AN INTRODUCTION TO ENGLISH LANGUAGE

SOUND, WORD AND SENTENCE

KOENRAAD KUIPER AND W. SCOTT ALLAN

An Introduction to English Language

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Koenraad Kuiper and W. Scott Allan

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藏书章

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AN INTRODUCTION TO ENGLISH LANGUAGE

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To Alison, Gabrielle, Miranda and Sonya
Harriet, Imogen and Matthew

Preface

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 I, II and III) 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 asterisks 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 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. Mostly students of English 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.

This does not mean that there is no value in the study of a language by those who speak it or are learning to speak 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 who have used and commented on this text and its precursors

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

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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
cons	consonantal
cont	continuant
cor	coronal
DEG	degree adverb
DET	determiner
IPA	International Phonetic Alphabet
LexV	lexical verb
N	noun
NP	noun phrase
Nu	nucleus
OED	*Oxford English Dictionary*

On	onset
P	preposition
POSS	possessive phrase
PP	prepositional phrase
PRON	pronoun
Rh	rhyme
S	clause or sentence
S′	embedded clause
Σ	syllable
strid	strident
V	vowel
V	verb
voi	voice
VP	verb phrase
|	tone unit boundary

CONSONANTS (PULMONIC)

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k g	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			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	
ʘ	Bilabial	ɓ	Bilabial	ʼ	as in:
ǀ	Dental	ɗ	Dental/alveolar	pʼ	Bilabial
ǃ	(Post)alveolar	ʄ	Palatal	tʼ	Dental/alveolar
ǂ	Palatoalveolar	ɠ	Velar	kʼ	Velar
ǁ	Alveolar lateral	ʛ	Uvular	sʼ	Alveolar fricative

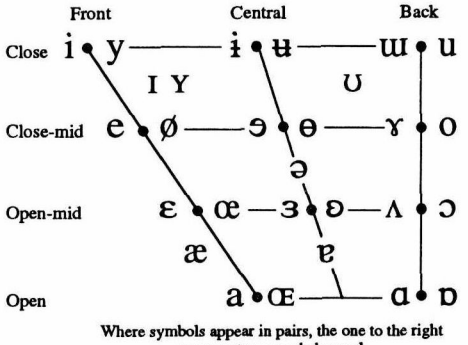
SUPRASEGMENTALS

ˈ	Primary stress	ˌfoʊnəˈtɪʃən
ˌ	Secondary stress	
ː	Long	eː
ˑ	Half-long	eˑ
˘	Extra-short	ĕ
.	Syllable break	ɹi.ækt
ǀ	Minor (foot) group	
ǁ	Major (intonation) group	
‿	Linking (absence of a break)	

TONES & WORD ACCENTS

LEVEL			CONTOUR		
ɛ̋ or ˥	Extra high		ě or ˩˥	Rising	
é	˦	High	ê	˥˩	Falling
ē	˧	Mid	ɛ̌	˧˥	High rising
è	˨	Low	ɛ̀	˩˧	Low rising
ɛ̏	˩	Extra low	ɛ̂	˧˥˧	Rising-falling etc.
↓	Downstep		↗	Global rise	
↑	Upstep		↘	Global fall	

VOWELS



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

DIACRITICS

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

̥	Voiceless	n̥ d̥	̤	Breathy voiced	b̤ a̤	̪	Dental	t̪ d̪
̬	Voiced	s̬ t̬	̰	Creaky voiced	b̰ a̰	̺	Apical	t̺ d̺
ʰ	Aspirated	tʰ dʰ	̼	Linguolabial	t̼ d̼	̻	Laminal	t̻ d̻
̹	More rounded	ɔ̹	ʷ	Labialized	tʷ dʷ	̃	Nasalized	ẽ
̜	Less rounded	ɔ̜	ʲ	Palatalized	tʲ dʲ	ⁿ	Nasal release	dⁿ
̟	Advanced	u̟	ˠ	Velarized	tˠ dˠ	ˡ	Lateral release	dˡ
̠	Retracted	i̠	ˤ	Pharyngealized	tˤ dˤ	̚	No audible release	d̚
̈	Centralized	ë	̴	Velarized or pharyngealized	ɫ			
̽	Mid-centralized	e̽	̝	Raised	e̝ (ɹ̝ = voiced alveolar fricative)			
̩	Syllabic	ɹ̩	̞	Lowered	e̞ (β̞ = voiced bilabial approximant)			
̯	Non-syllabic	e̯	̟	Advanced Tongue Root	e̟			
̮	Rhoticity	ə̮	̠	Retracted Tongue Root	e̠			

OTHER SYMBOLS

- ʍ Voiceless labial-velar fricative
- w Voiced labial-velar approximant
- ɥ Voiced labial-palatal approximant
- ʜ Voiceless epiglottal fricative
- ʢ Voiced epiglottal fricative
- ʡ Epiglottal plosive
- ɕ ʑ Alveolo-palatal fricatives
- ɺ Alveolar lateral flap
- ɧ Simultaneous ʃ and x

Affricates and double articulations can be represented by two symbols joined by a tie bar if necessary.

k͡p t͡s

The International Phonetic Alphabet
(revised 1993)

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