Week 1 Questions

- What is a language?
- What is a grammar?
- What is a rule?
- Here’s a rule ________.

But “Every rule has an exception.”

- Mathematic rule: 1+1 = 2
- What kind of rule is a language rule?
Language and Communication

If language is a tool for communication, then some important questions follow:

- How can a language be used for communication?
- Do speakers of different languages communicate the same things?
- Why do different languages have different rules?
- What are the rules meant to communicate?
- Why are they the way they are?

For whatever humans want to communicate, a language must provide ‘means’ to fulfill the needs.

What is in the grammar (rules) =
What needs to be communicated (functions)
The Principle of Economy 溝通原則 1

- No need, no marking, no rule!
- All the ‘rules’ in a grammar are formal markings for communicative functions.
- Forms are associated for Functions.
- What is the functional motivation of each rule?
- Language learning involves:
  - What and why?
  - Mapping forms with functions
What and Why?

- 3rd person singular -s > He runs  Why?
- Past tense -ed > He walked  Why?
- He did/was doing his homework  Why?
- He vs. him  Why?
- transitive vs. intransitive Vs.  Why?
- a dog vs. the dog  Why?
- Active vs. passive  Why?
- turn it in vs. turn in the book  Why?
<table>
<thead>
<tr>
<th>Grammar</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>a vs. the</td>
<td>which one?</td>
</tr>
<tr>
<td>1stp sing. -s</td>
<td>Extra person involved</td>
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<tr>
<td>he vs. him</td>
<td>semantic role</td>
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<tr>
<td>past -ed</td>
<td>time of event</td>
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<tr>
<td>have+V-en</td>
<td>view of event</td>
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<tr>
<td>be-Ving</td>
<td>who’s responsible?</td>
</tr>
<tr>
<td>passive</td>
<td>goal vs. beneficiary</td>
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<tr>
<td>to vs. for</td>
<td>event types</td>
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<tr>
<td>Trans. vs. Int.</td>
<td></td>
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</tbody>
</table>
Chinese vs. English

- Both are created to respond to a similar set of communicative needs;
- Differ in the system of mapping forms with functions:

Form ➔ Function
Form - Function

Chinese

Form 1
Form 2
Form 3

Communication

Function 1
Function 2
Function 3

English

Form 1
Form 2
Form 3
Form - Function

Chinese

有

Functions

existence

ownership

English

There’s/re ‘have’

Cognitive transfer: co-existence > ownership
Cognitive transfer: Receiver > Beneficiary
‘to’ ---->  : Spatial goal > temporal goal
The Chinese formal patterns

- 來這裡的路上，看到一隻小鳥，羽毛是藍色的，很漂亮。但是一走近，就飛了！
  - subject?

- 竹塹玻璃工藝博物館，建於西元1936年，為日治時期自治會館，亦為日本昭和皇太子來台巡視時之行館，整體東方現代化的建築，不僅表現出歐洲風格的豪華氣派，更因座落於麗池旁，與人典雅幽緻的印象。
  - topic?
The Chinese Grammar

- Discourse-oriented
- Whatever is understood in a given context may be omitted in the sentence:
  - 「幾點來的？」
  - 「來了以後做什麼？」
  - 「會不會想睡覺？」

- Topic-prominent: TOPIC + Clause Chains
  - Topic > Clause 1, Clause 2, Clause 3 ....
The English formal patterns

![Image]

- On my way to Guanghua Junior High, I saw a bird. *It* got blue feathers *and* looked gorgeous. But *when* I came near to it, *it* flew away.

- The Glass Art Museum was build in 1936, used as the local government building. *It* also served as the residence for the Japanese Prince, Zhaohe.
The English Grammar

- **Sentence-oriented**
  - Everything has to be **marked** in a sentence

- **Main vs. Subordinate** (主從分明)
  - Major event --- Secondary events
    - **Main Clause**
      - Main Subj + Main V
      - **Tensed V**
    - **Subordinate Clause**
      - **to V** or **Ving** (non-finite V)
      - **that** + Clause (Subordinator+CL)
Information Pattern

- 小明 比 小華 [ 高]  adjunct - Head
  [John is taller] than Tom  Head- adjunct
- 昨天晚上8點，[我去參加舞會]  
  [I went to the dance] at 8 pm last night.
- 我昨天買的那本 [書]  
  [The book] I bought yesterday
- 小心的 [人]  Modifier - N  
  小心的 [檢查]  Modifier - V
- Chinese: Head-final
  English: Head-initial
What is a Grammar?

Language X

到這裡我
覺得高興很
首先要問你們我
嗎是什麼語法的英文
不是規則的死板
而是策略共通的達成溝通為了
How to understand the language?

- What are the words used?
  到 這裡 覺得

- How to order the words?
  我 到 這裡 vs. 到 這裡 我

- How to relate the words?
  覺得 [高興 很]
區分 Word Class

- **Nouns** (東西)
  朋友/老師、書包/便當/情書

- **Verbs** (動作狀態)
  追、趕、跑、跳、碰

- **Adjectives** (特徵)
  美麗、可愛、安靜、好動、很ㄍㄧㄥ

- **Adverbs** (情態/方式)
  快速地、高高興興地
排列 Word Order

- V + O + S
- V + ADVJ
- ADJ + ADV
- Time Adverbial + AUX + VOS
- N + (的) MODIFIER
- Q word + VOS
- NEG + V + S

到這裡 我
覺得 高興很
高興 很
首先 要 問你們我
語法的英文
嗎 是什麼語法
不是 規則的死板
What is English grammar?

Grammar is the coding devices used in language. Grammar is unique to human species.
Illustrations

Sound /th/, G, N, ㄓ, ㄔ, ㄕ/ 二嘟嘟

Syllable *slpad, *dlag, ?duan

Word ‘water’ [sign – meaning]

Phrase a black flower/une fleur noire

Sentence I like you vs. 我你喜歡

Discourse 吃了沒？吃什麼？好吃嗎？
Properties of Grammar

- 單位的區分 N, V, Aux
- 先後的排列 A-N
- 大小的組合 Det-N > NP

I saw a dog in the car.
Why is there Grammar?

文法所為何來？

An Event:

cat  chase  dog
How to describe the event?

- Grammar is meant for communication.
- What we want to communicate must be ‘marked’ clearly in a language.
- What to communicate?
  - What happened? - Verb forms
  - Who to whom? - word order + case
  - When? - tense
  - How? - aspect
  - Which one? - definite/indefinite
  - Who’s in control? - active/passive
  - Easy to understand? - constraints
Who does what to whom?

- **Word Order** *(syntax)*
  - A cat is chasing a dog.
  - A dog is chasing a cat.

- **Word Form** *(morphology)*
  - He is chasing him.
  - She is chasing her.
  - They are chasing them.
French: \textit{venir} “come”

- je \textit{viens} (I)
- nous \textit{venons} (we)
- tu \textit{viens} (you)
- vous \textit{venez} (you)
- il \textit{vient} (he)
- ils \textit{viennent} (they)
What happened?

- **Verbs** encode states/events:
  - A cat *was* on the road.
  - She *saw* a dog.
  - She *got* mad.
  - She *ran* fast.
  - She *chased* the dog.

- **Verb types: Transitive vs. Intransitive?**
  - 小明 打/罵/踢…..?  (V + NP)
  - 小明 想要/打算/開始 ….?  (V + VP)
  - 小明 說/想/以爲….?  (V + CL)
When does it happen?

- **Event time** (Tense)
  - Present: A cat *is chasing* a dog.
  - Habitual: Cats *chase dogs.*
  - Past: A cat *chased* a dog.
  - Future: A cat *will chase* a dog.

- **Event realization** (Aspect)
  - Progressive: *on-going and simultaneous*
  - Perfect: *completed and relevant*
How does it happen?

- **View of the event (事件進行的狀態)**
- **Progressive:**
  - a close view: event is on-going

- **Perfect:**
  - completed by a Reference Time
  - Relevant to RT

Reference Point
Simple vs. Progressive Event

6 pm                    7 pm                    8 pm

<table>
<thead>
<tr>
<th>6 pm</th>
<th>7 pm</th>
<th>8 pm</th>
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<tr>
<td>Speech Time</td>
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</table>

<table>
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<th>activity</th>
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<tr>
<td>6 pm</td>
<td>I did my homework.</td>
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<td></td>
<td>I was doing my homework at 6.</td>
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<td>I am eating dinner at 7.</td>
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<td></td>
<td>I will watch TV.</td>
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<td>I will be watching TV at 8.</td>
</tr>
</tbody>
</table>
Present Perfect: completed by the Present

Past                  Present                  Future

homework          dinner          Reference          TV

I have done my homework.
I have eaten dinner.
I have been a teacher for 3 years.
I had done my homework before dinner.
I had done my homework before I ate dinner.
I had done my homework before eating dinner.
Future Perfect:
completed by a future point

I will have watched TV before I go to bed.
I will have watched TV before going to bed.
Which is most important?

- Only one major event in a sequence:
  - One main clause with one main **subject** and one **tensed verb**

- A **cat** chased a dog, biting and stretching his tail.
- A **cat** chased a dog, **bit** his tail, **and** stretched **his** hair.
- A **cat** chased a dog **to bite** his tail.
- When I came home, I **saw** a cat [who was chasing a dog].
- When I came home, I **saw** a cat **chasing** a dog and **biting** his tail.
Form – meaning mapping

Different forms must communicate different functions:
- e.g. Continue/start 後可接 V-ing or to-V?

John continued talking about his trip for 3 hours. > talked and non-stop

After dinner, John continued to talk about his trip. > stopped and resumed talking
Which One? – Can you Identify it or not?

- ‘a’ vs. ‘the’: distinction in referential specificity
  - Not known to the hearer: one of the type
    A cat chased a dog.
  - Known to the hearer: the one you know = identifiable
    The cat chased the dog.

I bought a book yesterday. (聽者無法認定是哪一本)
I bought the book yesterday. (我認爲你知道是哪一本)

What is ‘known’ and ‘identifiable’?
  - Shared situation, discourse context,
  - background knowledge
  - deictic
Reference and reality

Type-referring and Future (類別) :
Q : *What do you want to buy?*
A : *I want to buy a notebook.* > non-specific

Token-referring and Past (個體):
I bought a notebook yesterday at Nova.
> Specific but unknown
I bought the computer you saw last time.
> specific and known

Type with Habitual event (類別＋習慣事實)
*Cats chase dogs.*
*A cat chases a dog.*
*The cat chases the dog.*
A Rule?

‘Any’ can only be used in Negative and Interrogative sentences?

But: *The cat will chase any dog.*
*You may take any of these.*

Why?

‘Any’: Non-referential with non-event.
Non-Event

**Non-event**: Not realized yet
- Question: Do you have any idea?
- Negative: I don’t have any money.
- Command: Take any of these!
- Future: I will do anything for you.
- Conditional: If you like any of these,..

**Realized event**: must have a specific participant

*Anybody did it. => Anybody will do it!"
What is a rule?

- Literature, rice:不可數名詞
- But every rule has exceptions:
  - Department of Foreign Languages and Literatures
  - I bought a number of rices. (5種)

What kind of rule is this?
A Rule is…

- A use pattern (form-function pairing pattern)
  - by the majority of speakers
  - for the majority of purposes
  - in the majority of contexts.

大多數人，在大多數的情境下，為了大多數的目的所使用的模式

- An exception is:
  - an exceptional use pattern for exceptional purposes 較特殊、較不常見的使用模式
Who is in control? 主動/被動

Horror movie?
- The chairs are *moving*.
- The chairs are *moved*.

Emotional change as non-voluntary change:
- I *am interested* in English
- I *am impressed* with English
- I *am amazed* at English.
What am I talking about?

I have a dog whose name is Spark. He is afraid of cats and is always chased by them.
Can people understand?

- I turned on the radio.
- I turned it on.

? I turned [the small radio that was on the green table near the large living room window in the house] on.
Ambiguity

- Flying planes can be dangerous.
- I saw the dog in the car.
- I am looking for someone to teach.
- He plans to teach a course on the mysterious civilization at India.
Lexical Ambiguity

- Fine for Parking!
- She cannot bear children.
- An apple a day keeps the doctor away.
Ambiguity 大賞 (中文版)

Lexical Ambiguity
報告班長，我只有兩樣不會！

Morphological Ambiguity – Acronym
NTU : Naturally Truly Truly Ugly
NCTU : National Certainly Terminal Terminal Ugly

Structural Ambiguity
這場球我看完了
大富大貴沒有大災難要小心
不可移動
Oral Ambiguity

你要避免在晚上修課 vs. 休克
流汗髒死了 vs. 劉漢臧死了
你要試 (vs. 四) 吃活魚嗎？

Bilingual Ambiguity

哩基咧希 “林” 舍？挖林五泥呀
男1：我和小紅的關係已發展到如果有一天不去找她，我就會很難受。

男2：真的還是假的？

（兩人一起去找小紅）

小紅：渾球，昨天你為什麼沒來我？！

（啪！敲男1頭）

男1：沒騙你吧，一天不去找她，我就會很難受。
我和小紅的關係已發展到
如果有一天不去找她，我
就會很難受。
真的還是愛的？

幾球，昨天你為什麼沒來
找我？

沒騙你吧，一天不去找她，
我就會很難受。

圖立交通大學 外國語文學系 劉美君老師
男：哪，送妳花。
女：我好喜歡花ㄡ。
男：妳最喜歡什麼花？
女：「花錢」的花。
你好喜歡花？

花bored。
男：和她愛情長跑九年，既勞民又傷財，娶不到她，我不甘心！（敲門）
男：你這個臭女人，今天說什麼也得敲定咱們的婚事！
（扣！高跟鞋敲上男的頭）
男：敲定了...

Comics 3
和她愛情長跑九年，既勞民又傷財，娶不到她，我不甘心！

你這個臭女人，今天說什麼也得敲定咱們的事情！

敲定了。
造句練習 - Syntax

第一題：如果
   小瓜呆：開水不如果汁好喝！

第二題：難過
   呆呆：這座橋，很長，很難過。

第三題：他媽的
   小乃：我一拿起吉他，媽的臉色就很難看。

第四題：去你的
   笨呆呆：時光逝去，你的身影依舊在我心底。

第五題：小白痴
   小新：小白痴痴的等我回來。
造句練習 - Syntax

第六題：月經
老闆：你這個月經常遲到喔！

第七題：性交
你這種個性交不到朋友的！

第八題：吃大便
小平總是吃大便當。

第九題：電燈
一停電，燈就不亮了。

第十題：和尚
已註冊和尚未註冊的同學請分開坐。
同音異義詞 - Morphology

- 抹黑 (政治 > 油輪)
- 辛知杜明
- 碎碎平安
- 性不性由你
- 醉不上道
- 憂心沖沖
- 股往今來
- 無齒
- 李義連恥 內優外換
- 前途無亮
- 雪中宋炭 閭閣不入
- 冰不厭炸
- 毒家快挺
- 杉布午時
- 爵地大反攻
- 無蟲下手
- 會計
- 詐彈
- 經濟
- 踩死青蛙 整頓交通
- 量聲訂做
- 危機分
- 純橄嚼
- BBS
- 生於優宦 死於安樂
- 舞力犯台
- 無劑可施
- 王朝馬汗
Linguistics in Comics

“Mommy said to behave, so I’m bein’ as hayve as I can.”

“Looks like we spend most of our time inging…You know, like sleeping, eating, running, climbing…”
"Mommy said to behave, so I'm bein' as hayve as I can."

Reprinted with special permission of King Features Syndicate.
"Looks like we spend most of our time inging... you know, like sleeping, eating, running, climbing."

DENNIS THE MENACE® used by permission of Hank Ketcham and © by North America Syndicate
Linguistics in Comics

路標

NO LEFT TURN
LEFT NO TURN
TURN NO LEFT
NO TURN LEFT

“We get a lot of foreign visitors.”
Sound System and Phonics

- **What:** What is Phonics?
- **Why:** Why Phonics? Why not KK Phonetic Alphabet?
  - English writing system
  - Phonics and Grammar
What is Phonics?

A method of teaching reading, relying on recognition of the sound values of individual letters.

- Letter-to-sound associations
- Recognizing sound patterns according to the spelling
Sound System: English vs. Mandarin

- Sound: different sounds
- Syllable: different sound sequence
- Word: stress vs. tone
- Sentence: Intonation pattern
What are the letter sounds in English?

**Consonants**
- 21 Single-letter Consonants
  b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
- 4 Consonant Digraphs - sh, ch, th, wh

**Vowels:** 5 letters a, e, i, o, u
- Short vs. Long vowels: a, e, i, o, u
- Other vowel combinations: oo, ou, oy, ir
Unfamiliar Consonants

- ‘th’: this, that
- ‘ch’: chip, church, change
- ‘j’: jet, jump
- ‘sh’: sheep, push
- ‘v’: van, very
- ‘l’: lion, lake, milk
- ‘x’: fox, six
Unfamiliar Consonants

ㄓㄘㄕ

Language Interference:

– Mei-Chun (vs. church)
– Mr. Chang (vs. ‘change’)
Confusing Vowels

- Short /a/ vs. ㄟ: apple, Mary,
- Long /i/ vs. 愛: lie
- /ir/ vs. 兒: bird
Why teaching Phonics?

A common Q:
Should we teach Phonics or KK phonetic alphabet?

Ans.:
English is a phonetic alphabet!!
Writing System

- Chinese: ideographic
  - Direct Association bet. **Form and Meaning**
    - 近世進士盡是近視

- English: Alphabetic
  - Direct Association bet. **Form and Sound**
    - bag, map, pet
Spelling-Sound Patterns

- What are the association patterns between spelling and sounds?

- How regular are the associations between spelling and pronunciation?
## Short Vowels

<table>
<thead>
<tr>
<th>Short a</th>
<th>bat</th>
<th>mat</th>
<th>apple</th>
<th>ant</th>
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<tbody>
<tr>
<td>Short e</td>
<td>bet</td>
<td>met</td>
<td>egg</td>
<td>elf</td>
</tr>
<tr>
<td>Short i</td>
<td>bit</td>
<td>miss</td>
<td>ill</td>
<td>irritate</td>
</tr>
<tr>
<td>Short o</td>
<td>Bob</td>
<td>mop</td>
<td>October</td>
<td>octopus</td>
</tr>
<tr>
<td>Short u</td>
<td>but</td>
<td>mud</td>
<td>up</td>
<td>umbrella</td>
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## Long Vowels

<table>
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<th>Long a</th>
<th>lake</th>
<th>lay</th>
<th>bait</th>
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<tbody>
<tr>
<td>Long e</td>
<td>beet</td>
<td>beat</td>
<td>key</td>
</tr>
<tr>
<td>Long i</td>
<td>like</td>
<td>lie</td>
<td>sky</td>
</tr>
<tr>
<td>Long o</td>
<td>lope</td>
<td>loaf</td>
<td>show</td>
</tr>
<tr>
<td>Long u</td>
<td>duke</td>
<td>flute</td>
<td>fruit</td>
</tr>
</tbody>
</table>

/u/ or /ju/?

<table>
<thead>
<tr>
<th>due</th>
<th>Tuesday</th>
</tr>
</thead>
</table>
Regularities

**Short**: CVC
   - lap
C & Initial
   - add

**Long**: VC e
   - lake
   - laid
VV
   - delay
Final
   - examination
# Vowel Contrast

<table>
<thead>
<tr>
<th></th>
<th>SHORT</th>
<th>LONG</th>
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<tbody>
<tr>
<td>a</td>
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<td>muss</td>
<td>muse</td>
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</tbody>
</table>
Double Vowels

V+V (diphthongs)
- loud/out
- boil/boy
The Problem

- beer vs. beep
- beard vs. beat
- bear vs. dear
- have vs. make
- lion, reliable, amiable (stress)
- love vs. lope
- silly vs. rely
Frequency

Reduced Syllabic Units:

every
interesting
family
restaurant
Consonant Clusters

Initial:
- slate stay scale small spit snack swell
- plant, blank, pray, brag, brilliant
- flour free
- split spray stray scrap

Final:
- Bob beep bail beer beem bean
- sold slept tilt milk
- walked strengths
Open vs. Closed Syllables

Chinese: open

我 喜 歡 你
wo xi huan ni

English: closed

– I’m a student. She’s mad
– I have a car. I had a cup.
Why is phonics important?

- Needed to sound out new words
- Needed to spell out words
- Related to grammatical rules
Rule 1: Past

- Past-tense Rule:
  - For words ending with a VC, repeat the consonant before adding -ed
  - ripped, slipped
Rule 2: Participle

V-ing Rule:
- For words ending with a VC, repeat the consonant before adding -ing
- ripping, slipping
Rule 3: Comparative

– For words ending with a VC, **repeat**
  *the consonant before adding –er*

  – **bigger, fatter**
Why such a rule?

溝通原則3 - avoid confusion

To avoid confusion in pronunciation:

- stripe → striped
- strip → *striped → stripped
- big → *biger → bigger
- tiger
4 - Ease of pronunciation

- Past tense: -ed > /d/ called, logged
  Love > loveed? > loved
  walked, jumped? > /t/
  decide > decided? > decided > /dɪd/

- Plural: -s /z/ heads, tables
  horses /siz/
  desks /ks/, hats /ts/
  kiss+s > kisses > /kisiz/
How to teach it?

Default rule: +er /er/,  +ed /d/

Changes are necessary to avoid problems:
- easy > easyer? > easier
- cute > cuteer? > cuter
- beautiful > beautifuler? > more beautiful
Conclusion

Language is for communication, and therefore all the rules in a grammar are patterns or coding devices for you to successfully communicate.

There is always a way (form) for whatever you want to say (function).

What form you should choose depends on what function you want to convey.

All rules are functionally motivated and follow the principle of economy.