION TO
ENGLISH LANGUAGE

KOENRAAD KUIJPER
AND W. SCOTT ALLAN

311



An Introduction to English Language

Word, Sound and
Sentence

3rd Edition

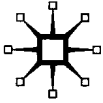
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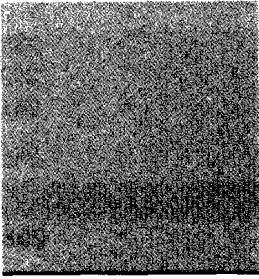
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Dedicated to the memory of W. Scott Allan

Never despise grammar; a fascinating machine, full of cunning tricks and clever devices.

Fleur Adcock



Preface to the Third Edition

This edition was produced without the inspirational collaboration of Scott Allan, who died before he could contribute to it. I miss his keen sense of how to teach something, his great sense of humour and his passion for linguistics. I hope, in preparing this edition without him, that none of the essence of his contribution has been lost.

This third edition has become more than a book. It now has a set of on-line supports which have been trialled for the last five years. These can be seen as part of the book but in electronic form. In providing these additional learning resources, the aim has been to give users of the book additional learning pathways. These do not replace the book but supplement it. They include a set of movies, each of which consists of a PowerPoint presentation with voiceover. Each covers and refers to a section of the book. They can be viewed before the section of the book is read as a way into the exposition or they can be used for revision at any time. The PowerPoint slides themselves are downloadable as a way of gaining some structure for note taking when reading the book. While the textbook contains a number of exercises, the on-line site contains a large number of quizzes to facilitate gaining mastery of the concepts and analytic processes outlined in the book. Each quiz is short and can be attempted many times, often with different individual questions being randomly assigned so that readers can get better at simple things like recognizing parts of speech and doing simple phonetic description. Each section ends with quizzes which test knowledge of terminology in the section and the general contents of the section. These aim to provide useful revision before a test. The site also contains a set of audio files which introduce small extension topics such as applications which are interesting, observations about language and anything that seemed worth people having on their ipods, however briefly. Reference to the web-based resources that go with the book is given at the end of each of the sections. The site is: <http://www.palgrave.com/language/kuiperandallan/>

In harmony with the burgeoning web, this edition also makes reference to web sites that readers might find interesting or helpful. For example, readers may want to download an IPA font or they might want to hear how Nigerian speakers of English sound or to see what the vocal cords look like when they vibrate. There

are references to URLs to facilitate this. The disadvantage of doing this is the URLs do not always remain constant. Most students, are, however, savvy enough to find their way on the web.

Though the bones of the book remain much the same, it has further extended its focus throughout with more material on new and other Englishes. These offer readers examples of linguistic variation and illustrate how different English is in different parts of the world. At the suggestion of reviewers, I have also included a new section (1.1.7) on variation and change raising the interesting question of what the core attributes of a language might be when there is such a great deal of variation and when languages can change beyond recognition in a millennium.

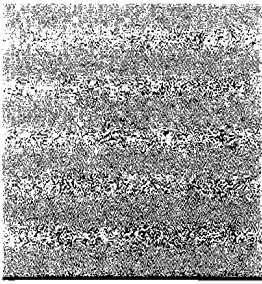
Although previous editions were tacitly also introductions to linguistics, again at the suggestion of a reviewer, I have included in the introductory chapter a section on linguistics, its interaction with related disciplines and some of its applications (1.2). The sound files often refer back to these applications which, although not central to the book are, nevertheless, worthwhile and stimulating.

To make way for the new material, most of Chapter 5.7 has been dropped. I have found, and so did Scott, that this section was a little too advanced for introductory students. Instead, a shorter more introductory approach has been taken to phonological features.

One of our reviewers has also suggested that we have not addressed ourselves earlier to users of the book who are training to be teachers. That is true and so the question is, why should you, if your are training to be a schoolteacher, want to know something of the English language? The answer is not far to seek. All teachers for whom English is the medium of instruction, at whatever level, but particularly at elementary school level, are teaching English. They do that often without an understanding of the language that is being taught. For example, when a teacher teaches reading early on in elementary school, the complex nature of the skills that children acquire as they learn to read is easy to underestimate. The diagnosis of dyslexia in the case of children who are having trouble to read has to be taken on trust if the nature of reading skills is uniformed by a basic understanding of the nature of language. Without a preliminary appreciation that language varies and changes, it is easy for teachers of elementary school-aged children to come to believe that children who do not speak and write prestige varieties of a language are deficient in some way. This book attempts to provide a backdrop to a more informed pedagogy in such domains.

For various forms of help with this edition I have to thank Georgie Columbus and Joan Smith/Kocamahhul who wrote some of the quizzes and quiz items, Gregor Ronald for help with setting the web site up at the University of Canterbury, Teaching and Learning Services at the University of Canterbury for grants to build the web site and my students who each year provide the encouragement to have me widen and upgrade the avenues by which they can learn (and find typos and infelicities of expression).

KOENRAAD KUIPER
Christchurch



Preface to the Second Edition

We are pleased that so many people have read and used this book that a second edition has been made possible. We have benefited from the comments of many people, particularly our own students who have shown us in various ways which parts of the book they found difficult. We are pleased to be able to have another attempt at making things better for them.

At the suggestion of a number of readers we have transferred the Words section to the beginning since it contains material that is more familiar to many students.

We are aware that this book is being used world-wide. Colleagues have seen it in Helsinki, Kuala Lumpur and Amsterdam. This places us under an obligation to make it clear that English is not homogeneous. Thus, in this edition, we pay more attention to regional and social dialect variation with examples drawn from the Englishes of various parts of the world.

We have ensured more attention is paid to the student of literature who is using this book, by paying greater attention to the terminology used in textual analysis. This includes giving attention to figures of speech in the Words section and, in the Sounds section, to form in poetry including rhyme schemes, meter and traditional verse forms.

We have included a grading notation for the exercises at the end of the chapters, starting with elementary ones (identified by *) and concluding with some more taxing ones (labelled ***) for those who are better able to cope with them. We have also made numerous changes in wording, corrected errors in the first edition and generally tried to improve the pedagogical flow of the exposition. We hope this edition will continue to be useful to teachers and students alike.

Our thanks go to those of our students who have made suggestions, found mistakes and infelicities, and those who have tutored in our courses, for drawing their suggestions to our attention, and to those who have enjoyed using the first edition and said so. We are also grateful to our respective institutions for periods of study leave which have made working on the book easier, and the first author wishes to acknowledge the assistance of the Netherlands Institute for Advanced Studies for a Fellowship during which the finishing touches were put to this edition. For the preparation of the second edition we also have the

following individuals to thank for helpful comments, new materials, or for finding infelicities and errors: Peter Cragg, Carolyn Davies, Alison Kuiper, Heidi Quinn, Lee Stanton and Jeroen van de Weijer.

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Preface to the First Edition

This book is written for students of English and their teachers. Its aim is to introduce you, our readers, to the English language: to its sounds, its words and its sentences. We have supposed that you know little about these topics but are willing to learn. We also suppose that the best way to learn is through a combination of listening and doing. We have made our exposition relatively simple, trying always to present the essential nature of the phenomena rather than getting too caught up in the details. This book may therefore be seen (and hopefully used) both as a stand-alone introduction or as precursor to more advanced treatments of linguistic phenomena elsewhere.

In order to help beginners in the study of language we have included extensive glossaries at the end of each section (that is, at the end of the Introduction, and Parts One, Two and Three) where students can use them for reference and for revision. Professional linguists might take issue with some of our definitions of specialist terms. Our excuse is that we have tried to keep our definitions as simple as possible so that students may go on later to come to a deeper understanding of the theories that lie behind the terms.

At the end of each of the three parts of the book we also provide some additional reading and references dealing with the areas we covered in that particular part.

A large part of this book consists of exercises, which we hope you will do, rather than skim over. We have put stop signs in the form of a row of dots at the end of many exercises to suggest that you do not go on until you have actually tried the exercise.

The exercises are of three kinds. The first are expository exercises, which ask questions so as to set the scene for an expository section. These are indicated in the text by a shaded box. The answers to these exercises often follow directly in the text. The second are practice exercises, which should be done at the point where they appear in the book so that some skill in analytic technique is acquired at the appropriate time. The third type are applied exercises, which enable you to use some of the material you have learned to explore texts. There are more of both the latter types at the end of chapters. Most exercises, other than open-ended ones, have answers provided at the end of the book. Readers should, of

course, work through the questions for themselves before looking at our answers. A disagreement with our answer does not always mean that the student is wrong. Sometimes differences of opinion are the beginning of new understanding.

We wish also to justify creating a new textbook of this kind. It is our belief that a great many students of English around the world take introductory courses dealing with the English language. We have in mind a one-semester or full-year course taken as a requirement or option for undergraduate students of English or trainee teachers. We believe that there are few purpose-built texts for such courses. Students of English tend to make do with books which are introductions to linguistics and which make use of data from languages other than English. Such books often include a variety of topics of interest to students of linguistics such as how children acquire languages and whether animals have languages. Although all these topics are of interest, we believe that such an approach is not the best one for students of English.

The courses for which this book is intended were in the past promoted as a way of learning to speak and write more effectively. It seems, however, that people learn to speak and write better not by studying the structure of the language they already speak, but by writing and speaking more, and with appropriate audiences in mind and appropriate feedback.

It does not follow that it is not valuable for those who already know a language or are learning to speak it to know something about it. Students and teachers of English often need an informed way to talk about English. An agreed terminology and understanding of its use can be useful in pointing out particular problems in a student's writing, or in clarifying a complex passage. In addition, an ability to analyse language contributes significantly to the conscious appreciation of literary form and style. Since many students of English devote most of their studies to the reading and analysis of literature this seems a valuable ability to foster. Finally, and most importantly, an understanding of human language is essential to understanding what it means to be human. The acquisition of a human language is a major intellectual accomplishment, however effortlessly this acquisition comes about. So much else that we learn or accomplish throughout our lives depends on our ability to speak, write, read and understand a language.

We believe that this book aims clearly at these particular ends.

Both authors have developed the material in this book in the first-year courses in English which they teach at the Universities of Auckland and Canterbury. The students in these courses are usually correctly presumed to have little or no knowledge of the nature of the English language and its structure. The great majority of them take these courses as their only course in English language. We are grateful to them and their candid comments on our teaching material. This book is written therefore for students of English and their teachers in the hope that they find their language as interesting as we do.

It is impossible properly to acknowledge the help of all the very many people, among them John Andreae, Mary Clark, Derek Davy and Doug Haggo, who have used and commented on this text and its precursors through their long and variable geneses. To all the many friends, colleagues and students who have used and commented on this material, our profound thanks.

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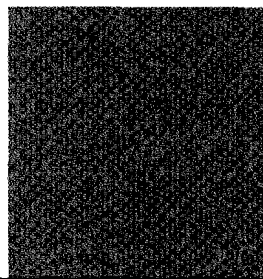
Both authors are grateful to their respective institutions for a period of study-leave during which this book went through its last revisions. The first author also gratefully acknowledges the assistance of the Research Institute for Language and Speech of Utrecht University and the Netherlands Scientific Organisation (NWO).

We would value any comments and suggestions for the book's future improvement.

KOENRAAD KUIPER
Christchurch

W. SCOTT ALLAN
Auckland

Acknowledgements



Section 6 of Chapter 1 draws on D. Crystal and D. Davy, *Investigating English Style* (London: Longman, 1969).

The examples of loan word vocabulary in South Africa in Chapter 3 are drawn from P. Silva, 'The lexis of South African English: Reflections of a multilingual society', in *Englishes around the World 2: Caribbean, Africa, Asia, Australasia. Studies in Honour of Manfred Görlach*, ed. E. W. Schneider (Amsterdam/Philadelphia: John Benjamins, 1997).

The examples of loan word vocabulary in the Antarctic in Chapter 3 are drawn from B. Hince, *The Antarctic Dictionary: A Complete Guide to Antarctic English* (Collingwood: CSIRO Publishing, 2000).

The section dealing with phonological differences between dialects, in Chapter 5, draws on J. D. O'Connor, *Phonetics* (Harmondsworth: Pelican, 1973), and I. C. Wells, *Accents of English* (Cambridge: Cambridge University Press, 1982).

Data for Exercise 5.9 are from H. A. Gleason, *A Workbook in Linguistics* (New York: Holt, Rinehart & Winston, 1955).

The model of syllable structure in Chapter 6 is taken from that introduced in R. Lass, *Phonology: An Introduction to Basic Concepts* (Cambridge: Cambridge University Press, 1984). The discussion of stress placement is based on that found in P. Roach, *English Phonetics and Phonology: A Practical Course* (Cambridge: Cambridge University Press, 1983).

The terms tone, tone group, tonic relating to intonation are taken from D. Crystal, *The English Tone of Voice* (London: Edward Arnold, 1975), and M. A. K. Halliday, *A Course in Spoken English Intonation* (Oxford: Oxford University Press, 1970).

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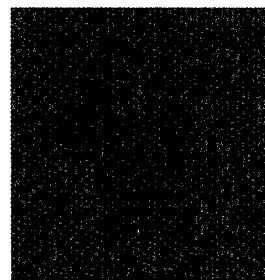
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Abbreviations and Symbols



#	word boundary
*	indicates that the following is an ungrammatical form
//	slash brackets surrounding phonemic symbols
[]	brackets surrounding phonetic symbols or constituents of complex structures in morphology and syntax
A	adjective, adverb, numeral
ADJ	adjective
AP	adjective phrase, adverb phrase
AuxV	auxiliary verb
C	consonant
CD	compact disc
CD ROM	compact disc read-only memory
Co	coda
CONJ	conjunction
DEG	degree adverb
DET	determiner
IPA	International Phonetic Alphabet
LexV	lexical verb
N	noun
NP	noun phrase
Nu	nucleus
<i>OED</i>	<i>Oxford English Dictionary</i>
On	onset
P	preposition
POSS	possessive phrase
PP	prepositional phrase
PRON	pronoun
Rh	rhyme

S	clause or sentence
S'	embedded clause
Σ	syllable
V	vowel
V	verb
VP	verb phrase
	tone unit boundary

THE INTERNATIONAL PHONETIC ALPHABET (revised to 2005)

CONSONANTS (PULMONIC)

© 2005 IPA

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill				r					ʀ		
Tap or Flap				ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

CONSONANTS (NON-PULMONIC)

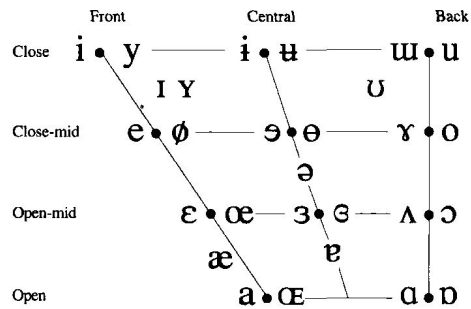
Clicks	Voiced implosives	Ejectives
◌ǀ Bilabial	◌ɓ Bilabial	◌' Examples:
◌ǃ Dental	◌ɗ Dental/alveolar	◌p' Bilabial
◌ǂ (Post)alveolar	◌ɥ Palatal	◌t' Dental/alveolar
◌ǁ Palatoalveolar	◌ɠ Velar	◌k' Velar
◌ǁ Alveolar lateral	◌ɣ Uvular	◌s' Alveolar fricative

OTHER SYMBOLS

- ◌ɸ Voiceless labial-velar fricative
- ◌ɹ Voiced labial-velar approximant
- ◌ɰ Voiced labial-palatal approximant
- ◌ħ Voiceless epiglottal fricative
- ◌ʕ Voiced epiglottal fricative
- ◌ʔ Epiglottal plosive
- ◌ɕ ◌ʑ Alveolo-palatal fricatives
- ◌ɺ Voiced alveolar lateral flap
- ◌ɻ Simultaneous ʃ and x
- Affricates and double articulations can be represented by two symbols joined by a tie bar if necessary.



VOWELS



Where symbols appear in pairs, the one to the right represents a rounded vowel.

SUPRASEMENTALS

- ◌ˈ Primary stress
- ◌ˌ Secondary stress
- ◌ː Long
- ◌ˑ Half-long
- ◌ˑ̆ Extra-short
- ◌̥ Minor (foot) group
- ◌̇ Major (intonation) group
- ◌ˑ̇ Syllable break
- ◌̚ Linking (absence of a break)

DIACRITICS Diacritics may be placed above a symbol with a descender, e.g. ɲ̥̚

◌̥ Voiceless	◌̇ Breathy voiced	◌̚ Dental
◌̆ Voiced	◌̜ Creaky voiced	◌̚ Apical
◌̆ Aspirated	◌̞ Linguolabial	◌̚ Laminar
◌̆ More rounded	◌̠ Labialized	◌̚ Nasalized
◌̆ Less rounded	◌̡ Palatalized	◌̚ Nasal release
◌̆ Advanced	◌̣ Velarized	◌̚ Lateral release
◌̆ Retracted	◌̤ Pharyngealized	◌̚ No audible release
◌̆ Centralized	◌̥ Velarized or Pharyngealized	
◌̆ Mid-centralized	◌̥ Raised	(ɹ̥ = voiced alveolar fricative)
◌̆ Syllabic	◌̥ Lowered	(β̥ = voiced bilabial approximant)
◌̆ Non-syllabic	◌̥ Advanced Tongue Root	
◌̆ Rhoticity	◌̥ Retracted Tongue Root	

TONES AND WORD ACCENTS LEVEL CONTOUR

- ◌̥ or ◌̇ Extra high
- ◌̇ High
- ◌̆ Mid
- ◌̆ Low
- ◌̆ Extra low
- ◌̆ Downstep
- ◌̆ Upstep
- ◌̆ Rising
- ◌̆ Falling
- ◌̆ High rising
- ◌̆ Low rising
- ◌̆ Rising-falling
- ◌̆ Global rise
- ◌̆ Global fall