

Contents

<i>List of Tables</i>	xi
<i>List of Figures</i>	xiii
<i>Acknowledgements and Sources</i>	xiv

Part I Introduction

1 Introduction	3
1.1 A voyage around the English language	3
1.2 Frameworks and levels	4
1.3 Speech and writing	7
1.4 Which English?	8
1.5 Using this book	9
1.6 Guidance for students and teachers	11

Part II Lexical Frameworks

2 Word Classes	15
2.1 Words: the building blocks of language	15
2.2 Word classes	20
2.3 Open and closed classes of words	21
2.4 Nouns	24
2.5 Lexical verbs	26
2.6 Adjectives	27
2.7 Adverbs	29
2.8 Pronouns	33
2.9 Determiners	40
2.10 Auxiliaries	43
2.11 Prepositions	45
2.12 Conjunctions	46
2.13 <i>Wh</i> -words	47

viii CONTENTS

3	Word Formation	50
3.1	Simple and complex words	50
3.2	Some terms and concepts	51
3.3	Word-formation strategies	53
3.4	Affixation	54
3.5	Compounding	59
3.6	Multi-word verbs	61
3.7	Conversion and back-formation	62
3.8	Other word-formation strategies	63
3.9	Meanings and meaning relations	65
	Lexical frameworks: exercises	71
	Lexical frameworks: suggestions for further reading	74

Part III Grammatical Frameworks

4	Inflections	79
4.1	Inflections as an aspect of grammar	79
4.2	Inflections in contemporary English	80
4.3	Noun inflections	81
4.4	Verb inflections	85
4.5	Adjective and adverb inflections	89
4.6	Pronoun inflections	91
5	Phrases	93
5.1	What is a phrase?	93
5.2	Noun phrases	96
5.3	Verb phrases	101
5.4	Adjective and adverb phrases	111
5.5	Prepositional phrases	112
5.6	Embedding	114
5.7	Coordination and apposition of phrases	116
6	Clauses	119
6.1	What is a clause?	119
6.2	The five clause elements	120
6.3	Subject element	121
6.4	Verb element	122
6.5	Object element	123
6.6	Complement element	124
6.7	Adverbial element	126

6.8	Clause structures	128
6.9	Active and passive clauses	129
6.10	Non-finite clauses	131
6.11	Main and subordinate clauses	132
6.12	Clauses as clause elements	133
6.13	Clauses within phrases	136
6.14	Nominal relative clauses	142
6.15	Negative clauses	142
6.16	Verbless clauses	143
7	Sentences	146
7.1	What is a sentence?	146
7.2	Sentence types	147
7.3	Declarative sentences	149
7.4	Interrogative sentences	150
7.5	Imperative sentences	153
7.6	Exclamative sentences	154
7.7	Other structural variations	155
7.8	Simple sentences	161
7.9	Compound sentences	164
7.10	Complex sentences	167
7.11	Adverbial clauses	173
	Grammatical frameworks: exercises	176
	Grammatical frameworks: suggestions for further reading	180

Part IV Discourse Frameworks

8	Beyond Sentences	185
8.1	Discourse	185
8.2	Text and context	186
8.3	Spoken and written discourse	188
8.4	Lexical cohesion	190
8.5	Repetition	193
8.6	Reference	196
8.7	Ellipsis	198
8.8	Cohesion in interactional texts	200
8.9	Structure in interactional texts	202
8.10	Discourse markers	206
8.11	Register	209
	Discourse frameworks: exercises	212
	Discourse frameworks: suggestions for further reading	215

Part V Phonological Frameworks

9	Phonetics and Phonemes	219
9.1	Phonetics and phonology	219
9.2	A representative accent	220
9.3	Phonemes	221
9.4	The International Phonetic Alphabet	222
9.5	The vocal tract	223
9.6	The consonants of English	225
9.7	The vowels of English	232
9.8	Consonant and vowel variation in other accents	243
9.9	Phonetic transcriptions	245
10	Segmental Phonology	247
10.1	What is segmental phonology?	247
10.2	The distribution of consonants	248
10.3	The distribution of vowels	252
10.4	Syllable structure	255
10.5	The syllable template	263
10.6	Connected speech	267
11	Suprasegmental Phonology	269
11.1	What is suprasegmental phonology?	269
11.2	Word stress	269
11.3	Rhythm	275
11.4	Intonation and tone groups	278
11.5	Semantic functions of intonation	282
11.6	Grammatical functions of intonation	283
11.7	Other suprasegmental features	284
	Phonological frameworks: exercises	286
	Phonological frameworks: suggestions for further reading	288
	<i>Phonetic and Other Symbols</i>	290
	<i>Answers to Exercises</i>	293
	<i>Glossary</i>	303
	<i>Index</i>	342

1 Introduction

1.1 A VOYAGE AROUND THE ENGLISH LANGUAGE

In 1967, a science fiction film was released entitled *Fantastic Voyage*. In it, a team of scientists in a kind of space capsule are shrunk small enough to be injected into the human bloodstream and journey around the body exploring the lungs, stomach, heart and so on. The fascination of the film at the time was the way it showed the supposed workings of our anatomy from the inside, and the extraordinary perspective this gave on the human body. Human language is a subject of equal fascination and the aim of this book is to make a journey around the English language and get an inside view of how it works. Because language is something with which we are very familiar and which we are all very competent at using, it is easy to make the assumption that it is a relatively simple phenomenon. This is very far from the truth. Human language – be it English or any other tongue – is as complex in its own way as any of the biochemical and anatomical functions of the human body.

To take a relatively straightforward example, consider the following string of words: *whole scoffed the Kate cake greedy has*. They are clearly not a meaningful English sequence as they stand, although without any difficulty you could arrange them into *greedy Kate has scoffed the whole cake*. This might strike you as an extremely simple task, but in fact the knowledge about the English language which you would draw on in order to reorganise the words into a permissible sentence is highly complex. If you asked any number of other speakers of English to do this, they would all come up with the same response. This is not a coincidence. All native speakers of English share a set of mental rules which guarantee that they will know how to group the words into meaningful units – *greedy Kate / has scoffed / the whole cake* – not, for example, *Kate cake / whole the has / scoffed greedy*, and that these units have to be arranged in a particular order so that a combination such as *has scoffed greedy Kate the whole cake* would not occur. Not only do we employ knowledge about the rules of word order here, but we are also using knowledge about meanings (for example, knowing that *greedy* could describe *Kate* but not the *cake*). If you had heard these words read aloud instead of reading them on the page, you would need to use subtle information about the sounds of the

4 INTRODUCTION

language in order to distinguish between *Kate* and *cake*, which sound very similar.

Clearly, then, in order to make sense of that random string of words, you would need to employ specific knowledge about the English language. If you are reading this book, you are presumably interested in finding out how the English language works. Subconsciously you already know this because you are able to use the language effectively. However, your present knowledge about the patterns and rules which underpin English is **implicit**. In other words, you possess this knowledge, but only at a subconscious and instinctive level. The aim of this book is to help you make your knowledge **explicit**. In other words, to explain to you what exactly the nature of that knowledge is. Because you learn your first language instinctively from birth, it may come as a surprise later on to discover that you have mastered speaking it without consciously learning the rules on which it is based. This is one of the most extraordinary things about speech and language. But it is possible to distance yourself from your first language to see how it works and how it is structured: to take a voyage around it and understand it more closely.

1.2 FRAMEWORKS AND LEVELS

A framework is a structure which holds something together. Knowing the frameworks of a language enables you to understand how that language is structured and what rules operate to produce that structure. Without these patterns and rules, the language would be haphazard and would not be an effective means of communication.

This book is subdivided so that Parts II, III, IV and V each deal with a different aspect of the frameworks of English. Just as a book on the human anatomy might be subdivided into sections such as the skeleton, the nervous system, the digestive system and so on, in a similar way, this book is organised according to four different aspects of the language, namely

lexis	the words of the language
grammar	the way words are combined into sentences
discourse	the way sentences are combined into texts
phonology	the sounds and sound patterns of the language.

This voyage around the English language begins in Part II, Lexical Frameworks, with words, which may be regarded as the basic building blocks of language. We will look at ways of dividing words into family groups or **word classes** according to the features which characterise them and then move on to look

at **morphology** – how English words are structured and the different strategies employed to create new words. Part III considers the way in which words can be combined – first into phrases, then into clauses and finally into sentences – and the way in which words are modified in certain situations by the addition of special endings or **inflections** (for example, by adding a plural ending to *cat* when we talk about *three cats*). The range of inflections and the principles of word order or **syntax** are together covered by **grammar**, so Part III deals with the grammatical frameworks of English. This is the most substantial part of this textbook. If you consider for a moment that there is an infinite number of possible sentences which we might compose in English (or any language, for that matter), then there must be a considerable range of ways to construct these sentences. It follows that there are many rules which ensure that the sentences we compose are both natural and meaningful. It is difficult to reduce a survey of these rules to anything much shorter, although it would be possible to go into even more detail on grammatical and other aspects of the language if the scope of this textbook were greater. The largest unit of construction in grammar is the sentence. Part IV, Discourse Frameworks, explores how we combine sentences into what is known as **text** or **discourse**.

While Parts II, III and IV cover the words of the language and the way they combine into larger and larger units, Part V, Phonological Frameworks, looks at English from a different angle by considering the sound system of the language. First, we will examine the set of distinct sounds which are used in English and then look at the way these sounds combine to form strings of sounds including syllables. Finally, we will look at what are known as the **prosodic** features of language which often operate across groups of words and which include aspects such as the **pitch** and **intonation** of our voices.

The different aspects of language which we are studying here are sometimes referred to as **levels of language**. So Part II, which deals with lexical frameworks, is looking at language on a lexical level, Part III is looking at language on a grammatical level and so on. We need to have a methodical way of exploring the language and we must therefore rely on the levels of language to map out our journey. However, these levels are not completely separate, as you will discover.

A further level of language not mentioned so far is the **semantic level**. **Semantics** is the study of meaning. It is a crucial aspect in that the purpose of language is to convey meaning. However, meaning is not an aspect of language which can be delimited in quite the same way as, for example, the lexis of the language. Meaning operates in a different dimension from the other levels and in conjunction with them all. For example, as far as the sounds of English are concerned, it may seem that individual sounds such as the 'b' at the start of *bat* have no intrinsic meaning but there is a correlation

between sounds and meanings in some words – beyond what can be considered coincidental. For instance, one dictionary lists the following words beginning with the *gru-* sound:

<i>grub</i>	<i>grubby</i>	<i>grudge</i>	<i>gruff</i>
<i>grumble</i>	<i>grumpy</i>	<i>grunt</i>	

It is not unreasonable to propose that, since five of these seven words carry suggestions of impatience or irritability, there is some semantic link between those negative associations and the sound *gru-* at the beginning of *grudge*, *gruff*, *grumble*, *grumpy* and *grunt*. It may even be that this meaning of *gru-* has come about because we clench our teeth when we feel irritated and *gru-* is a natural sound to produce in this position.

At the other extreme, we can see how sentences can colour the meaning of adjoining or associated sentences. Consider, for example, *My best friend has just played a trick on me*. If you heard or read this sentence in isolation, you are likely to assume that the trick in question was a harmless prank of some kind. You would think this, first, because the expression *play a trick* suggests this kind of playfulness and, second, because you are told that the person playing the trick is the speaker's best friend and you wouldn't expect a best friend to do something unkind. If the sentence were followed with a further comment such as *I laughed so much I cried*, then you would be confirmed in your initial assumption. However, if the follow-up comment to *My best friend has just played a trick on me* were something like *A dirty, rotten trick*, then you would have to rethink your interpretation of the first sentence since the trick in question was clearly far from harmless.

The above is an example of how meaning is constructed and reconstructed as more information is received, and how this happens using large linguistic building blocks, namely sentences. You can see that meaning is not a unit of construction in the same way as other aspects of language are. Furthermore, meaning is often dependent on context. We may not be able to interpret something accurately or appropriately unless we know the context in which it is spoken or written. For example, if a person you meet at a business occasion introduces someone else as their partner, you would assume a professional relationship between these two people. On the other hand, if you were introduced to someone's partner at a social occasion, you would probably assume a more personal relationship such as boyfriend of girlfriend.

Semantics, then, is an aspect of language which is very diverse in that it operates at all linguistic levels. Because of this, and because meaning can be constructed either by language which is relatively free from contextual consid-

eration or by having to consider closely the context or situation in which language is used, semantics would prove an extremely demanding area to classify or describe comprehensively within the scope of this book. As mentioned before, explaining meaning is not the same kind of process as describing the frameworks on which a language is constructed. On the other hand, it is impossible to look at the frameworks of English without frequently making reference to meaning. For this reason, rather than presenting semantics as a separate topic or chapter, meaning is discussed at various points throughout this book where it is relevant to a full understanding of the frameworks. Inevitably, this will be frequently, but often the exploration of meaning is implicit to the discussion rather than a separate part of it.

1.3 SPEECH AND WRITING

Language can be spoken or written. (Some users also employ signing as a mode of communication.) Speech is the primary mode of communication. This is because all humans learn to speak as part of their natural biological development. Learning to speak is not something we choose to do: it is an instinctive process. By contrast, we have to make a conscious effort if we are to acquire the ability to write our language, and not all language users develop the same facility for doing this. In our society, writing is highly valued for a variety of reasons, including its permanence and the way it embodies our social and cultural codes, such as our laws and our literature. However, other cultures do not depend so heavily on the written language as we do, and there are many people in the world who have not learnt to write.

This book is about the frameworks of English and to a large extent it is irrelevant whether we are talking about the language in its spoken or written form. Although we employ special conventions for writing our language (namely, using an alphabet, a standardised system of spelling and a set of punctuation marks), the vocabulary and the grammatical structures we use for speaking and writing are essentially the same even though speech will often exhibit more signs of spontaneity than writing. However, there are some lexical and grammatical choices which are more typically selected in informal speech and others which are more likely to be found in writing. When we explore the lexis and grammar of English in Chapters 2 to 7, the material covered will be largely applicable to both the spoken and written modes of language. In Chapter 8, which deals with discourse, some of the differences between spoken and written modes will be discussed. Only in the last three chapters is specific attention given to the primary mode of speech.

1.4 WHICH ENGLISH?

When we talk about the frameworks of English, we think of English as a specific language as opposed to the French language or the German language and so on. So far, this introduction has simply referred to 'English' on the assumption that the reader knows what is meant by this term. However, you are probably already aware that English can take many different forms. For example, the English spoken in America varies in several ways from the English spoken in Britain. And within Britain, there are many regional variations in the pronunciation, vocabulary and grammar of English, just as there are variations in America.

When analysing the lexical and grammatical frameworks of English, linguists find it helpful to use just one variety in order to find out what typifies or characterises the language. They can also use that variety as a yardstick or model with which to compare other varieties. It is perhaps unfortunate that there has to be such a yardstick, as this can mislead people into thinking that the selected variety of English is in some way intrinsically better as a means of communication than all the other varieties. This is not the case, but it is nevertheless valuable to have the set of reference points that the chosen variety provides. The 'yardstick' variety which linguists use – and therefore which is used in this textbook – is **Standard English** and, because this book is designed primarily for readers living in the British Isles, it is specifically **Standard British English** which is used. Although you may not speak Standard English yourself, you are certain to be familiar with it as it is the English of newspapers, of news broadcasting on television and radio, and the English which is used in public documents and in textbooks. Standard English is also the variety of English which foreigners learn (which adds weight to the notion that it in some way represents or typifies the language).

Standard British English is a **dialect**. By dialect, we mean the lexis and the grammar of a particular language variety. (This is in contrast to **accent**, which is the pronunciation used, an aspect which is considered in Chapter 9.) A dialect may be spoken or written. Whereas a relatively small percentage of the British population speak Standard English (possibly as few as 10 per cent), virtually everyone is aware of the standard variety because it is used so widely in the written mode as well as in national broadcasting.

Another important point to make when defining exactly which English is being described here is that we are only concerned with contemporary English – English as it is spoken at the start of the new millennium. The frameworks of any living language do not remain the same over a period of time but change in a variety of ways, some of these changes taking place slowly, others more rapidly. It is beyond the scope of this book to chart such changes – a full

comparison of English in the year 2000 with, say, Shakespeare's English of 1600 would be an enormous task – but we will occasionally touch on the history of the language when this has some bearing on what English is like today.

The business of this book, then, is to describe those features and patterns of the language which characterise English as it is currently used. Simply because this book describes the grammatical rules of Standard English, it does not mean that the grammatical rules (or the lexis) of other varieties such as the Yorkshire dialect are inferior or incorrect. The term 'rule' can be misleading. It is essential to understand 'rule' as referring to a principle of construction rather than a way of judging correctness. This book, then, takes a **descriptive** rather than a **prescriptive** approach. This is important because we want to avoid being judgemental about language varieties. For instance, a Standard English speaker will say *I never did anything to upset her* while speakers of some non-standard dialects will say *I never did nothing to upset her*, using what is known as **multiple negation** in order to construct the sentence. An observer who tends towards a prescriptive approach to language will typically regard the use of multiple negation in this way as incorrect or sub-standard English and may even go so far as to label the speaker who uses it as ignorant or stupid. A descriptive linguist, on the other hand, will see this usage as a significant grammatical difference between Standard English and some non-standard varieties, and will even recognise the value of multiple negation in being able to emphasise meaning.

1.5 USING THIS BOOK

Section 1.2 above explained how this book is divided up according to four levels of language, Part II dealing with lexis, Part III with grammar, Part IV with discourse and Part V with phonology. At the end of each part you will find some exercises, and there are also some suggestions for further reading as well as the addresses of some useful websites. The answers to the exercises are at the back of the book. Also at the back, you will find a reference section which contains a list of phonetic symbols and a glossary. Phonetic symbols (which are shown between slant brackets) are used as a way of referring in writing to particular sounds of the language. It is easy to tell which sounds many symbols refer to: /b/ for example refers to the sound at the start of *bat* and /z/ to the sound at the start of *zip*. However, others are less transparent such as the /æ/ at the start of /ænd/ (*and*). Although the phonetic symbols are explained fully in Chapter 9, other chapters do make occasional use of them and you can check the sounds which they represent by referring to the list at the back.

The glossary contains an alphabetical list of all the linguistic terminology used in this book, with a definition for each term. When a new term is introduced (or reintroduced) in the text, it is in bold print. This also indicates that it is one of the terms listed in the glossary. At the end of some of the sections in Parts II, III, IV and V, you will find entries such as the following:

□ **connected speech** ⇨ 10.6

What this means is that the topic of connected speech has been touched on in another section and to find out more you should turn to Section 6 of Chapter 10. These cross-references are designed to help you make links across the frameworks.

There are a range of other symbols which are used in this book. An asterisk (*) placed in front of an example, be it a word, phrase or sentence, indicates that the example would not normally or naturally occur in English. A question mark (?) at the beginning of an example indicates that it might occur, but it may not be accepted by all speakers. The null sign Ø indicates that a word or phrase has been omitted and is understood, as in

Fred went to the shops and Ø bought a loaf of bread

where Ø stands for *Fred*.

Various types of bracket are used. Phonetic symbols (representing phonemes) are contained within slant brackets, angled brackets < > are used for letters of the alphabet, and square brackets [] are used to mark out phrases. (Square brackets are also used for a detailed phonetic transcription but we will only occasionally be using them for this purpose.)

In a study of this kind there has to be a degree of selection and simplification. This is a concession to the sheer complexity of the language. It is not impossible that you will come across some differences in the way the frameworks are described if you look at other textbooks. This kind of variation is inevitable when the subject matter is so vast and complex: it is unlikely that any two linguists will agree totally on how to describe English – or any other language for that matter. The aim is to give you as clear and coherent a description as possible: you will find that other textbooks you consult will concur with this one on the majority of points. If you encounter differences, you need to make up your own mind which description or interpretation you find most appropriate.

1.6 GUIDANCE FOR STUDENTS AND TEACHERS

If you are a student taking a course in English language or linguistics, you may initially find the content of this book somewhat overwhelming because, of necessity, it is fairly dense with linguistic terminology and with detailed explanations of how the language works. However, there is no need to panic! What is important is to tackle the content a little at a time, and to make sure you are building up a clear picture of how the language is structured. It is a good idea to keep the levels of language firmly in mind, so that you can relate your developing knowledge to these broad layers. As you read the sections of the book, you may find it helpful to make a separate note of key points: this will help you check that you have understood what you have read. The exercises at the end of each main section will help you check your knowledge, but you could also do this by identifying examples of your own, for example, by finding further instances of specific word formation processes after reading Chapter 3. Another good strategy is to take a piece of text (such as a short newspaper report) and look for specific features in that text. For instance, you could check that you can label all the word classes in the first couple of sentences, or you could scan the whole text to look for structures such as complex sentences or passives.

As for the terminology, again it is better to learn a few terms at a time. Many of the terms introduced are used in more than one section, so you may find you will learn terms through seeing them applied and used in other contexts. Although there is a glossary at the back of this book, students often find it helpful to compile their own glossaries as a record of what they have covered. An effective way to do this is to put each term on a separate index card, and to add a couple of examples as well as the definition.

If you are a teacher whose students are using this text as a course book, then you will probably find it most useful to support the work you do in class or in lectures by asking students to read specific sections to consolidate or expand what they have covered. Basic concepts can be introduced during teaching sessions, and then students can develop a fuller understanding of these concepts through their reading and note-making. Knowledge can be tested through the completion of the exercises, or by asking students to apply what they have learnt to spoken or written texts. Asking students to make brief presentations to illustrate some aspect of language frameworks is also an effective way of helping them to assimilate the material covered.

Index

- abstract nouns, *see* nouns
 accent, 8, 220, 243–5, 247, 303
 accidental gap, 257, 303
 accusative case, *see* case
 acronyms, 63, 303
 active articulators, *see* articulators
 active verbs, *see* verbs
 adjacency pairs, 203ff, 303
 first pair part, 203, 205, 317
 follow-up turn, 203–4, 317
 insertion sequence, 206, 321
 second pair part, 203, 205, 334
 adjective phrases, *see* phrases
 adjectives, 20, 22, 27–9, 97, 100–1, 303
 absolute form of, 90, 303
 central, 28, 29, 308
 comparative, 90, 310
 complementary, 69, 310
 converse, 69, 312
 deverbal, 58, 314
 gradable, 28–9, 89–90, 97, 318
 superlative, 90, 336
 adjuncts, 30–2, 173–4, 304
 adverbial clauses, *see* clauses
 adverbial element, *see* clause elements
 adverb phrases, *see* phrases
 adverbs, 20, 22, 29–33, 46, 110–11, 196, 206, 304
 absolute form of, 90
 comparative, 90, 310
 degree, 31, 304
 formation of, 29
 gradable, 89–90, 318
 manner, 30, 304
 place, 30–1, 304
 relative, 138
 superlative, 90, 336
 time, 31, 304
 wh-, 31–2, 47–8
 see also adjuncts; conjuncts; disjuncts; intensifiers
 affected role, 129–30, 304
 affirmative clauses, *see* clauses
 affixation, 53, 54–8, 69–70, 304
 affixes, 54, 304
 class-changing, 54, 57, 308
 class-preserving, 54, 57, 308
 see also infixes; prefixes; suffixes
 affricates, *see* consonants, manner of articulation of
 agent role, 129–30, 305
 aggregate nouns, *see* nouns
 airstream, 224, 305
 egressive pulmonic, 224, 315
 ingressive pulmonic, 224, 320
 allomorphs, 52–3, 305
 allophones, 221–2, 244, 247, 251–2, 305
 alveolar consonants, *see* consonants, place of articulation of
 alveolar ridge, 226ff, 305
 see also articulators
 anaphors, 196, 197–8, 305
and coordination, 190, 305
 anglicising of words, 64–5, 305
 antecedents, 138, 142, 196, 305
 anticipatory assimilation, *see* assimilation
 anticipatory *it*, 155, 305
 antonyms, 68–9, 306
 apposition, 118, 306
 approximants, 228, 230, 231, 251, 306
 central, 230, 308

- approximants – *continued*
 lateral, 230, 322
 liquid, 230, 323
 arrhythmic patterns, *see* rhythm
 articulation, 225–32
 manner of, 225, 228, 323; *see also*
 consonants, manner of articulation
 of
 place of, 225–8, 329; *see also*
 consonants, place of articulation of
 articulators, 226ff, 306
 active, 226, 303
 passive, 226, 327
 articulatory phonetics, 219, 306
 aspect, 43, 102, 104ff, 306
 past perfect, 105, 327
 past perfect progressive, 105–6, 327
 past progressive, 104, 328
 perfect, 104–5, 328
 present perfect, 105, 331
 present perfect progressive, 105–6, 331
 present progressive, 104, 331
 progressive, 104, 331
 aspirates, *see* consonants, manner of
 articulation of
 aspiration, 252, 306
 assimilation, 83–4, 268, 306
 anticipatory, 268, 305
 coalescent, 268, 309
 perseverative, 268, 328
 attributive position, 28, 29, 306
 auxiliaries, 20, 22, 27, 43–4, 102, 103–6,
 143, 306
 deontic function, 44, 313
 dynamic function, 44, 315
 epistemic function, 44, 315
 modal, 43, 44, 102, 103–4, 106ff, 323
 primary, 43–4, 88–9, 102, 106ff, 331
 auxiliary verbs, *see* auxiliaries

 back formation, 59, 63, 307
 back vowels, *see* vowels
 bare infinitives, *see* infinitives
 base form of verbs, *see* verbs

 base morphemes, *see* morphemes
 blends, 64, 307
 borrowings, 64–5, 307
 bound morphemes, *see* morphemes
 brackets, 10, 96
 British Black English, 244, 307
 broad transcription, *see* transcription
by-phrases, 130, 307

 cardinal numerals, *see* numerals
 cardinal vowels, *see* vowels
 case, 85, 92, 308
 accusative, 85, 303
 common, 85, 310
 genitive, 85, 318
 nominative, 85, 325
 cataphors, 197–8, 308
 central adjectives, *see* adjectives
 central approximants, *see* approximants
 central determiners, *see* determiners
 central vowels, *see* vowels
 centring diphthongs, *see* diphthongs
 citation form, 18, 67, 308
 class-changing affixes, *see* affixes
 class-preserving affixes, *see* affixes
 clause elements, 119ff
 adverbial, 120, 126–8, 133–6, 206, 304
 complement, 120, 124–5, 133–6, 310
 direct object, 123–4, 314
 indirect object, 123–4, 320
 object, 120, 123–4, 133–6, 326
 object complement, 125, 127, 326
 object predicative, 125, 326
 obligatory, 119–20, 120ff, 326
 predicator, 122, 330
 subject, 120, 121, 122, 133–6, 336
 subject complement, 125, 127–8, 336
 subject predicative, 125, 336
 verb, 119, 120, 122–3, 339
 clause structures, 128–9
 clauses, 93, 94, 96, 119ff, 146, 308
 active, 129–31
 adverbial, 126, 134–6, 173–5, 304
 affirmative, 142, 304

- clauses – *continued*
- comparative, 100, 136, 140–1, 310
 - concessive, 174–5, 311
 - conditional, 174, 311
 - dependent, 132, 313
 - finite, 119, 135–6, 316
 - independent, 132, 320
 - main, 132–3, 323
 - negative, 142–3, 154, 325
 - nominal, 133–4, 172, 325
 - nominal relative, 37, 142, 325
 - non-finite, 100, 131, 132, 133–6, 136–7, 169, 325
 - non-restrictive relative, 283–4, 325
 - passive, 129–31
 - purpose, 175, 332
 - reason, 175, 332
 - reduced relative, 139, 332
 - relative, 99, 136, 137–9, 156–7, 333
 - restrictive relative, 283–4, 333
 - result, 175, 333
 - subordinate, 47, 132–3, 167ff, 336
 - superordinate, 168, 170, 336
 - than-*, 140
 - that-*, 99–100, 136, 137, 338
 - verbless, 143–5, 339
 - wh-*, 136, 140, 141
 - wh*-conditional, 37
- clauses as clause elements, 133–6, 163–4, 167–73, 173–5
- clauses within phrases, 136–41
- clear *l*, 221, 251, 308
- cleft sentences, *see* sentences
- clippings, 63–4, 308
- close vowels, *see* vowels
- closed classes of words, *see* word classes
- closed syllables, *see* syllables
- closing diphthongs, *see* diphthongs
- closure, 225, 232–3, 309
- see also* stricture
- coalescence, 268, 309
- coalescent assimilation, *see* assimilation
- coda, *see* syllable template
- cohesion, 186, 200–2, 309
- see also* lexical cohesion
- collective nouns, *see* nouns
- collocation, 70, 309
- combining forms, 59–61, 309
- common case, *see* case
- common nouns, *see* nouns
- comparative clauses, *see* clauses
- comparative form of adjectives, *see* adjectives
- comparative form of adverbs, *see* adverbs
- complement element, *see* clause elements
- complementary adjectives, *see* adjectives
- complementary meanings, 69
- complementation of verbs, 122ff
- complex prepositions, *see* preposition
- complex sentences, *see* sentences
- complex tones, *see* tones
- complex words, *see* words
- complex-transitive verbs, *see* verbs
- compound sentences, *see* sentences
- compound words, *see* words
- compound-complex sentences, *see* sentences
- compounding, 53, 59–61, 310
- concessive clauses, *see* clauses
- concord, 86, 101, 121, 311
- concrete nouns, *see* nouns
- conditional clauses, *see* clauses
- conditional *wh*-pronouns, *see* pronouns
- conjugation, 86, 311
- conjuncts, 30, 32–3, 173, 311
- conjunctions, 20, 22, 46–7, 206, 311
- coordinating, 46, 135–6, 164–6, 312
 - subordinating, 46–7, 132, 336
 - see also* coordinators; subordinators
- connected speech, 245–6, 267–8, 311
- connotation, 67–8, 311
- conservative RP, *see* Received Pronunciation
- consonant clusters, 249, 255ff, 311
- consonant distribution, 248–52, 255–63
- consonants, 225–32, 243–5, 255–63, 311

- consonants, manner of articulation of, 225, 228ff
 affricate, 228, 229, 231, 305
 aspirate, 231, 306
 fricative, 228, 229, 231, 317
 nasal, 228, 229, 231, 324
 plosive, 228, 229, 231, 329
 stop, 229, 335
see also approximants
- consonants, place of articulation of, 225ff
 alveolar, 228ff, 305
 bilabial, 228ff, 307
 dental, 228ff, 313
 glottal, 228ff, 318
 labio-dental, 228ff, 321
 palatal, 228ff, 327
 palato-alveolar, 228ff, 327
 velar, 228ff, 339
- content words, *see* words
- context, 6, 145, 186–8, 312
- continuum, 233, 312
- contractions, 143, 312
- contrastive stress, *see* stress
- conversation, 200–6
- converse adjectives, *see* adjectives
- converse meanings, 69
- conversion, 53, 59, 62–3, 312
- coordinating conjunctions, *see* conjunctions; coordinators
- coordination, 164–7, 312
- coordination of phrases, 116–18
- coordinators, 46, 164–6, 312
 central, 164
 correlative, 166, 312
see also conjunctions, coordinating
- copula, 124, 312
- copular verbs, *see* verbs
- co-reference, 196, 312
- correlative coordinators, *see* coordinators
- count nouns, *see* nouns
- dark *l*, 221, 251, 313
- declarative sentences, *see* sentence types
- definite article, 24–6, 313
- deixis, 38, 198, 313
- demonstrative pronouns, *see* pronouns
- denotation, 67–8, 313
- dental consonants, *see* consonants, place of articulation of
- deontic function, *see* auxiliaries
- dependent clauses, *see* clauses
- dependent form of pronouns, *see* pronouns
- derivational morphology, *see* morphology
- derived words, *see* words
- descriptive approach to language, 9, 313
see also prescriptive approach
- determiners, 20, 22, 40–2, 897, 196, 313
 central, 40–2, 308
 exclamative, 412
 fractions, 41–2
 indefinite, 41–2
 multipliers, 41–2
 post-, 40–2, 329
 pre-, 40–2, 330
 relative, 138
wh-, 47–8
- deverbal adjectives, *see* adjectives
- deverbal nouns, *see* nouns
- diacritics, 223, 246, 254, 314
- dialect, 8, 80, 220, 314
- dictionaries, 18–19, 21, 68
- diminutives, 57, 314
- diphthongs, 233ff, 241–3, 252ff, 314
 centring, 242–3, 253, 308
 closing, 242–3, 253, 309
see also glides
- direct object, *see* clause elements
- directives, 148, 162, 314
- discourse, 4, 5, 93, 185–6, 314
 formal approach, 188, 317
 functional approach, 188, 317
- discourse framework, 5
- discourse markers, 206–8, 314
- disjuncts, 30, 32, 173, 174–5, 314
- disyllabic words, *see* words
- ditransitive verbs, *see* verbs

- dummy subject, 121, 155–7, 314
 dyadic speech, 202, 315
 dynamic function, *see* auxiliaries
 dynamic verbs, *see* verbs
- ed-* participles, *see* participles
 egressive pulmonic airstream, *see*
 airstream
 elision, 267, 315
 ellipsis, 167, 198–200, 315
 embedding, 99, 114–16, 133, 168, 206,
 315
 end focus, 159, 315
 endophoric reference, 197, 200, 315
 end-shift, 160, 315
 English
 history of, 8–9, 23, 65, 81, 92, 250–1
 phoneme inventory of, 222, 231–2,
 251, 328
 types of, 8
 epistemic function, *see* auxiliaries
 eponyms, 64, 315
 eponymy, 64, 315
 Estuary English, 244, 316
 etymology, 51, 65, 316
 exclamations, 148, 162, 316
 exclamative sentences, *see* sentence types
 existential *there*, 158–9, 316
 exophoric reference, 197–8, 200, 316
 explicit knowledge about language, 4,
 316
 extraposition, 155–7, 316
- falling tones, *see* tones
 fall-rise tones, *see* tones
 false start, *see* non-fluency features
 field, 209, 316
 final consonant position, *see* syllable
 template
 finite clauses, *see* clauses
 finite verbs, *see* verbs
 first pair part, *see* adjacency pairs
 focus, 159–60, 317
 follow-up turn, *see* adjacency pairs
- form of a linguistic unit, 120–1, 148, 317
 formal approach, *see* discourse
 formal register, *see* register
 fractions, *see* numerals
 frameworks, 4–5, 317
 free morphemes, *see* morphemes
 fricatives, *see* consonants, manner of
 articulation of
 front vowels, *see* vowels
 fronting, 160, 317
 Fry, D. B., 253–4
 full verbs, *see* verbs
 function of a linguistic unit, 120–1, 148,
 162, 282–3, 283–4, 317
 function words, *see* words
 functional approach, *see* discourse
- gender, 36
 generic pronouns, *see* pronouns
 genitive case, *see* case
 genre, 210–11, 283, 318
 glides, 233, 318
 glottal consonants, *see* consonants, place
 of articulation of
 glottal stop, 244, 318
 glottis, 223, 224, 22ff, 318
 see also articulators
 gradable adjectives, *see* adjectives
 grammar, 4, 5, 79–80, 318
 intonation and, 283–4
 grammatical framework, 5
 grammatical words, *see* words
 group, 93, 318
- h*-dropping, 244, 318
 half-close vowels, *see* vowels
 half-open vowels, *see* vowels
 hard palate, 226ff, 318
 see also articulators
 head words, 94–5, 111–12, 113–14, 318
 head nouns, 40, 96–191
 head verbs, 103
 homographs, 275, 318
 homonyms, 19, 67, 318

- homophones, 67, 318
 hypernyms, 68, 318
 hyponyms, 68, 318
- idiomatic English, 319
 idioms, 16, 61, 319
 imperative sentences, *see* sentence types
 implication, 188, 319
 implicit knowledge about language, 3–4, 199, 319
 indefinite pronouns, *see* pronouns
 independent clauses, *see* clauses
 independent form of pronouns, *see* pronouns
 indicative mood, 137, 320
 indirect object, *see* clause elements
 inference, 188, 320
 infinitive particle, 109, 320
 infinitives, 85–6, 109–10, 320
 bare, 85–6, 131, 307
 to-, 85–6, 131, 171–2, 338
 infixes, 54, 320
 inflectional morphology, *see* morphology
 inflections, 5, 58, 79ff, 259, 320
 on adjectives, 89–91
 on adverbs, 89–91
 on nouns, 81–5
 on pronouns, 91–2
 regular vs irregular, 81, 84, 87–9, 90, 103
 on verbs, 85–9
 see also zero inflection
 informal register, *see* register
-ing participles, *see* participles
 ingressive pulmonic airstream, *see* airstream
 initial consonant position, *see* syllable template
 initialisms, 63, 321
 insertion sequences, *see* adjacency pairs
 intensifiers, 28, 31, 111–12, 321
 interaction, 200–6, 321
 interjections, 20, 206, 321
- International Phonetic Alphabet, 222–3, 225, 233–4, 321
 see also IPA
 International Phonetic Association, 222, 321
 interrogative pronouns, *see* pronouns
 interrogative sentences, *see* sentence types
 intonation, 5, 269, 278–82, 282–3, 321
 IPA, 321
 see also International Phonetic Alphabet
 intransitive verbs, *see* verbs
 intrusive *r*, 268, 321
- Jones, Daniel, 236
- labio-dental consonants, *see* consonants, place of articulation of
 larynx, 223, 224, 230, 322
 see also voice box
 lateral approximants, *see* approximants
 length of vowels, *see* vowel length
 level tones, *see* tones
 levels of language, 5–7, 322
 lexemes, 18–19, 59, 80–1, 322
 lexical cohesion, 190–3, 322
 lexical framework, 4–5, 15, 19, 322
 lexical item, 19, 322
 lexical level, 4–5, 13, 17, 274
 lexical morphology, *see* morphology
 lexical set, 19, 322
 lexical verbs, *see* verbs
 lexical words, *see* words
 lexicon, 19, 21–3, 65, 322
 lexis, 4, 19, 322
 subject-specific, 19
 liaison, 267, 322
 linking *r*, 267, 323
 lip shape, 236, 237, 241
 lips, 223, 224, 226ff, 323
 see also articulators
 liquid approximants, *see* approximants
 loanwords, 64–5, 323

- lungs, 224, 323
see also airstream
- main clauses, *see* clauses
 main verbs, *see* verbs
 mainstream RP, *see* Received
 Pronunciation
 manner of articulation, *see* articulation
 meaning, *see* semantics
 metalanguage, 206, 208, 323
 minimal free form, 16–18, 323
 minor sentences, *see* sentences
 modal auxiliaries, *see* auxiliaries
 mode, 188, 209, 210, 323
 monitoring devices, 206–7, 324
 monophthongs, 233ff, 252ff, 324
 monosyllables, *see* words
 monotransitive verbs, *see* verbs
 morphemes, 51–3, 324
 base, 53, 307
 bound, 52–3, 307
 free, 52–3, 307
 root, 52, 53, 333
 morphology, 5, 50, 324
 derivational, 50, 313
 inflectional, 50, 79–80, 320
 lexical, 50, 322
 multi-party talk, 202, 324
 multiple negation, 9, 324
 multi-word verbs, *see* verbs
- narrow transcription, *see* transcription
 narrowing, 233, 324
 nasal cavity, 223, 224, 324
 nasalisation, 254, 324
 nasals, *see* consonants, manner of
 articulation of
 negative clauses, *see* clauses
 negative particle, 142, 154
 neologisms, 50, 325
 nominal clauses, *see* clauses
 nominal relative clauses, *see* clauses
 nominal relative pronouns, *see* pronouns
 nominative case, *see* case
- non-count nouns, *see* nouns
 non-finite clauses, *see* clauses
 non-finite verbs, *see* verbs
 non-fluency features, 189, 325
 false start, 189, 316
 non-fluent repetition, 19, 325
 recycling, 189, 332
 non-fluent repetition, *see* non-fluency
 features
 non-restrictive relative clauses, *see* clauses
 noun phrases, *see* phrases
 noun phrases in apposition, 118, 306,
 325
 nouns, 20, 22, 24–6, 97–8, 325
 abstract, 25, 303
 aggregate, 82, 305
 apposition of, 118, 306, 325
 collective, 82–3, 309
 common, 25, 310
 concrete, 25, 311
 count, 82, 83, 312
 deverbal, 58, 314
 inflections on, 81–5
 irregular plurals of, 84
 non-count, 82, 83, 325
 plural form of, 79, 81–4, 329
 possessive form of, 84–5, 329
 proper, 25, 332
 nucleus, 280–2, 325
 post-, 281–2, 330
 pre-, 281–2, 330
 see also tonic syllable
 number, 34, 81, 326
 numerals, 20, 39, 326
 cardinal, 20, 39, 100, 307
 fractions, 20, 39, 317
 ordinal, 20, 39, 327
- object complement, *see* clause elements
 object element, *see* clause elements
 object predicative, *see* clause elements
 objective form of pronouns, *see* pronouns
 obligatory clause elements, *see* clause
 elements

- of*-construction, 85, 326
 Old English, 81, 92, 250–1, 26
 onomatopoeia, 64, 326
 onset, *see* syllable template
 open classes of words, *see* word classes
 open syllables, *see* syllables
 open vowels, *see* vowels
 operator, 143, 150–2, 326
 oral cavity, 223, 224, 327
 ordinal numerals, *see* numerals
- palatal consonants, *see* consonants, place
 of articulation of
 palatal-alveolar consonants, *see*
 consonants, place of articulation of
 paradigm, 86, 327
 parallelism, 195, 327
 part of speech, 327
 participles, 58, 327
 -*ed*, 87–9, 105, 131, 315
 -*ing*, 86–7, 104, 131, 320
 particles, 20, 327
 passive articulators, *see* articulators
 passive verbs, *see* verbs
 passive voice, *see* voice
 past perfect aspect, *see* aspect
 past perfect progressive aspect, *see* aspect
 past progressive aspect, *see* aspect
 past tense, *see* tense
 patient role, 129, 328
 peak, *see* syllable template
 perfect aspect, *see* aspect
 performative verbs, *see* verbs
 perseverative assimilation, *see*
 assimilation
 person, 34, 121, 153, 328
 personal pronouns, *see* pronouns
 pharynx, 223, 224, 328
 phoneme inventory, 222, 231–2, 251,
 328
 phonemes, 219, 221–2, 247, 328
 phonetic symbols, 9, 222–3, 225–6,
 233–4
 see also International Phonetic Alphabet
- phonetic transcription, *see* transcription
 phonetics, 219, 328
 phonological framework, 5, 219
 phonology, 4, 219–20, 247, 328
 segmental, 247, 334
 suprasegmental, 247, 269, 337
 phonotactics, 255, 329
 phrasal verbs, *see* verbs
 phrases, 93ff, 329
 adjective, 95, 111–12, 136ff, 304
 adverb, 95, 99, 126, 111–12, 113, 304
 noun, 34, 35, 40–1, 95, 96–101,
 112–13, 136ff, 283, 325
 prepositional, 45, 95, 96, 112–14, 126,
 127–8, 141, 331
 verb, 43, 95, 101–11, 120, 129–31, 339
 phrases within phrases, *see* embedding
 pitch, 5, 269, 271, 278–82, 329
 place of articulation, *see* articulation
 plosives, *see* consonants, manner of
 articulation of
 plural form of nouns, *see* nouns
 politeness markers, 153, 329
 polysemy, 19, 66–7, 329
 polysyllable, *see* words
 portmanteau words, 64, 329
 possessive form of nouns, *see* nouns
 possessive pronouns, *see* pronouns
 postdeterminers, *see* determiners
 post-final consonant position, *see* syllable
 template
 post-initial consonant position, *see*
 syllable template
 postmodification, 95, 99–100, 330
 postnominal position, 330
 post-nucleus, *see* nucleus
 postvocalic position, 244, 330
 pragmatics, 188, 330
 predeterminers, *see* determiners
 predicate, 28, 122, 330
 predicative position, 28, 330
 predicator, *see* clause elements
 pre-final consonant position, *see* syllable
 template

- prefixes, 54–5, 57, 63, 330
 pre-initial consonant position, *see*
 syllables
 premodification, 95, 97–9, 330
 pre-nucleus, *see* nucleus
 prepositional complement, 112–13, 141,
 331
 prepositional phrases, *see* phrases
 prepositions, 20, 22, 45–6, 95, 330
 complex, 45, 310
 simple, 45, 334
 prescriptive approach to language, 9, 331
 see also descriptive approach
 present perfect aspect, *see* aspect
 present perfect progressive aspect, *see*
 aspect
 present progressive aspect, *see* aspect
 present tense, *see* tense
 primary auxiliaries, *see* auxiliaries
 primary cardinal vowels, *see* vowels
 primary pronouns, *see* pronouns
 primary stress, *see* stress
 productive processes, 53, 331
 progressive aspect, *see* aspect
 pronouns, 20, 22, 33–40, 100, 196, 332
 conditional *wh-*, 37, 311
 demonstrative, 38, 39, 92, 313
 dependent form of, 35–6, 313
 generic, 37, 318
 indefinite, 38, 39, 319,
 independent form of, 35, 36–7, 320
 inflections on, 91–2
 interrogative, 37, 321
 nominal relative, 37, 325
 non-gender specific, 36
 objective form of, 34–5, 91–2, 326
 personal, 34–5, 91–2, 328
 possessive, 34–7, 329
 primary, 34–7, 38, 331
 reflexive, 34, 35, 36, 333
 relative, 37, 138–9, 333
 subjective form of, 34–5, 91–2, 336
 substitute, 33–4, 37, 39, 336
 wh-, 37–8, 47–8, 340
 zero relative, 139, 341
 see also inflections
 proper nouns, *see* nouns
 prosodic features, 5, 269, 332
 prosodics, 269, 332
 purpose clauses, *see* clauses

 question tag, 152, 332
 questions, 148, 162, 332
 yes-no, 150–1, 171, 341
 tag, 152, 337
 wh-, 150, 151–2, 171, 340

 reason clauses, *see* clauses
 Received Pronunciation (RP), 20, 225ff,
 243, 332
 conservative, 220, 256, 311
 mainstream, 220, 323
 recursion, 115–16, 332
 recycling, *see* non-fluency features
 reduced relative clauses, *see* clauses
 reduplication, 64, 333
 reference, 196–8
 referent, 68, 196, 333
 reflexive pronouns, *see* pronouns
 register, 67, 209–11, 333
 formal, 67, 130, 317
 informal, 67, 20
 relative clauses, *see* clauses
 non-restrictive, 285–4, 325
 reduced, 139, 332
 restrictive, 283–4, 333
 relative pronouns, *see* pronouns
 repetition, 193–6, 333
 restrictive relative clauses, *see* clauses
 result clauses, *see* clauses
 rhotic accent, 244, 251, 253, 267, 333
 rhyme, *see* syllable template
 rhythm, 275–8, 333
 arhythmic patterns, 275, 306
 rise-fall tones, *see* tones
 root morphemes, *see* morphemes
 RP, 334
 see also Received Pronunciation

- s plural, 83–4, 334
- schwa, 241, 252–3, 271, 334
- second pair part, *see* adjacency pairs
- secondary cardinal vowels, *see* vowels
- secondary stress, *see* stress
- segmental phonology, *see* phonology
- segments, 247, 334
- semantic field, 191, 334
- semantics, 5–7, 65–70, 282–3, 334
- semi-consonants, 230, 334
see also approximants
- semi-vowels, 230, 334
see also approximants
- sentence types, 147–8
 declarative, 119, 147–8, 149, 154, 162, 313
 exclamative, 148, 154–6, 162, 172, 316
 imperative, 148, 153–4, 162, 319
 interrogative, 148, 150–2, 162, 170–2, 321
- sentences, 52, 93, 146ff, 334
 cleft, 157–8, 308
 complex, 47, 167–73, 310
 compound, 164–7, 310
 compound-complex, 172–3, 310
 minor, 145, 323
 simple, 161–4, 334
- simple propositions, *see* prepositions
- simple sentences, *see* sentences
- simple tone, *see* tones
- simple words, *see* words
- singular form of nouns, *see* nouns
- slang, 67, 335
- soft palate, 223, 224, 226ff, 335
see also velum; articulators
- sonority, 264, 335
- speech and writing, 7, 15–16, 146–7, 188–90, 219–20
- speech sound, 222, 335
- Standard British English, 8, 220, 335
- Standard English, 8, 9, 81, 86, 220, 335
- statements, 148, 162, 335
- stative verbs, *see* verbs
- stems, 81
- stopping, 244, 335
- stops, *see* consonants, manner of articulation of
- stress, 159, 269, 275–8, 335
 contrastive, 277, 312
 primary, 272–4, 331
 secondary, 272–4, 334
 see also word stress
- stressed syllables, *see* syllables
- stress-timed language, 276, 335
- stricture, 225, 335
see also closure
- strong form of grammatical words, 276–7, 335
- subject complement, *see* clause elements
- subject element, *see* clause elements
- subject position, 94, 121, 336
- subject predicative, *see* clause elements
- subjective form of pronouns, *see* pronouns
- subject-operator inversion, 151, 171, 336
- subject-specific lexis, 19, 336
- subject-verb inversion, 151, 336
- subjunctive mood, 137, 336
- subordinate clauses, *see* clauses
- subordinating conjunctions, *see* conjunctions; subordinators
- subordinators, 46, 336
 correlative, 141
 see also conjunctions, subordinating
- substitute pronouns, *see* pronouns
- suffixes, 54–8, 63, 336
- superlative form of adjectives, *see* adjectives
- superlative form of adverbs, *see* adverbs
- superordinate clauses, *see* clauses
- suppletion, 89, 91, 337
- suprasegmental phonology, *see* phonology
- SVO structure, 129, 149
- syllabic consonants, 266, 337
- syllabification, 265, 337
- syllable structure, 255–63

- syllable template, 255, 263–6, 337
 coda, 264, 309
 final consonant position, 258–63, 316
 initial consonant position, 256–8, 320
 onset, 264, 326
 peak, 264, 328
 post-final consonant position, 258–63, 330
 post-initial consonant position, 256–8, 330
 pre-final consonant position, 258–63, 330
 pre-initial consonant position, 256–8, 330
 rhyme, 264, 333
 syllables, 337
 closed, 252–3, 309
 open, 252–3, 326
 stressed, 270ff, 275ff, 335
 unstressed, 270, 271–2, 275ff, 339
 syllable-timed language, 276, 337
 symbols, 9, 222–3
 synonyms, 65–6, 67, 337
 syntactic rule, 5, 79, 337
 syntax, 5, 79, 93, 337
- tag questions, *see* questions
 tempo, 269, 285, 337
 tenor, 209, 210, 337
 tense, 102, 103, 337
 past, 26, 102–3, 328
 present, 26, 102–3, 331
 text, 5, 185, 338
 textuality, 186, 338
than-clauses, *see* clauses
that-clauses, *see* clauses
th-fronting, 244, 338
to-infinitives, *see* infinitives
 tone group, 280–2, 338
 tone unit, 280, 338
 tones, 279–80, 282–3, 338
 complex, 280, 310
 falling, 279, 280, 316
 fall-rise, 280, 316
 level, 279, 322
 rise-fall, 280, 333
 rising, 279–80
 simple, 280, 334
 tongue, 226–8, 237, 338
 see also articulators
 tongue position, 236ff
 tonic syllable, 280–2, 282–3, 338
 see also nucleus
 topic-comment structure, 190, 338
 trachea, 223, 224, 338
 transcription, 222–3
 broad, 223, 307
 narrow, 223, 324
 phonetic, 245–6, 328
 transitive verbs, *see* verbs
 tree diagram, 68, 69, 338
 triphthongs, 266, 338
 trisyllable, *see* words
- unstressed syllables, *see* syllables
 upper teeth, 226ff, 339
 see also articulators
 uvula, 223, 224, 339
- velar consonants, *see* consonants, place
 of articulation of
 velum, 223, 224, 226ff, 339
 see also articulators; soft palate
 verb complementation, 122, 123–8, 339
 verb element, *see* clause elements
 verb phrases, *see* phrases
 verbless clauses, *see* clauses
 verbs, 20, 22, 339
 active, 303; *see also* clauses; voice
 base form of, 85–6, 259, 307
 complex-transitive, 125, 310
 copular, 28, 124–5, 158, 312
 ditransitive, 123–4, 314
 dynamic, 26, 315
 finite, 103, 109–10, 317
 full, 27, 317
 intransitive, 123, 321

- verbs – *continued*
 lexical, 26–7, 43, 102, 322
 main, 27, 323
 monotransitive, 124, 324
 multi-word, 16, 18, 59, 61–2, 324
 non-finite, 103, 109–10, 325
 passive, 327; *see also* clauses; voice
 performative, 149, 328
 phrasal, 61, 329
 stative, 26, 335
 transitive, 123, 129, 338
 see also infinitives
 vocabulary, 19, 339
 vocal cords, 223, 224, 230, 285, 339
 vocal folds, 223, 339
 see also vocal cords
 vocal tract, 223–4, 339
 vocative, 129
 voice, 102, 106–8, 129–31, 340
 active, 106–8, 303
 passive, 106–8, 190, 327
 voice box, 223, 224, 340
 see also larynx
 voice quality, 26, 285, 340
 voicing, 225, 230–1, 259–60, 340
 volume, 269, 270, 285, 340
 vowel distribution, 252–5
 vowel grid, 236–43
 vowel length, 234–5, 322
 vowel mutation, 88, 340
 vowels, 225, 232–43, 243–5, 255, 340
 back, 237–8, 307
 cardinal, 237–2, 307
 central, 237–8, 308
 close, 237–8, 309
 front, 237–8, 317
 half-close, 237–8, 318
 half-open, 237–8, 318
 open, 237–8, 326
 primary cardinal, 241, 331
 secondary cardinal, 241, 334
 see also diphthongs; glides;
 monophthongs; schwa;
 triphthongs
 weak form of grammatical words, 276–7,
 340
 wh-adverbs, *see* adverbs
 wh-clauses, *see* clauses
 wh-determiners, *see* determiners
 wh-pronouns, *see* pronouns
 wh-questions, *see* questions
 wh-words, *see* words
 word classes, 4, 15ff, 20, 21–4, 275, 340
 closed, 21–4, 33, 36, 51, 65, 81, 309
 open, 21–4, 51, 65, 68, 81, 95, 326
 word-final position, 249, 340
 word-form, 18–19, 340
 word formation, 50ff, 53–65, 340
 see also morphology
 word-initial position, 249, 340
 word-medial position, 249, 341
 word stress, 269–75, 340
 word structure
 closed, 235
 open, 235–6
 words, 15–19
 complex, 50–1, 52, 310
 compound, 16, 52, 59–61, 70, 273, 310
 content, 22, 311
 derived, 61, 69–70, 313
 disyllabic, 23, 248ff, 255, 269–72, 314
 function, 22, 317
 grammatical, 22–4, 193, 318
 lexical, 22–4, 190–3, 193, 322
 monosyllabic, 23, 235–6, 248ff, 269,
 272, 324
 polysyllabic, 23, 272ff, 269, 329
 simple, 50–1, 52, 334
 trisyllabic, 269, 272–3, 339
 wh-, 31–2, 37–8, 47–8, 142, 151–2, 154,
 340
 writing and speech, *see* speech and
 writing
 yes-no questions, *see* questions
 zero inflection, 87, 341
 zero relative pronouns, *see* pronouns