

Studies of particular languages

ENGLISH

- 68-8** **Bowley, C. C.** Multiple syntagmatic relations in English clause structure. *Te Reo* (Auckland), 8 (1965), 8-22.

This paper deals with the problem of describing certain kinds of clause in English which until comparatively recently have received little searching consideration from linguists. It is the twofold task of the linguist (a) to devise formal tests which will enable him to discover the differences which exist intuitively for the native speaker, and (b) to devise appropriate structural descriptions embodying the significant relations revealed by his textual operations. [The author describes and analyses examples of sentences, clauses and groups, presenting such structures as 'The man is able to go; the man is easy to please; the man is clumsy to fall'.]

- 68-9** **Guierre, L.** Secondary accent and segmentation in English. *Langues Modernes* (Paris), 61, 3 (1967), 343-52.

The problem of the secondary accent of a word has not received the attention it deserves. Nevertheless in English the accent is well structured and this has implications both for teaching and for theory. The author quotes four established rules from Daniel Jones's *English Pronouncing Dictionary* and the consequences to be drawn from these rules. He concludes that these four rules do, in fact, govern the position of the secondary accent when they are expanded by rules for transformations founded on the division of words into morphemes, quasi-morphemes, strong and weak endings. The notion of a quasi-morpheme has enabled the position of the main accent to be established in a number of cases where the existing rules do not apply. It is also noted that normal schemes for the accentuation of a phrase do not apply to the accentuation of a word. It would therefore appear

that the English language possesses rules which enable the accent of either a word or a phrase to be established.

68-10 Mihailovič, Ljiljana. Passive and pseudo-passive verbal groups in English. *English Studies* (Amsterdam), **48**, 4 (1967), 316-26.

The formal exponents of the category of passive in a verbal group are the auxiliary verb *be* and the past participle. But this construction can be ambiguous because *be* can be a verb of incomplete predication in the predicates of an equational type, and the past participle can act as a predicative adjective. [Examples.]

The term 'passive' is reserved for those passive verbal groups which stand in binary opposition to the active verbal groups. The category of voice operates on the clause level and affects the nominal elements in the positions of subject and object. The underlying active clause and its passive transform must have the same content. Active and passive clauses which do not fulfil this condition do not stand in a transformational relationship. Groups which do not stand in opposition to active verbal groups are here called 'pseudo-passive' and the most prominent classes are indicated.

(1) The categories transitive/intransitive, which are closely connected with the category of voice, are considered at the syntactic level. A large number of verbs in English can be used either as transitives or as intransitives. A certain number which are used in intransitive constructions in the active appear in synonymous constructions in which the verbal group has passive modification.

(2) A number of active constructions in which the exponent in the position of object is a reflexive pronoun have synonymous constructions where the verbal group has passive modification, but in present-day English there are not a large number of words which can be lexical exponents in such morphological doublets. Although there is no storable semantic distinction between the active and passive member of morphological doublets, the statistical probability of pseudo-passive constructions is much greater when, for instance, the verbs *divorce*, *drown* and *marry* occur. The same applies to pseudo-

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passive constructions which are synonymous with active constructions in which the reflexive pronoun is the exponent in the position of object. [Examples.]

(3) There is a class of pseudo-passive constructions where no choice is involved. [Examples.]

(4) Certain idiomatic expressions are found only in constructions in which the verbal group has passive modification. As such constructions have no underlying active clause they are also classified as pseudo-passive.

68-11 **Zandvoort, R. W.** English linguistic infiltration in Europe. *Revue des Langues Vivantes* (Brussels), **33**, 4 (1967), 339-46.

In the last half-century English has coloured Dutch, French, German, the Scandinavian languages, and to a lesser degree Italian and other European languages. Most adoption of foreign materials is lexical. [Examples from Dutch.] In Dutch, the great majority of the words adopted are substantives, which in the plural behave like English words. The verbs adapt themselves to the Dutch system of conjugation. Often Dutch habits of pronunciation are influential. Sometimes an English word ousts its native equivalent. Purely lexical influence occurs when a Dutch word is used with a shade of meaning it does not share with the corresponding English word.

There are traditional, practical, and emotional causes of linguistic borrowing. The Alps and the Pyrenees may form a linguistic barrier whose operation is insufficiently compensated by free access overseas. In Italy, English linguistic infiltration is noticeable only in the tourist centres. English elements are not so numerous in French papers and magazines as in Dutch. [On English infiltration in Germany, the author quotes critically from Carstensen.]

Many English words and phrases current in other European languages are not found in Swedish, perhaps because of the complicated Swedish declensions.

FRENCH

68-12 Delattre, Pierre. La nasalité vocalique en français et en anglais. *French Review* (Baltimore), **39**, 1 (1965), 92-100.

Analyses in detail of the four nasalized vowels of French (ɛ̃, œ̃, ã and õ) under their physiological, distinctive, comparative, statistical, historical, theoretical, pedagogical and aesthetic aspects. Comparisons are also made with nasalized vowels in (American) English pronunciation. Illustrations from X-ray films are given to show articulatory positions of speech organs in both nasal and oral French vowels, and from spectrograms to show their two first formants. Examples of exercises to improve students' discrimination between nasal and oral vowels are given.

68-13 Ronsjö, Einar. Le mode du verbe dans les propositions complétives introduites par 'l'idée que', 'la pensée que'. [The mood of the verb in object-clauses introduced by 'l'idée que', 'la pensée que'.] *Moderna Språk* (Saltsjö-Duvnäs, Sweden), **61**, 1 (1967), 19-36.

A detailed examination of the use of the indicative or subjunctive after the conjunctions 'l'idée que' and 'la pensée que' reveals a preponderance of uses with the indicative. The reasons for this and the rarer use of the subjunctive are listed and illustrated.

GERMAN

68-14 Grebe, Paul. Grunddeutsch — ein neues Ziel der Sprachforschung. [Basic German—a new aim in language research.] *Sprachmittler* (Bonn), **5**, 2 (1967), 61-4.

Realizing that the development of basic English and basic French have been of assistance to foreigners learning the language, the Goethe Institute, whose purpose is to increase the understanding of the German language overseas, decided to instigate the development of basic German. [Research is now being carried out in Mannheim in the German Language Institute under Dr Paul Grebe.]

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Modern literature, good and indifferent, and newspaper articles are being examined to establish a basic written language, and tape recordings of educated speakers between thirty and forty years of age are being studied as specimens of the spoken language. The work of collecting material is intended to take one and a half years, the tapes will then be transcribed and worked on in the same way as the written material. By 1970 it is hoped to produce a basic German which will not only be of great value for the diffusion of German overseas but will also give new insight into the structure of the language.

RUSSIAN

- 68-15** Änderungen in der Betonung einiger russischer Wörter. [Changes in the stress of some Russian words.] *Russisch: Zeitschrift für eine Weltsprache* (Munich), 1, 2 (1967), 26-30.

A list of words whose stress Russians find difficult is given in the appendix Краткий орфописический словарь to the book *Правильность русской речи* by S. I. Ozhegov (1965), and compared with the entries in *Русское произношение и ударение, словарь справочник*, (Moscow, 1960). This comparison reveals some interesting changes in the stressing of Russian words. The author provides a list of these words and draws conclusions from his examination of it.

- 68-16** Bakaya, R. M. An experiment in compiling a minimal vocabulary for reading scientific-technical literature in Russian. *Babel* (Avignon), 13, 3 (1967), 163-8.

Word frequency counts are normally made by analysing a large number of texts in selected genres, but this particular list was based on a comparative study of nine already-existing word lists; three were minimal vocabularies and six were lists based on selected textual material. As the main aim was to compile a minimal list of words for reading scientific-technical literature, details of traditional word counts which were not required for this purpose were disregarded. Research workers of the Czechoslovak Academy of Sciences had

concluded that, for reading texts in a given field, a lexical minimum of 2,200–3,000 words was sufficient, and the experience of compiling the present list confirmed that conclusion, although this list is somewhat larger (3,500 words) because it is intended to cover physics, chemistry, mathematics, mechanics, and the major branches in engineering and technology. [A table of sources of the minimal vocabulary is given and the method of selection and criteria used are described.] The words selected and excluded are shown on a distribution table according to parts of speech, showing that nouns, verbs, adjectives and adverbs, in that order, make up the bulk of the vocabulary.

The effectiveness of the vocabulary was checked against three sample tests from different branches of science and engineering and was found to be adequate with the exception of 2–4 per cent of the words, for which a dictionary would be required. The list, then, proves efficient and can be put to various uses by teachers and learners of scientific Russian. About 1,000 words would provide a minimal *active* vocabulary from which lexical exercises and graded texts could be compiled for learning purposes, and there are other possibilities of using the list for systematizing the teaching of Russian and making it economical in respect of time and effort expended by teachers and learners.