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**Word-order Patterns in
Non-conversational Speech**
Bachelor's Diploma Thesis

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*I declare that I have worked on this thesis independently,
using only the primary and secondary sources listed in the bibliography.*

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Author's signature

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Table of Contents

1	Introduction	1
2	Analysis procedure	7
2.1	Text selection	7
3	Linguistic background	9
3.1	Overview of sentence elements.....	9
3.1.1	Subject.....	10
3.1.2	Verb phrase.....	10
3.1.3	Complements.....	10
3.1.4	Object	10
3.1.5	Adverbials	11
3.2	Sentence patterns	11
3.2.1	Subject – verb phrase.....	12
3.2.2	Subject – verb phrase – subject predicative.....	12
3.2.3	Subject – verb phrase – direct object.....	13
3.2.4	Subject – verb phrase – prepositional object	13
3.2.5	Other patterns	14
3.3	Major types of clauses – mood	15
3.3.1	Declarative.....	15
3.3.2	Interrogative	16
3.3.3	Imperative.....	16
4	Spoken and written discourse.....	18
4.1	General differences in grammar.....	18
4.1.1	The grammar of conversation.....	19
4.2	Prosody and punctuation.....	21
4.3	Interaction and distance	22
4.4	Inexplicitness and explicitness.....	22
5	Public speech	23

5.1	History of public speech	23
5.2	Comparison of public speech with written and spoken discourse	24
5.2.1	Sentence structure in general.....	24
5.2.2	Prosody.....	25
5.2.3	Interactivity	25
5.2.4	Explicitness	26
6	Analysis.....	27
6.3	Sentence patterns	27
6.3.1	Public speech.....	27
6.2.1.1	Declarative	29
6.2.1.2	Imperative	32
6.2.1.3	Interrogative	32
6.3.2	Written discourse.....	33
6.2.2.1	Declarative	34
6.2.2.2	Imperative	37
6.2.2.3	Interrogative	37
6.3.3	Conversation.....	37
6.2.3.1	Declarative	38
6.2.3.2	Interrogative	40
6.4	Position of adverbials.....	42
6.5	Ellipsis	44
7	Comparison and conclusion.....	45
8	Bibliography.....	49
9	Appendix.....	52
9.1	Analyzed public speeches and sentence patterns	52
9.2	Analyzed texts of written discourse	58
9.3	Text of spoken discourse analyzed	64

1 Introduction

Public speech is an example of non-conversational speech and as such it lies on the border between written and spoken discourse. At an initial stage it is written, but finally it is spoken, which suggests that it necessarily has certain features of both spoken and written discourse. The thesis aims at comparing public speeches with written texts and conversation. The focus of the study is to analyse the frequency of different sentence patterns in the three different registers. The analysis will answer the following questions: Which sentence patterns prevail in public speech register? In terms of structure and form, is it closer to written or to spoken English?

Theoretical background for the analysis is mostly based on *Longman Grammar of Spoken and Written English*, where four major registers of English are treated: news, fiction and academic prose as written English and conversation as spoken English. Apart from these, Longman Spoken and Written English corpus (further abbreviated as LSWE corpus) includes also supplementary registers, namely general prose and non-conversational speech. They are not included in the findings discussed in the book, which was the initial impetus for choosing this topic. Non-conversational speech is represented by lectures and seminars, public speeches, sermons, courtroom discourse, debates, public meetings, interviews, broadcasting, TV documentaries or news reading (Biber, 1999: 33).

Rhetoric and public speaking go back to ancient times, when they represented important skills in political life. In the United States of America, public speaking, the political in particular, has a strong tradition. The texts of public speeches were selected from the largest online collection - American Rhetoric. The text for analysis of spoken discourse comes from *A Corpus of English Conversation*. The texts of written discourse are gathered from American newspaper websites, academic prose books and fiction.

2 Analysis procedure

The aim of the analysis is to find out which of the written or spoken discourse features prevail in public speech register. The analysis focuses on different types of sentence patterns in selected public speech samples. The thesis studies the types and frequency of the patterns which are characteristic for public speech and the findings are compared with other analyses of written discourse and spoken discourse.

The grammatical analysis focuses on independent clauses and their major clause elements: subject, verb phrase, objects, adverbials and complements. The patterns were examined also in terms of their possible variations (word order variations and additional adverbials) and sorted out into tables of frequency, distinguishing clause types. Positions of additional adverbials are examined and treated in separate section. On the basis of the comparison with texts of spoken and written discourse respectively, the thesis identifies the relations between structural forms of public speech, writing, and conversation, and finds out which of the registers (conversational speech or written texts) is closer to non-conversational speech.

2.1 Text selection

Several speeches from the US history available on American online speech bank website proved to be a suitable resource, three of them were selected for analysis. The first text is John Fitzgerald Kennedy's inaugural speech, delivered in 1961, containing 58 clauses. The second text is Martin Luther King's address presented in Washington in 1963, well-known as "I have a dream" (58 clauses from the first half were used for the analysis). The third is George W. Bush's speech presented after the attack on WTC on September 11, 2001 (63 clauses from the second half were analyzed). In total the analysis of public speech sentence patterns included 179 main, single or coordinated, clauses.

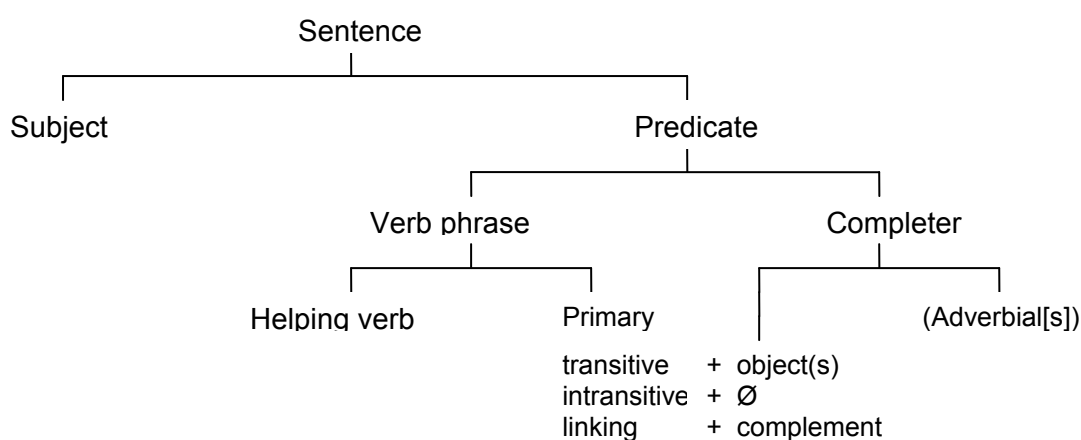
Equal number of clauses was analyzed in spoken and written discourse respectively in order to compare them with the analysis findings of public speaking. The selection of written texts was influenced by the methodology of text selection in LGSWE, where written English corpus includes news, academic prose and fiction. Consequently, five newspaper articles, three works of academic prose and two works of fiction were selected; various segments were chosen to cover different parts of texts (introduction, main part, and conclusion). The text of spoken English comes from an electronic version of *A Corpus of English Conversation* edited by Jan Svartvik and Randolph Quirk, called *London-Lund Corpus* (further in the text abbreviated as LLC).

3 Linguistic background

The analysis in Part 6 focuses on distribution of various sentence structures in public speech including word order choices. This section of the thesis, mostly based on *Longman Grammar of Spoken and Written English*, covers an overview of linguistic categories treated in the analysis. In the section 3.1, sentence elements within the clause are described. The second section deals with individual sentence patterns and their examples. Next, three different types of clauses are described, namely interrogative, declarative and imperative mood.

3.1 Overview of sentence elements

The basic and traditional recognition of clause elements considers the subject and the predicate, which is further divided (c.f. scheme below based on *English Syntax* by Marjolyn Stevenson). The predicate can be broken down into a verb phrase and completer, which is represented by objects, complements (subject and object predicative) and adverbials. In this section, a summary of basic characteristics of clause elements is presented, divided into subsections based on Chapter 3, section 3.2 (p. 122-34) of *Longman Grammar of Spoken and Written English* (further in the text it is abbreviated as LGWSE).



Based on Stevenson, Marjolyn. *English Syntax*. Boston: Little, Brown comp., 1987. p. 4.

3.1.1 Subject

The subject identifies the theme or topic of the clause and precedes the verb phrase. Subject is present in all finite clauses and does not occur in imperative mood. Subject usually denotes certain semantic role, but it is frequently used also as a semantically empty subject, which functions only as an obligatory element to complete the sentence structure grammatically. (Biber et al., 1999: 125)

3.1.2 Verb phrase

The verb phrase expresses a wide range of meanings, such as actions, sensations, or states of being. It is central in the clause because “it is regularly found in medial position” and “the valency potential of the lexical verb determines the occurrence of other major clause elements” (1999: 126), namely objects and complements. Biber (141) distinguishes following types: one-place verb, which combines only with subject, two-place verbs combining with subject and another element and three-place verbs. Further, there are either intransitive (follow one-place SV pattern) or transitive, which occur in SVO_d pattern and possibly also SVO_p. Specific category is represented by copulas, which follow SVP_s or SVA pattern.

3.1.3 Complements

Complements give further information about another clause element, namely subject or object. Subject complement or subject predicative characterizes or identifies the referent of the subject and is used with copular verbs only. Object complement or object predicative characterizes the preceding object. (1999: 128)

3.1.4 Object

Objects identify who or what has been directly affected by the action of the verb. The direct object can be found with transitive verbs only and follows right after the verb phrase

unless there is an intervening indirect object. Indirect object occurs with ditransitive verbs only and is placed between verb phrase and the direct object. (1999: 129)

Prepositional objects occur with prepositional verbs (e.g. talk about, rely on) and are normally placed after the verb phrase. Prepositional objects are similar to indirect objects in that they both require a mediating element – a preposition or a direct object; in some cases indirect objects have corresponding prepositional construction. Following example comes from LGSWE, p. 130.

- *He gave Carrie a ring.* (IO)
- *He gave it to me.* (PO)

3.1.5 Adverbials

Adverbials usually add extra information about the situation, such as the time of an action, its location, or manner. They are typically optional and independent of the verb. They can be realized in a wide range of forms and are classified as follows: *circumstance adverbials*, answering questions When?, How? or Why?, *stance adverbials*, expressing attitude of speaker towards the message, and *linking adverbials*, representing connection between clauses. (1999: 134)

3.2 Sentence patterns

Sentence is one of the basic terms in grammar and yet its definition is complex. Crystal (1995) points out that every sentence is created according to a system of rules. Further, “sentences are the largest construction to which the rules of grammar apply” (1995: 215) and once we are acknowledged with basics of English grammar we are able to identify them. Further characteristic is a notion that sentences are pieces of language which can be used and understood on their own. This is not applicable in all cases. For example, an utterance

containing deixis requires either another sentence or given context to explain it. Identifying sentences according to the last characteristic is probably most problematic in conversation, where the actual boundaries of sentences are unclear. However, in any kind of discourse sentence is constructed according to grammatical principles.

Sentence structure in English is relatively fixed. Word order in sentences varies only little, therefore syntactic analysis stands for the main point in overall English grammar. The following overview of sentence patterns is based on *Longman Grammar of Spoken and Written English*, chapter 3.5 (141-152). All the examples used in this part come from the book, because they best illustrate the differences among all structures and provide information about possible confusions.

3.2.1 Subject – verb phrase

This sentence pattern expresses the answer to “the question ‘What does/did X do?’” (1999: 141). It always contains intransitive verb and there can be an optional adverbial added as in:

- *We went to the police station until their relatives arrived.*

It is often difficult to draw a clear distinction between **subject – verb phrase – obligatory adverbial** pattern and SV pattern with an optional adverbial. Clauses conforming to SVA pattern typically answer questions asking when/where/how something happens or where something/somebody is/was situated.

- *The baby was lying on his back.*

3.2.2 Subject – verb phrase – subject predicative

Clauses following this pattern contain a copular verb and a subject predicative, which describes a certain property of the subject. According to Biber (1999: 145), this sentence

structure may be *characterizing* (answering the question ‘What is/was X like?’), or *identifying* (answering the question ‘Which one is/was X?’).

- *He remained anxious about the surgery and its outcome. (characterizing)*
- *Delaware Park is the city’s showpiece. (identifying)*

3.2.3 Subject – verb phrase – direct object

In this pattern, the verb phrase is a two-place monotransitive verb. The direct object most typically expresses the thing or person “which is affected by the action denoted by the verb.” (1999: 147)

- *And it was Mary who finished – up in casualty after Carssier kicked her three times in the stomach.*

3.2.4 Subject – verb phrase – prepositional object

This pattern contains a two-place prepositional verb. It is necessary to mention certain characteristics which distinguish this pattern from clauses with adverbial prepositional phrases, as the two can be easily confused. First, Biber (1999: 148) suggests that the verb and the preposition can be replaced by one word with the same or similar meaning. This is obvious in the comparison of ‘look into’ in the two following sentences:

- *Meanwhile, a joint economic commission will **look into** (investigate) the ways of economic and industrial co-operation.*
- I **looked into** the alleyway and saw the dogs going mad.*

Secondly, it is possible to express the prepositional object in passive voice as in “*The ways of economic and industrial co-operation will be looked into by a joint economic commission.*” (1999: 148) As a third possibility of verifying the prepositional object Biber suggests asking questions with who or what, in this case “*What will the commission look*

into?” Last characteristic of this pattern is represented by the impossibility to omit the preposition without a change in the meaning.

3.2.5 Other patterns

Other patterns are listed below together with their examples, which can be found in the texts of public speech.

Subject – verb phrase – indirect object – direct object

- *America has given the Negro people a bad check, a check which has come back marked “insufficient funds.”* (Martin L. King’s address)

Subject – verb phrase – direct object – prepositional object

For this pattern the use of a three-place prepositional verb is characteristic.

- *Tonight I thank my fellow Americans for what you have already done and for what you will do.* (George W. Bush’s address)

Subject – verb phrase – direct object – object predicative

Clauses of this pattern contain complex transitive verbs which are often compatible with also the SVO_d pattern.

- *But we shall always hope to find them strongly supporting their own freedom.* (John F. Kennedy’s Inaugural Address.)

It is necessary to point out that the patterns mentioned above in the section, are considered to be the basic ones. Certain changes in the structure in terms of position of clause elements are possible, and “patterns can always be extended with additional optional clause elements” (Leech et al, 1982: 84). They can be changed by insertion of an adverbial at any place (depending on the type of adverbial); sometimes also complements or objects can be marked as optional.

3.3 Major types of clauses – mood

Biber (1999: 202) distinguishes independent and dependent clauses. Generally, an independent clause is often considered to be the same as a sentence; for example, Leech (1982: 78) uses the term sentence in cases where Biber speaks of independent clause. Biber prefers the term *independent clause* as it is often difficult to define a sentence precisely, for example in conversation. Independent clauses “may contain embedded clauses or be coordinate with clauses on the same level” (1999: 202). What follows is a differentiation of types which can occur, together with their examples from conversation (cited from p. 202):

- Simple independent clause (single clause)

You can give me a cheque.

- Complex independent clause (with one or more dependent clauses)

If we pay too much they'll give us the money back.

- Compound independent clause (coordinated independent clauses)

He was crying and so I gave him back his jacket.

There are three major structural forms of independent clauses: declarative, interrogative and imperative. This distinction is mostly based on the function they perform, though some speech-acts functions can be expressed by different structural types. The following subsections, based on *LGSWE* and *English grammar for today* (Leech: 1982), deal with the description of these three types.

3.3.1 Declarative

The declarative is considered to be the basic form of the clause, containing subject and finite verb phrase. In basic word order of declarative clause, subject precedes verb phrase and other elements. It is “generally used to make statements” (Leech et al, 1982: 79), but there are several occasions where “declarative clauses can be used (with appropriate intonation in

speech) to express questions” (Biber et al., 1999: 203) as in following dialogue example from LGSWE, p.203:

• *A: Do you understand?*

B: No.

A: You don't understand? Why don't you understand?

However, the function of making statements prevails. In written discourse, declarative clauses represent the dominant type and the use of declarative mood to express questions is restricted to conversation or fictional dialogues.

3.3.2 Interrogative

“The interrogative mood is most commonly used to ask questions” (Leech et al, 1982: 81) and typically occur in situations enabling dialogue. Basically, two main kinds of interrogative clauses are distinguished: the yes-no interrogative and *wh*-interrogative. The first one tries to find out whether a statement is true or false, while the second one “asks about one of the clause elements (...) using a *wh*- word” (1982: 81) and seeks for missing information. They are shown in respective order in the following examples (Biber, 1999: 204):

• *Do you think he will be any better?*

• *Where did you buy that?*

3.3.3 Imperative

According to Leech, the imperative mood is used to make request or give orders. It differs markedly from the preceding moods in that it usually has no subject, and verb phrase is in the base form, while, the verb phrases in declarative and interrogative clauses are finite and marked by tense, aspect or modality.

The identification of a true subject is problematic. Some grammars abandon the presence of subject completely (for example, Leech), but Biber deals with possible determination of

subject in imperatives. The addressee can represent either subject or vocative, which is more common. The basic rule regards the position of addressee's name in relation to the verb. This can be demonstrated in following examples (219), where the position of the pronouns is fixed in relation to the verb and therefore "best analysed as subject" (Biber et al, 1999: 220).

- *Don't you dare talk to me like that.*

- *Let's catch up with Louis.*

On the other hand, vocatives "can be freely placed either at the beginning or the end of the clause" (1999: 220), which distinguish them from subjects.

4 Spoken and written discourse

Writing and speaking represent two ways of communication; the later being considered the primary or natural medium – it precedes written form in historical development as well as in the lives of individuals. Nevertheless, writing has a crucial role in modern society and education. This part of the thesis deals with differences “between the auditory and visual medium” (Leech, 1982: 133) and serves as an introduction to the actual analysis. Rather than on single sentences it focuses on larger units of language, or discourse, which is defined as “language above the sentence” (Cameron, 2001: 11). Discourse can refer to language transmitted by any channel or medium used for any purpose.

The main difference between spoken and written discourse is in the permanence and interactivity. While speech cannot be retained without any technological support, writing is permanent. However, boundaries between spoken and written discourse become blurred in some cases. Crystal points out that “there are many styles of language use where the boundary between speech and writing almost disappears” (2002: 26). People can write a text which is read aloud, such as radio plays and news broadcasts, or they speak in a way which enables other people to write down what is said as in dictation or teaching. Following chapters deal with the main differences between spoken and written language.

4.1 General differences in grammar

The difference between overall sentence structure of conversation and writing is evident at first sight. “In general, speech is more simple in grammatical structure than writing” (Leech, 1982: 137). In written text, all sentences are completed; many sentences are long and structurally complex, as writers have time to plan and revise. Conversely, “the very notion of a sentence in conversation is problematic” (Biber et al., 1999: 10), as sentences lack clear

sentence boundaries and “are often difficult to delimit” (Leech, 1982: 136). The fact that the utterance in talking is often incomplete does not suggest that conversation is difficult to understand; thanks to prosody and the interactivity of speech the meaning is clear.

Apart from unfinished sentences, false starts or interruptions occur very often, because speakers have no time to carefully premeditate their utterance. This, according to Crystal, results in loose grammar and frequent repetition. In conversation, there is also a lot of non-clausal material, such as brief answers *yeah* or *okay*, or even mere sounds (e.g. *hm*). Consequently, speech is considered less fluent than writing and, as Crystal points out, what is said in conversation can be expressed more effectively and economically in writing. (2002: 30)

4.1.1 The grammar of conversation

“Speech is less complex than writing because of the short time available to produce and process it. Writing, on the other hand, can be re-drafted and re-read.” (Leech, 1982: 138) This citation clearly expresses the source of all differences between written and spoken discourse. However, the fact that conversation is perceived as the simpler one does not suggest that the grammar of conversation is not worth mentioning. This subsection (based on LGSWE, p. 1052-1108) deals with the distinctive features of conversation, such as dysfluency, syntactic non-clausal units and ellipsis in clausal units.

4.1.1.1 Dysfluency

According to Biber, dysfluency in conversation is caused by hesitations, repeats, reformulations or unfinished utterances, as speakers need to organize their thoughts. Speakers can repeat any part of their utterance to gain some time; the length can range from several words to “less than one word” (Biber, 1999: 1055).

- *This would, this would have been about a couple of months ago.* (LLC)

In some cases, utterances can be left grammatically incomplete. Generally, the reason is either the intention of the speaker who decides to abandon the beginning of a sentence (and start again but in different way), or it can be another speaker or unexpected event which interrupts the utterance.

- *I went to... there was one Saturday morning we were running some of his programmes you see.* (LLC)

4.1.1.2 Clausal and non-clausal units

Within an utterance, Biber distinguishes between clausal and non-clausal units. “A clausal unit is a structure consisting of an independent clause together with any dependent clauses embedded within it” (1069). This definition suggests that any piece of language other than independent clause is a non-clausal unit. “Non-clausal units can be broadly divided into two categories:” single words known as “inserts” (e.g. oh, right, well, yes) and “syntactic non-clausal units” (1082). Inserts can range from mere sounds (e.g. wow or ah) to greetings and farewells (bye, hello), or discourse markers (well, right). (Biber, 1999: 1083-94)

“Syntactic non-clausal units differ from inserts in that they can be given a syntactic description in terms of the structures and categories of sentence grammar” (1999: 1099). They can occur in various forms, from standard phrases to unembedded dependent clauses. The most important functional category is that of elliptic replies. Elliptic replies are typical in conversation, as the speakers “built on” what was said “to avoid unnecessary repetition” (1999: 1099). In the bit of conversation below there are examples of both, an insert and an elliptic reply.

A: Where do you come from?

B: You mean, where was I before?

A: Yes. (insert – response form)

B: History. (elliptic reply on the first question of speaker A) (LLC)

Apart from elliptic replies, there are other types of syntactic non-clausal units. Condensed question is well known to most students in form of an obligatory inquiry of a teacher at the end of a lesson: *Any questions?* (i.e. Do you have any questions?). Further, there are echo questions, condensed directives and assertions and elliptic exclamations.

Ellipsis occurs also in clausal units. Even though some elements are ellipped, the particular bit of language can still be analyzed in terms of sentence patterns and clause elements. Biber (1999: 1104-08) classifies it as initial, final, and medial ellipsis. Initial ellipsis includes omission of subject or operator or both.

A: He's working for a PhD here, I think, but I think he gets so involved in this computer business that I don't know how his PhD is going.

B: <-> shouldn't think he had much time left. <You is omitted> (LLC)

Medial ellipsis means that the operator (the finite auxiliary or copula) is omitted, for example, *You better* instead of *You had better*. Final ellipsis “takes the form of the omission of any words following the operator” (1106) as in the example.

A: But in some ways they're more fun.

B: Some of them are <->. <More fun is omitted> (LLC)

Of course, any form of ellipsis can occur in written discourse as well, but it still remains the dominant feature of conversation (cf. section 6.3).

4.2 Prosody and punctuation

Speaking and writing represent two different forms of communication. First of all, speakers can use intonation and rhythm in conversation to imply different meanings of the same sentence. As Crystal states (2002: 92), this is impossible to convey in written text without any change in sentence structure. Intonation features can be expressed by punctuation marks, but only to a limited extent. Moreover, speakers can use non-verbal communication in face-to-

face conversation. However, writing has several features which speech lacks: changes in the sentence structure (e.g. fronting) or a wide range of graphic features to stress the main ideas (colours, capitalization of letters, or paragraphs and headings). On both sides, there are many devices that cannot be conveyed in the other medium. (Crystal, 2002)

4.3 Interaction and distance

While conversation is interactive, usually in form of a dialogue with addressees physically present, writing is distant in nature. The presence of more speakers is a reason for the use of monitoring features, which “indicate the speaker’s awareness of the addressee’s presence and reactions” (Leech, 1982: 139), for example *well, I mean, you know*. In addition to the monitoring features, there are many ways of “opening a conversation”, “checking that the listener is following” or “changing topics (...) and ending” (Crystal, 2002: 94). All of these phrases are unnecessary in writing because of the distance. Writers can use different ways of text organizing, for example prefaces, summaries, headings or indexes.

4.4 Inexplicitness and explicitness

Contrary to writing, conversational language is often implicit, as the participants communicate face-to-face and “can rely on the situation to clear up any problem of meaning” (Crystal, 2002: 94). Speakers share the physical environment, which enables the use of deixis, and have an opportunity for immediate feedback. Moreover, they can use body language to convey additional information. Nothing of this can be applied in writing therefore writer must be sufficiently clear and pay attention to the precise meaning of words selected. “The vocabulary of everyday speech tends to be informal, domestic, and more limited than in writing. (...) Conversely, writing tends to make greater use of vocabulary” (Crystal, 2002: 94). Writers have plenty of time to look up a word before they write it down, which is not possible in conversation.

5 Public speech

In this part, the thesis comes to the object of its analysis – public speaking, which represents an overlap between spoken and written discourse. First, as the speeches selected come from American culture, the introductory part deals with history of public speaking in the United States. What follows is a comparison of the public speech with the two forms of communication, and it is based on features mentioned in preceding chapter and focuses on features public speech shares with either spoken or written language.

5.1 History of public speech

Nowadays, public speaking represents an inseparable part of political life. In the United States, speeches are delivered on many occasions, such as presidential inauguration, important events or crises. Modern history of public speaking in the United States is dealt with in *The Oxford Guide to the United States Government*, available online.¹ The present way of political speaking has been influenced by technological development. Radio broadcasts and later television has enabled politicians to speak to much higher number of people. “Modern Presidents use their State of the Union addresses and special messages to Congress” to present their opinions to television audience. Thanks to mass media, public speech has extended the coverage of population.

Apart from the technical aspects, the practice of speech delivery and public speaking has changed over the years. “In the 19th century, Presidents were not expected to show up at their party's national convention to accept the nomination, nor were they expected to campaign for office. They did not give a State of the Union address to Congress but sent a detailed written message instead. They did not make political or policy speeches but stuck to vague platitudes

¹ “Public opinion” *The Oxford Guide to the United States Government*. John J. Patrick, Richard M. Pious, and Donald A. Ritchie. Oxford University Press, 2001. *Oxford Reference Online*. 31 January 2008. <<http://www.oxfordreference.com/views/ENTRY.html?subview=Main&entry=t89.e695>>.

of “civic republicanism” when addressing audiences. They had no direct dealings with the press.”¹ Woodrow Wilson was the first president in modern times who revived the practice of delivering an annual speech to Congress, which was practiced at the time of Thomas Jefferson’s presidency. First president who begun the tradition of addresses to people was Franklin Delano Roosevelt, when he sought support for his New Deal.

5.2 Comparison of public speech with written and spoken discourse

Public speaking is one of the registers which represent the borderline between written texts and spoken communication. Public speaking shares certain features with both ways of communication. It is prepared and explicit similarly to writing, but it shares with conversation the features of interactivity and use of prosody. This section aims at comparing public speech with written and spoken discourse respectively; the texts of selected speeches were compared with features of written and spoken language described in fourth chapter, namely 4.1-4.

5.2.1 Sentence structure in general

Public speech originates in writing, therefore the structure is more complex and well premeditated and boundaries between individual sentences are clear. This makes public speaking easier for transcribing than usual conversation. Speakers are aware of sentence boundaries marked in the text by punctuation, so there are no unfinished sentences or false starts. However, public speaking can be disturbed by the surrounding which can cause certain fluency problems, and in spite of premeditated sentence structure, some repetition or non-clausal material can be used during the reading or delivery of the speech. Still, public speaking is, in terms of fluency, closer to writing. Together with the content of the text, the speaker/writer premeditates also the way of delivery. This is connected with prosodic features, which are treated below.

5.2.2 Prosody

Public speaking uses punctuation as well as prosodic features. In the initial stage, punctuation is used to delimit sentences and individual clauses, which determines the final process of speech delivery. In the text of public speech, punctuation conveys intonation, which is presented in final stage. As was mentioned above, writer can use a wide range of graphic features, so this is possible also in public speech preparation and may be useful for the phase of delivery. Graphic features usually highlight the most important points and consequently the speaker can decide on what intonation or stress to use in particular parts or sentences. The purpose of the text is to be spoken, so the prosody is one of the basic characteristics of public speech, which suggest close relation to spoken communication.

5.2.3 Interactivity

Although speakers lead monologue, the reaction of the audience plays an important role - it is anticipated and often welcomed. They intend to raise some feelings and reactions in audience. There also can be some immediate reactions as well as distractions during their speaking; all this is closely connected with interactivity of public speaking.

However, the interactivity is different from usual conversation. There are no monitoring features, the speaker continues speaking without checking whether the listeners are following or not, and the audience cannot interrupt the speaker in order to clear up preceding statements. Although speakers ask addressees questions, they do not expect detailed answer from every individual in the audience; and when asking rhetorical questions, they expect no answer. Feedback on what was said is expected only after the speaker finishes the whole speech, for example in form of polls. The interactivity is not as spontaneous as in conversation and no monitoring features are used.

5.2.4 Explicitness

Generally, speaking is said to be implicit, while writing has to be explicit and pay attention to precise meanings of words, because there is no contact with addressee. Explicitness in writing, compared with speaking, is expected also due to the possibility to plan and revise the text; the writer can look up the most suitable word. This applies also for public speech, as it can be premeditated ahead. On the other hand, the presence of the addressee plays an important part, too.

Both, the speaker and the audience, share physical environment and knowledge of the situation, which does not demand such explicitness as is needed in writing. Nevertheless, the interactivity in public speaking is slightly different from the interactivity experienced in conversation. In common face-to-face communication, immediate response or feedback of the addressee(s) is desirable. It is not so in public speaking where the speaker expects certain reaction, but not immediately and not in full detail. Public speech should be explicit for the audience, but this does not have to apply for the readers of transcribed speech. The explicitness consists in sufficiently clear and precise vocabulary, but at the same time it is limited by the fact that it is possible to use deixis, body language and facial expressions.

6 Analysis

This part discusses the findings of the analysis. First section describes the occurrence of individual sentence patterns within each of the registers concerned: public speech, conversation and written discourse. In overall word order patterns analysis, I took into consideration only simple or complex independent clauses standing on their own or as parts of compound clauses. In section 6.1, all occurring derived structures in terms of word order changes are treated within the description of the individual sentence patterns. Additional adverbials are not treated in much detail in this section; their overall frequency and position in individual registers is covered in section 6.2.

6.1 Sentence patterns

This section presents the results of the analysis of sentence patterns. It is divided into three main sections according to the three registers: public speaking, written discourse and spoken discourse. Each section includes the description of the most frequent patterns in particular register, regarding possible word order variations. The distribution of patterns is summarized in tables. Types of reversed word order are marked by “/”. The tables do not cover possible positions of additional adverbials (i.e. they are not marked in the patterns), but they are mentioned in the patterns descriptions. (Adverbial position is discussed in more detail in section 6.2).

6.1.1 Public speech

In the following tables, there is a detailed summary of the frequency of different sentence patterns in the individual public speech texts. The focus of this passage is on the most frequent sentence patterns and word order variations.

MOOD	PATTERNS	No.	Comments
Declarative: 60 clauses	SV	13	no reversed word order
	SVP _s	10	
	SVA	4	
	SVO _d	24	
	SVO _p	3	
	SVO _i O _d	4	
	SVO _d O _p	2	
Imperative: 3 clauses	VO _d / vSVO _d	1 / 1	v – may (similar to “let us” structure), fixed order (2x)
	vSVO _i O _d	1	

Table 1: occurrence of patterns in the speech by George W. Bush

MOOD	CLAUSE PATTERNS	No.	Comments
Declarative: 37 clauses	SV / sVS / vSV	2 / 2 / 1	s – existential there ¹ v – inverted modal verb
	SVP _s / vSVP _s ¹	2 / 1	
	SVA / AVS / vSVA ¹	1 / 1 / 1	
	SVO _d / vSVO _d ¹ / O _d SV	13 / 1 / 1	
	SVO _p	1	
	O _i SVO _d	6	
	SVO _d P _o	3	
	SVO _d A	2	
Imperative: 19 clauses	vSV	5	let (fixed position): 16 vocatives (free pos.): 2 imp. without addressee: 1
	vSVO _d , vocVO _d	11, 2	
	AVO _i O _d	1	
Interrogative: 2 clauses	vSVO _p	1	
	vSVAO _d	1	

Table 2: occurrence of patterns in the speech by John F. Kennedy

MOOD	PATTERNS	No.	Notes/Comments
Declarative: 55 clauses	SV / sVS	12 / 3	s – existential there
	SVP _s	20	
	SVA / AVS	2 / 4	
	SVO _d	8	
	SVO _p	1	
	SVO _i O _d / O _d SVO _i	1 / 1	
	SVO _d P _o	2	
Imperative: 3 clauses	vSVO _d / VO _d	1 / 1	let
	V(A)	1	repeated 6x

Table 3: occurrence of patterns in the speech by Martin L. King

6.2.1.1 Declarative

There are 151 declarative clauses. The most frequent pattern is subject-verb-direct object pattern, occurring in 47 declarative clauses (31%). Within this pattern word order variations were very rare, they occurred only in two clauses. In one clause, direct object precedes subject-verb phrase (cf. example below). In the second clause, there is a modal verb preceding the subject followed by the main verb.

- *This much we pledge and more.* (Kennedy)

In the basic form of SVO_d pattern (i.e. without any additional adverbial), there are 18 clauses. Often there are adverbials extending the basic pattern, which are placed at almost all possible positions in the sentence. The most frequent position within this pattern was the initial one (as in the example below), represented by almost a half of the number of all optional adverbials. The least frequent position is in the middle of the verb phrase and only in few clauses was direct object separated from verb phrase by adverbial.

- *In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger.* (Kennedy)

The second most frequent pattern is subject-verb-subject predicate which occurs in 33 clauses out of 151 (21.8%); it is present only in declarative sentences. Similarly to SVO_d pattern, in one clause a modal verb as part of a verb phrase precedes the subject. It is interesting that the only change in word order present in SVP_s pattern occurs in Kennedy's speech, where this pattern is only in three clauses. On the contrary, King used SVP_s pattern in twenty clauses, all of them in basic word order.

- *For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.* (Kennedy)

- *This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness". (King)*

One third of clauses do not have any optional clause element inserted. In the remaining sentences there are additional adverbials either in initial or final position. Only in three cases, adverbial is inserted between subject and verb phrase (as in the example below), but never occurs after verb phrase.

- *But one hundred years later, the Negro still is not free. (King)*

The third most frequent sentence pattern is subject-verb with 32 occurrences in total number of clauses (21.2%). Deviation from the basic word order was mostly represented by existential there. This occurs in five clauses altogether.

- *And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. (King)*

In one clause of Kennedy's speech, the subject is preceded by modal verb. In general, Kennedy has wider range of word order choices in comparison with King and Bush.

- *Nor will it be finished in the first one thousand days; nor in the life of this Administration; nor even perhaps in our lifetime on this planet. (Kennedy)*

This pattern occurs only in two clauses without any adverbial; in the rest of the clauses there is at least one adverbial, in three quarters of total number the adverbial takes position at the end of a clause (including sentences with two adverbials). Seven clauses contain two additional adverbials.

Next, subject-verb-adverbial pattern occurs in 13 clauses (8.6%). It is often difficult to distinguish this pattern from subject-verb pattern with additional adverbial. Adverbials in

these patterns may not be in all cases compulsory, which can rarely be determined with absolute certainty. The two verb patterns are presented in following examples:

Additional adverbial: • *The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.* (King)

Obligatory adverbial: • *Freedom and fear are at war.* (Bush)

In seven clauses, there is no change in basic sentence pattern. In five clauses adverbial takes initial position and is followed by verb phrase and subject, as in the following example.

• *In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course.* (Kennedy)

In one clause, subject is preceded by modal verb; adverbial appears in the final position.

• *Nor will it be finished in the first one thousand days.* (Kennedy)

Subject-verb-indirect object-direct object pattern occurred in 12 clauses. Basic word order is less frequent than its variations, it occurs in five clauses, while reversed word order appears in seven clauses. Again it was in Kennedy's speech, where majority of the inversions occur. He uses this pattern only in the form varied word order: indirect object precedes subject-verb-direct object, as in following example.

• *To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny.* (Kennedy)

Different variation occurs in King's speech. Instead of indirect object, he puts direct object at initial position. This sentence resembles reported speech.

• *Let us not wallow in the valley of despair, I say to you today, my friends.* (King)

6.2.1.2 Imperative

Imperative clauses of public speech are represented mostly by structures using the form *let*, where it is possible (according to Biber, section 3.3.3) to define subject. Pattern subject-verb-direct object occurs in 17 clauses out of all imperatives.

- *Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.* (Kennedy)

The second most frequent pattern is subject-verb, occurring in six clauses. The sentence from King's speech chosen as an example contains intended repetition of the verb.

- *Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.* (King)

Another pattern occurring in the form of imperative clauses is SVO_iO_d. One of them contains structure with *may*, similar to the clauses using *let*, so it is possible to consider the word God to be the subject.

- *In all that lies before us, may God grant us wisdom, and may he watch over the United States of America.* (Bush)

6.2.1.3 Interrogative

In the total of 179 clauses, only two of them were interrogative, both *yes-no* questions. The first one contains prepositional object, the second one occurs in form of SVO_d patterns with additional adverbial added (Both of them are from Kennedy's address):

- *Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind?*
- *Will you join in that historic effort?*

6.1.2 Written discourse

Frequency of sentence patterns in individual registers is summarized in the tables below, and is described in more detail in following subsections. Generally, there is a considerably wide variety in word order.

MOOD	CLAUSE PATTERNS	No.	Notes/Comments
Declarative: 62 clauses	SV	7	reversed order occurs only within reporting of direct speech s – extraposition, dummy it
	SV / sVP _s S	7 / 1	
	SVA	1	
	SVO _d / O _d SV / O _d VS	22 / 5 / 2	
	SVO _p	6	
	SVO _i O _d / O _d SVO _i / sVO _i O _d S	4 / 1 / 1	
	SVO _d P _o	1	
	SVO _d A	2	
	SVO _d O _p	2	

Table 4: occurrence of patterns in news

MOOD	CLAUSE PATTERNS	No.	Notes/Comments
Declarative: 56	SV / sVS	6 / 1	no reporting clauses s – existential there 1 fronting
	SVP _s / P _s VS ¹	16 / 1	
	SVA	5	
	SVO _d	16	
	SVO _p	1	
	SVO _i O _d / O _d SVO _i	3 / 1	
	SVO _d P _o	4	
	SVO _p P _o	2	
Interrogative: 1	vSVO _p	1	ellipsis/ non-clausal?

Table 5: occurrence of patterns in academic prose

MOOD	CLAUSE PATTERNS	No.	Notes/Comments
Declarative: 57	SV	2	¹ s – extraposition ² s – existential there ³ reversed order is in reporting of direct speech
	SVP _s / sVP _s S ¹ / P _s VS	17 / 1 / 1	
	SVA / sVSA ²	3 / 1	
	SVO _d / O _d SV ³	17 / 8	
	SVO _p	1	
	SVO _i O _d / O _d SVO _i ³	2 / 1	
	SVO _d P _o	1	
	SVO _d O _p / O _d SVO _p ³	1 / 1	
Imperative: 2 clauses	VO _d ,voc	1	
	VO _i O _d	1	
Interrogative: 1	vSVO _d	1	

Table 6: occurrence of patterns in fiction

6.2.2.1 Declarative

Total number of declarative clauses is 175. The most frequent pattern in written discourse is subject-verb-direct object pattern occurring in 70 independent clauses (40 %). As presented in the tables above, the largest number of this pattern is in news, in which SVO_d clearly dominates in comparison with the remaining sentence patterns. In news and in fiction, the occurrence of the pattern is influenced by reporting statements; 30 per cent out of the total number of SVO_d pattern in news and fiction occur in reporting clauses. In academic prose, there are no reports of direct speech and the frequency of this pattern is considerably lower (overall frequency of SVO_d pattern is surpassed by that of SVP_s pattern).

- “*I want to see where you live!*” Michelle said *plaintively*. (Fiction)
- “*We need tax breaks for the middle class, not for the wealthy and the well-connected,*” she said *Monday morning at St. Norbert College in De Pere, Wis.* (News)

In the basic form of SVO_d pattern, without any additional adverbial and in basic word order, there are 22 clauses (31.4%). Distribution of the basic form is highest in the register of news (10 clauses out of 29). In the remaining clauses there is either additional adverbial

inserted or reversed word order. Reversed word order occurs only within reporting clauses. In twelve clauses, the object precedes subject-verb phrase, and two clauses, the object is in initial position and is followed by verb phrase and subject (Both occur in news.)

- *Several hundred Iraqi academics have been resettled outside the country with support from organizations in the USA, England, Spain and the Netherlands, says Kate Robertson, deputy executive secretary of the London-based Council for Assisting Refugee Academics.* (News)

Most frequent position of adverbials extending the basic pattern is at the beginning of sentences (13 out of 35 optional adverbials), though not markedly; the frequency is almost equal to that of the end position (12).

- *Used as a social document, literature can be made to yield the outlines of social history.* (Academic prose)

The second most frequent pattern is subject-verb-subject predicative which occurs in 45 clauses out of 175 (25.7%). The highest frequency of occurrence is in fiction and in academic prose; in the latter SVP_s represents the most frequent pattern. More than a half of the clauses following this pattern are in the basic form (58%). In four clauses there was a variation on basic word order. In two of them subject predicative is fronted and followed by additional adverbial, verb phrase and subject, as in the example.

- *But of greater significance, according to the tests, was Jack's capacity for consecutive memory, which, when he was three, was comparable to that of a nine-year-old.* (Fiction)

In the other two clauses, there is extraposed subject (underlined in the example).

- *For all the heated rhetoric unleashed as world powers slowly started recognizing an independent nation called Kosovo, it seemed unlikely that large-scale violence would erupt.* (News)

The third most frequent is subject-verb pattern. It is most frequent in news and academic prose, while in fiction it occurs only in two clauses. In total, SV pattern occurs in 9.7 per cent of all clauses. Except for one clause there is no variation on the basic word order pattern. It contains existential *there*.

- *There were, however, other expressions of nativism that reflected very different sentiments.* (Academic prose)

Adverbials occur mostly at the end (10 out of 16), four times there are adverbials at the beginning, and in two clauses there are two adverbials – one in initial position, the other in final. Only in one clause following SV pattern, there is no adverbial added (the example below).

- *New methods based on a survey of the wider range of forms in modern literature are being introduced.* (Academic prose)

Pattern subject-verb-indirect object-direct object is fourth in the frequency list. Contrary to the SV pattern, additional adverbials do not occur within SVO_iO_d pattern. There are two kinds of variation on word order, occurring in four clauses altogether. In three clauses direct object precedes subject-verb-indirect object, each one is in different registers. One is from academic prose, two of them occur in fiction and news, within reporting clauses.

- *“I don’t feel very well,” she told Jack.* (Fiction)

The second variation is extraposition:

- *It may take four or five years for the economy to get on its feet.* (News)

Subject-verb-adverbial pattern is most frequent in academic prose and in fiction. In news, it appears only in one clause. In nine out of ten clauses, there is no syntactic variation. Only one clause contains syntactic variation with existential *there*.

- *As all know by now, there was no room at the inn.* (Fiction)

6.2.2.2 Imperative

Clauses in imperative mood occur only in fiction, within direct speech. Both contain vocatives; the first one follows the SVO_d pattern, the second one SVO_iO_d

- *“Torment me not, Jesus!”*
- *“Don’t tell me you’ve actually moved out of that nookie house on Entrada, Jack.”*

6.2.2.3 Interrogative

The occurrence of interrogative clauses is similar to that of imperative, there are only two of them, and yet one of them is questionable, as it is ellipted question, which can be considered as non-clausal material. If not ellipted, there would appear prepositional object.

- *I have suggested that this lack of awareness is particularly unfortunate, since language’s effects enter into so many areas of our professional and everyday lives, and that something ought to be done about it. **But what?** <ought to be done>*

The other is yes-no question within direct speech and follows SVO_d pattern.

- *“Don’t you know that you can’t tell a doctor what to do, Jack?”* (Fiction)

6.1.3 Conversation

The grammar of spoken discourse differs markedly from that of writing, as was discussed in section 4.1.1. Apart from 179 independent clauses in the chosen text, there were 90 non-clausal units. These non-clausal units included interjections (um, ah), response forms (yes, no), discourse markers (you know) and also syntactic non-clausal units, which were in

minority. No imperative clauses occur, as the conversation took place between two people who were just sharing information. These will be mentioned in the subsections describing occurrence of individual patterns. Ellipsis appears in few clauses within all of the patterns and its occurrence will be discussed as a whole in section 6.4. Sentence patterns are summarized in the following table.

MOOD	CLAUSE PATTERNS	No.	Comments
Declarative: 169 clauses	SV / sVS / sVS ¹	19 / 2 / 1	s – existential there ¹ extraposed subject
	SVP _s / SVP _{s tag} / sVP _s S ¹	54 / 1 / 1	
	SVA / SVA _{tag}	10 / 2	
	SVO _d / O _d SV / SVO _{d tag}	54 / 3 / 1	
	SVO _p	9	
	SVO _i O _d / SVO _d O _i	4 / 1	
	SVO _d P _o	6	
	SVO _d A	2	
Interrogative: 10 clauses	vSV / VS	2 / 5	7 wh-questions
	vSVO _d	3	3 yes-no questions

Table 7: occurrence of patterns in conversation

6.2.3.1 Declarative

Similarly to the other two registers discussed, the most frequent pattern was subject-verb-direct object, occurring in 58 clauses (32.4%). This time, the leading position is not so strong; the difference between numbers of SVO_d and SVP_s is represented only by two clauses. Variety of word order choices within this pattern is infrequent. Only two clauses showed clause pattern variation; as in the first example, where the object is fronted. In one clause, the word order was not changed, but there was a question tag added (2nd example).

- *Programming computers, that's what I do.*
- *I mean, the fact that you, you study a thing doesn't mean to say you can't also feel it, does it?*

With the preceding example, the topic of repetition and reformulation emerges; in public speech and writing reformulation does not appear because of the possibility of preparation in advance. Repetition of direct object appears in one clause, mentioned below. Certain form of reformulation occurs once and is showed in one of the examples of adverbial position.

- *He's got two children, two children.*
- *When I was at school taking in the staff, I could, I would, I had joined the staff temporarily.*

Adverbials within SVO_d pattern were also relatively infrequent – preceding example containing two adverbials is an exception. Additional adverbials occur in one third of the total number. Mostly, they are placed at the end; less frequent was position after subject and initial position.

- *I knew Malcolm when he was in knickerbockers.*

The second most frequent is subject-verb-subject predicative pattern; it occurs in 56 clauses (31.3%). Word order variation occurs only once in the form of extraposed subject; (dummy subject together with verb are ellipited). Similarly to SVO_d pattern, in one case a declarative clause includes a positive tag, as shows the second example below.

- *B: That is only natural.*
A: Not quite big enough, to go and say look old chap you were right.
- *You're an LSE product with statistics or something, are you?*

The third most frequent pattern is subject-verb phrase, occurring in 22 clauses (13%). Similarly to the patterns discussed above, word order variation appears in small number of clauses; two clauses contain existential there (one of them is showed in following example, underlined) and in one case, there is an extraposed subject (second example).

- *Well, one's a principal lecturer, the head of department, and then there are only two of us lecturers, and we're getting another one.*

- *This is where comes smack in the eye for them.*

Additional adverbials were relatively frequent in SV pattern (compared to frequency of adverbials in other patterns); they occur in 63% of the clauses. Adverbial takes final position in all of the clauses. One clause contains two adverbials – in initial as well as in final position:

- *But on the personal level, we get on extremely well.*

The remaining clauses mostly represent answers and reactions, such as:

- *I don't know. I can't remember. I shouldn't think so.*

Subject-verb-adverbial pattern occurs in twelve clauses (6.7%). There is no word order variation – obligatory adverbial appears in all cases at the end of the clause. Four clauses contains additional adverbial; in two clauses the adverbial takes initial position in the other two it is placed after the obligatory adverbial.

- *Before that, I was in India.*
- *And he stayed, did he stayed, at Oxford to do a postgraduate year.*

Two sentences contain tags added at the end:

- *You were her, were you once? Thorpe's away, is he?*

Next, subject-verb-prepositional object pattern occurs in nine clauses. There is no word order variation within this pattern, but in six clauses, additional adverbial is added at the end, and once it is inserted after auxiliary verb as in:

- *He would just bring forth the Victor's views as his own.*

6.2.3.2 Interrogative

Out of 179 clauses, ten were interrogative (5.6%). The most frequent pattern is subject-verb with seven occurrences, six of which are *wh*-questions and one *yes-no* question. Out of the six *wh*-questions, only one contains helping verb *do*, it is the very first sentence of the conversation:

- *Where do you come from?*

The rest of them contain the verb *to be* as the primary verb, as in:

- *How old is he? Where was it?*

The only *yes-no* question contains helping verb *do*:

- *Did he come immediately here?*

Pattern subject-verb-direct object appears in three questions, one of them is *wh*-question with modal auxiliary verb, and the other two are *yes-no* questions, containing *do* as a helping verb.

- *How can I please these people?*
- *Do you like this work here? and Do you know Malcolm Bowen?*

6.2 Position of adverbials

Public speech has the highest numbers of adverbials altogether (118), but written discourse has reached similar frequency (106). The frequency of adverbials in conversation is considerably lower than in the other two registers.

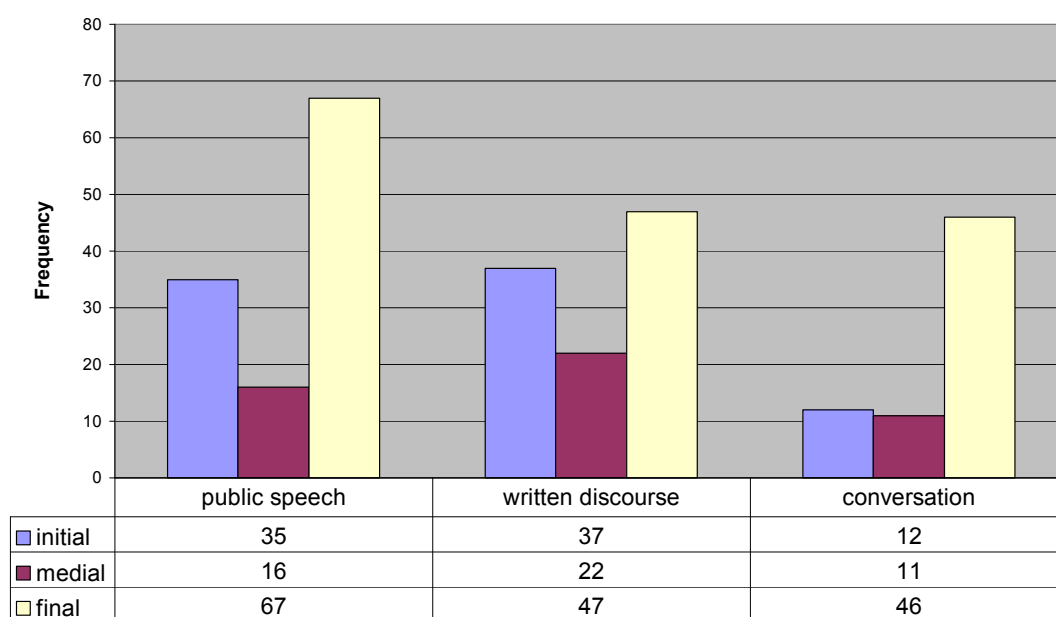


Figure 1: Positions of adverbials

Generally, final position, i.e. after all obligatory elements, prevails in all registers. However, in public speech the frequency of adverbials in final position is remarkably higher; this is caused mainly by the often use of adverbials of purpose, as in:

- *We will come together to promote stability and keep our airlines flying with direct assistance during this emergency.* (Bush)

Public speech resembles writing in the number of adverbials in initial position, but as far as the medial position is concerned, the texts of addresses appear to be closer to the text of conversation. However, the medial position includes more than one option: adverbial can go between the subject and beginning of a verb phrase, or after the operator, or after the main

verb - before other obligatory clause elements (complement, object, or obligatory adverbial). Public speech resembles conversation also in the distribution of places within medial position; for example, the numbers of adverbials following the subject are equal.

While in public speech there are mainly adverbials of purpose, in written discourse and in conversation adverbials of time and place which prevail. In conversation, the adverbials show more variety in their function: in addition to place and time adverbials, there are also adverbials of manner, often occurring at the end of an utterance.

- *No, you see, this is, this is the line to sell obviously.*

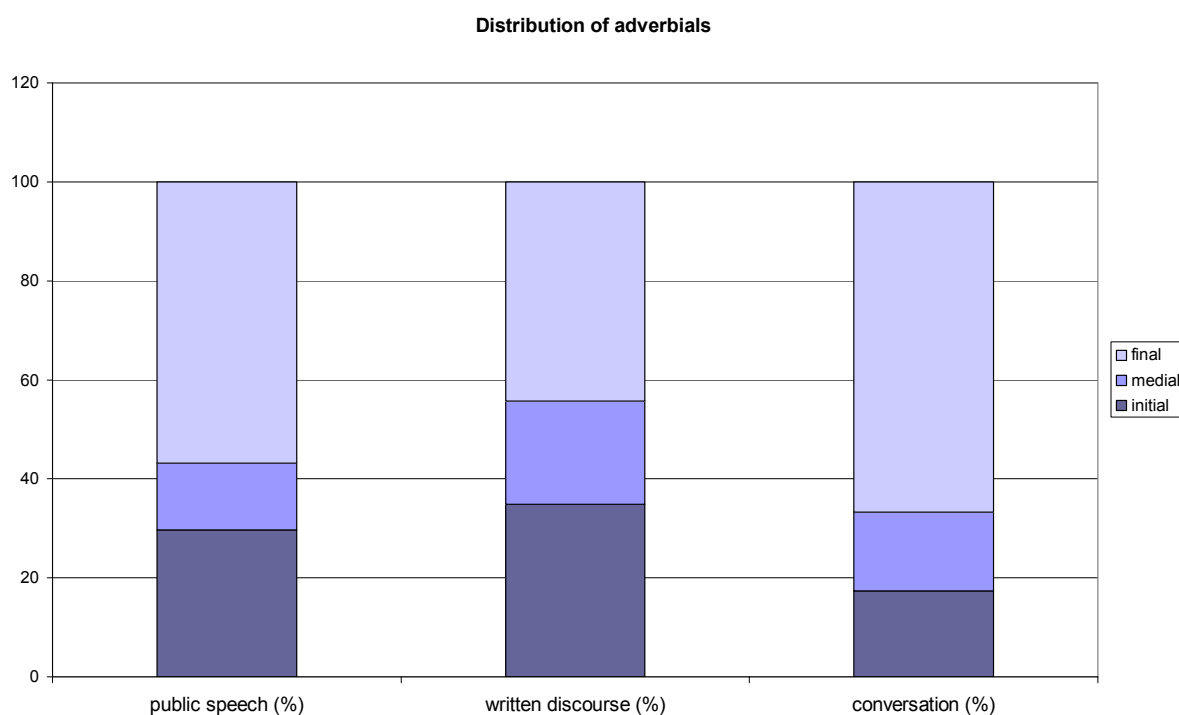


Figure 2: Distribution of adverbial position in registers

6.3 Ellipsis

Public speech, as well as writing, differs from conversation in the use of ellipsis. While conversation tends to omit what is not necessary to repeat (e.g. subjects, objects, also verbs in many cases), public speech tends to use them repeatedly. For example, personal pronouns are very often ellipted in conversation, but in public speech these are repeated in order to highlight them. In conversation, the subject together with verb phrase would be definitely omitted in following clauses:

- *We will come together to give law enforcement the additional tools it needs to track down terror here at home. We will come together to strengthen our intelligence capabilities to know the plans of terrorists before they act and to find them before they strike. We will come together to take active steps that strengthen America's economy and put our people back to work.* (Bush)

Nevertheless, ellipsis occurs also in public speech. Mostly, it occurs in compound clauses, where the first clause contains subject, which is ellipted in the following clause, as in:

- *One hundred years later, the Negro is still languished in the corners of American society and <the Negro> finds himself an exile in his own land.* (King)
- *United there is little we cannot do in a host of cooperative ventures.* (Kennedy)

Ellipsis can be found also in writing (5.2%). An elliptic question *But what?* in academic prose is rather an exception. Ellipsis is mostly represented by subject omission in the second of two compound clauses and it is more frequent in news (7) than in prose (2). As was mentioned before, ellipsis is very common in conversation. In the text analyzed, it occurs rather in discrete independent clauses than in compound clauses, which is common in the written texts. In the text examined it occurred in 7.8% of clauses. Obviously, the frequency is only slightly higher, but the usage differs.

7 Comparison and conclusion

The findings of the analysis are summarized in the following table presenting frequency of individual sentence patterns for public speech, conversation and written texts; it is divided into three sections according to the clause types. This part of the thesis aims at a comparison of the three registers on the basis of the features described in the analysis above. First, it focuses on the occurrence of sentence patterns in general, and then it treats stepwise different clause types, word order variations, adverbials, and ellipsis.

DECLARATIVE	Public speech			Conversation			Written text		
	151 clause			169 clauses			175 clauses		
	occ	%	total%	occ	%	total%	occ	%	total%
SV	2	1.3	21.2	8	4.7	13.0	3	1.7	9.7
SV _a	30	19.9		14	8.3		14	8.0	
SVA	13	8.6	8.6	12	6.7	6.7	10	5.7	5.7
SVP _s	33	21.8	21.8	56	31.3	31.3	45	25.7	25.7
SVO _d	47	31.1	47.5	58	32.4	44.9	70	40.0	59.3
SVO _p	5	3.3		9	5.3		7	4.0	
SVO _i O _d	12	7.9		5	2.9		13	7.4	
SVOP _o	4	2.6		6	3.5		8	4.5	
SVO _d A	2	1.3		2	1.2		2	1.1	
SVO _d O _p	2	1.3		-	-		4	2.3	
IMPERATIVE	Public speech			Conversation			Written text		
	25 clauses			0 clauses			2 clauses		
vSV / V	6	24	24	-			-	-	-
vSVO _d / vocVO _d	17	68	76	-			1	50	100
VO _i O _d / vSVO _i O _d	2	8		-			1	50	
INTERROGATIVE	Public speech			Conversation			Written text		
	2 clauses			10 clauses			2 clauses		
vSV / VS	-	-	-	7	70	70	-	-	-
vSVO _p	1	50	100	-	-	30	1	50	100
vSVO _d	1	50		3	30		1	50	

Table 8: Overall distribution of patterns, sorted according to clause types

Examined public speech texts differ from the written text and the text of conversation in that the sentence patterns are distributed more evenly; the differences between the overall occurrences are smaller. In writing, the most frequent SVO_d pattern has a bigger lead over the

other patterns. Similarly, SVP_s pattern has a considerably higher frequency than the remaining sentence patterns. Conversation shows a still stronger preference for the two most frequent patterns over the others. In public speech the patterns are distributed more evenly, for example SVP_s pattern is almost as equally frequent as SV. Consequently, as far as the sentence patterns distribution is concerned, public speaking appears to stand aside, and it is hardly possible to ascertain whether it approximates to written or spoken texts. However, the pattern distribution differs in the three speeches; for example, while Kennedy uses SVO_d pattern most, King prefers SVP_s pattern. While written and spoken discourse prefer two particular sentence patterns to others, the texts of public speech display a more balanced distribution of patterns.

A distinctive feature of public speaking is the use of imperative clauses. While in writing, there are only two imperatives and in conversation none, in public speech we can find 25 imperative clauses. The majority of imperatives contain the form *let*, which can be also understood as a specific feature of public speeches. Interrogative clauses are much more frequent in the text of conversation (ten clauses) than in the texts of public speaking and writing (two clauses each). In the occurrence of interrogatives, the text of public speech differs from the conversation text.

In the texts of public speech (except for Bush's address), there is a considerable variety in word order choices within individual patterns, i.e. individual patterns include inversion of some clause elements. This concerns only declarative clauses. Word order variations are more frequent in written and public speech texts than in the text of conversation. The examined text of public speech contains 22 clauses with inverted word order, which is 14.6% out of all declarative clauses in this text. In the frequency of inversion, public speech resembles the written texts, where 14.3% of the clauses contain a variation on word order. In writing, reversed word order is most frequent within the SVO_d pattern due to direct speech reporting

(60% of clauses containing word order variation in written text, cf. Table 9). Conversely, there are no reporting clauses in public speech, and changed word order is more frequent within SV, SVA and SVO_iO_d pattern. In conversation, only 3.5% of the declarative clauses contain a variation on word order. In some cases, tags are added, which distinguish conversation markedly from the other two registers.

Pattern	Public speech		Writing	
	No.	%	No.	%
SV	6	27	1	4
SVA	6	27	1	4
SVP _s	1	5	4	16
SVO _d	2	9	15	60
SVO _i O _d	7	32	4	16
Total	22	100	25	100
	out of 151 – 14.6%		out of 175 – 14.3%	

Table 9: Distribution of word order variations within individual patterns in declarative clauses

As is shown in Figure 1 above (cf. section 6.3), public speech resembles writing in the occurrence of adverbials. The texts of public speech contain more adverbials (118) than the written texts (106). The text of conversation contains considerably fewer adverbials (67). In all of the texts examined, adverbials were most frequent in the SV pattern. In public speech, 93% of clauses following this pattern include adverbials. In written texts, 82% of SV clauses contain an adverbial. In the text of conversation this percentage is much lower (64%). Next, adverbials were also frequent in SVP_s pattern: in the text of public speech, 54% of clauses following this pattern contain an adverbial. In clauses containing an object (patterns merged in Table 8), an adverbial occurs in 47% of them. The distribution is similar in writing: in 44% of clauses in SVP_s as well as in patterns with an object, an additional adverbial is inserted. In conversation, distribution within the patterns is different: only 19% of clauses following SVP_s pattern contain an adverbial, while 40% of all clauses including an object have an additional adverbial added. Considering public speech and written text, the percentages of adverbials occurrence within SV and SVO patterns are very similar. The text of conversation contains

much fewer adverbials in comparison with the other registers and also the distribution among sentence patterns is different. In the distribution of adverbial, the text of public speech resembles the written text.

Public speech, as well as writing, differs from conversation in the use of ellipsis. Public speech tends to repeat clause elements, which are often omitted in conversation; for example, subjects (pronouns in particular), objects, also verbs in many cases. However, ellipsis occurs in the examined texts of public speeches. Ellipsis can be found in writing, too, and is mostly represented by subject omission in the second of two compound clauses. The frequency of ellipsis in conversation is only slightly higher, but the usage differs markedly: In the text analyzed, it occurs rather in discrete independent clauses than in compound clauses. Besides, conversation tends to omit larger pieces of the sentences.

From some points of view, public speech is very specific, compared to the other two registers. The initial assumption of the thesis was that public speech lies on the borderline between conversation and writing, as it is written, but finally read. Nevertheless, this assumption has not proved true. The register of public speech tends to differ markedly from conversation in the distribution of patterns as well as in the clause types frequency. In the occurrence of word order variations, the text of public speech shows remarkable resemblance to the written text. Public speech originates in writing, which dominates over the purpose of being spoken, and consequently, it resembles rather written than spoken discourse.

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9 Appendices

9.1 Analyzed public speeches and sentence patterns

John F. Kennedy: Inaugural Address delivered January 20, 1961 (the whole speech)

SENTENCE	PATTERN
We observe today not a victory of party, but a celebration of freedom symbolizing an end, as well as a beginning signifying renewal, as well as change.	SVAOd
For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and threequarters ago.	SVAOd
The world is very different now.	SVPsA
For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life.	SVAOd
And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe the belief that the rights of man come not from the generosity of the state, but from the hand of God.	SVAA
We dare not forget today that we are the heirs of that first revolution.	SVAOd
Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage, and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.	vSVA
Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.	vSVODa
This much we pledge and more.	OdSV
To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends.	OiSVOd
United there is little we cannot do in a host of cooperative ventures.	AsVS
Divided there is little we can do for we dare not meet a powerful challenge at odds and split asunder.	AsVS
To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny.	OiSVOd
We shall not always expect to find them supporting our view.	SVOPo
But we shall always hope to find them strongly supporting their own freedom and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.	SvAVOPo
To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required not because the Communists may be doing it, not because we seek their votes, but because it is right.	OiSVOd AA
If a free society cannot help the many who are poor, it cannot save the few who are rich	ASVOD
To our sister republics south of our border, we offer a special pledge: to convert our good words into good deeds, in a new alliance for progress, to assist free men and free governments in casting off the chains of poverty.	OiSVOd AA
But this peaceful revolution of hope cannot become the prey of hostile powers.	SVPs
Let all our neighbors know that we shall join with them to oppose aggression or	vSVOD

subversion anywhere in the Americas.	
And let every other power know that this hemisphere intends to remain the master of its own house.	vSVOD
To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support to prevent it from becoming merely a forum for invective, to strengthen its shield of the new and the weak, and to enlarge the area in which its writ may run.	OiSVODa
Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.	OiSVOD
We dare not tempt them with weakness.	SVOdA
For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.	AvSVPs
But neither can two great and powerful groups of nations take comfort from our present course both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.	vSVOD
So let us begin anew remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof.	vSVAO
Let us never negotiate out of fear, but let us never fear to negotiate.	vSAVA, vSAVO
Let both sides explore what problems unite us instead of belaboring those problems which divide us.	vSVO
Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms, and bring the absolute power to destroy other nations under the absolute control of all nations.	vSAVPs, vSVODa
Let both sides seek to invoke the wonders of science instead of its terrors.	vSVO
Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.	AvSVO
Let both sides unite to heed, in all corners of the earth, the command of Isaiah to "undo the heavy burdens, and [to] let the oppressed go free.	vSVA
And, if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor not a new balance of power, but a new world of law where the strong are just, and the weak secure, and the peace preserved.	AvSVA
All this will not be finished in the first one hundred days.	SVA
Nor will it be finished in the first one thousand days; nor in the life of this Administration; nor even perhaps in our lifetime on this planet.	vSVA
But let us begin.	vSV
In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course.	AVS
Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty.	ASVA
The graves of young Americans who answered the call to service surround the globe.	SVOD
Now the trumpet summons us again not as a call to bear arms, though arms we need not as a call to battle, though embattled we are but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope; patient in tribulation," ² a struggle against the common enemies of man: tyranny, poverty, disease, and war itself.	SVOA
Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind?	vSVAO

Will you join in that historic effort?	vSVOp
In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger.	ASVO
I do not shrink from this responsibility I welcome it.	SVO, SVO
I do not believe that any of us would exchange places with any other people or any other generation.	SVO
The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it.	SVO
And the glow from that fire can truly light the world.	SvAVO
And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.	vocVO
My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.	vocVO
Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you.	AVOiOd
With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.	AvSVA

George W Bush - September 20, 2001 (end of the speech)

SENTENCE	PATTERN
I know many citizens have fears tonight, and I ask you to be calm and resolute, even in the face of a continuing threat.	SVOd, SVOiOd
I ask you to uphold the values of America and remember why so many have come here.	SVOiOd
No one should be singled out for unfair treatment or unkind words because of their ethnic background or religious faith.	SVPs
I ask you to continue to support the victims of this tragedy with your contributions.	SVOiOd
The thousands of FBI agents who are now at work in this investigation may need your cooperation, and I ask you to give it	SVOd, SVOiOd
I ask for your patience with the delays and inconveniences that may accompany tighter security and for your patience in what will be a long struggle	SVOd
I ask your continued participation and confidence in the American economy	SVOd
Terrorists attacked a symbol of American prosperity; they did not touch its source	SVOd; SVOd
America is successful because of the hard work and creativity and enterprise of our people	SVPsA
These were the true strengths of our economy before September 11, and they are our strengths today	SVPsA, SVPsA
And finally, please continue praying for the victims of terror and their families, for those in uniform and for our great country	VOD
Prayer has comforted us in sorrow and will help strengthen us for the journey ahead	SVOd(A), SVOd(A)
Tonight I thank my fellow Americans for what you have already done and for what you will do	SVOdOp
And ladies and gentlemen of the Congress, I thank you, their representatives, for what you have already done and for what we will do together	SVOdOp
Tonight we face new and sudden national challenges	SVOd
We will come together to improve air safety, to dramatically expand the number of air marshals on domestic flights and take new measures to prevent hijacking	SV(A)
We will come together to promote stability and keep our airlines flying with direct assistance during this emergency	SV(A)

We will come together to give law enforcement the additional tools it needs to track down terror here at home	SV(A)
We will come together to strengthen our intelligence capabilities to know the plans of terrorists before they act and to find them before they strike	SV(A)
We will come together to take active steps that strengthen America's economy and put our people back to work	SV(A)
Tonight, we welcome two leaders who embody the extraordinary spirit of all New Yorkers, Gov. George Pataki and Mayor Rudolf Giuliani.	ASVOd
As a symbol of America's resolve, my administration will work with Congress and these two leaders to show the world that we will rebuild New York City	ASV(A)
After all that has just passed, all the lives taken and all the possibilities and hopes that died with them, it is natural to wonder if America's future is one of fear	ASVPs
Some speak of an age of terror	SVOp
I know there are struggles ahead and dangers to face	SVOd
But this country will define our times, not be defined by them	SVOd
As long as the United States of America is determined and strong, this will not be an age of terror	ASVPs
This will be an age of liberty here and across the world	SVPsA
Great harm has been done to us	SVOp
We have suffered great loss	SVOd
And in our grief and anger, we have found our mission and our moment	ASVOd
Freedom and fear are at war	SVA
The advance of human freedom, the great achievement of our time and the great hope of every time, now depends on us	SAVOp
Our nation, this generation, will lift the dark threat of violence from our people and our future	SVOdA
We will rally the world to this cause by our efforts, by our courage	SVOd
We will not tire, we will not falter, and we will not fail	SV,SV,SV
It is my hope that in the months and years ahead life will return almost to normal	SVPs
We'll go back to our lives and routines, and that is good	SV(A)
Even grief recedes with time and grace	SV(A)
But our resolve must not pass	SV
Each of us will remember what happened that day and to whom it happened	SVOd
We will remember the moment the news came, where we were and what we were doing	SVOd
Some will remember an image of a fire or story or rescue	SVOd
Some will carry memories of a face and a voice gone forever	SVOd
And I will carry this	SVOd
It is the police shield of a man named George Howard, who died at the World Trade Center trying to save others	SVPs
It is my reminder of lives that ended and a task that does not end	SVPs
I will not forget the wound to our country and those who inflicted it	SVOd
I will not yield, I will not rest, I will not relent in waging this struggle for freedom and security for the American people	SV, SV, SVOp
The course of this conflict is not known, yet its outcome is certain	SV, SVPs
Freedom and fear, justice and cruelty, have always been at war, and we know that God is not neutral between them	SVA, SVOd
Fellow citizens, we'll meet violence with patient justice, assured of the rightness of our cause and confident of the victories to come	SVOd(A)
In all that lies before us, may God grant us wisdom, and may he watch over the United States of America	vSVOiOd, vSVOd

Dr. Martin Luther King, Jr: "I Have A Dream" (first half of the speech – 57 clauses)

SENTENCE	PATTERN
I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation	SVAOp
Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation	ASVO
This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice	SVPsA
It came as a joyous daybreak to end the long night of their captivity	SVPsA
But one hundred years later, the Negro still is not free	ASAVPs
One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination	ASAV
One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity	ASVA
One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land	ASVA, SVOPo
And so we've come here today to dramatize a shameful condition	SVAA
In a sense we've come to our nation's capital to cash a check	ASVA
When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir	ASVO
This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness".	SVPs
It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned	SVPsA
Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds"	ASVOiOd
But we refuse to believe that the bank of justice is bankrupt	SVOd
We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation	SVOd
And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice	SVA
We have also come to this hallowed spot to remind America of the fierce urgency of Now	SVAA
This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism	SVPs
Now is the time to make real the promises of democracy	AVS
Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice	AVS
Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood	AVS
Now is the time to make justice a reality for all of God's children	AVS
It would be fatal for the nation to overlook the urgency of the moment	SVPs
This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality	SVA
1963 is not an end, but a beginning	SVC
And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual	SVOA
And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights	sVSAA
The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges	SVOA
But there is something that I must say to my people, who stand on the warm	sVS

threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds	: ASVPs
Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred	vSVOd
We must forever conduct our struggle on the high plane of dignity and discipline	SVOd
We must not allow our creative protest to degenerate into physical violence	SVOd
Again and again, we must rise to the majestic heights of meeting physical force with soul force	SVODPo
The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny	ASVA
And they have come to realize that their freedom is inextricably bound to our freedom	SVOAA
We cannot walk alone	SVA
And as we walk, we must make the pledge that we shall always march ahead	ASVOD
We cannot turn back	SV
There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality	sVS SVPsA
We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities.	SVPsA
We cannot be satisfied as long as the negro's basic mobility is from a smaller ghetto to a larger one.	SVPsA
We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by a sign stating: "For Whites Only.	SVPsA
We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote.	SVPsA
No, no, we are not satisfied, and we will not be satisfied until "justice rolls down like waters, and righteousness like a mighty stream.	SVPs, SVPsA
I am not unmindful that some of you have come here out of great trials and tribulations.	SVPs
Some of you have come fresh from narrow jail cells.	SVAA
And some of you have come from areas where your quest, quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality.	SVA
You have been the veterans of creative suffering.	SVPs
Continue to work with the faith that unearned suffering is redemptive.	VOd
Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.	VA
Let us not wallow in the valley of despair, I say to you today, my friends.	OdSVOi, voc
And so even though we face the difficulties of today and tomorrow, I still have a dream.	ASVOD
It is a dream deeply rooted in the American dream.	SVPs

9.2 Analyzed texts of written discourse

Wellek, R., Warren, A. *Theory of Literature*: p. 45, 57, 139, 193, 259

SENTENCE (20)	PATTERN
A case in point is medieval literature, especially English medieval literature, which – with the possible exception of Chaucer – has scarcely been approached from any aesthetic and critical point of view.	SVPs
The application of modern sensibility would give a different perspective to much Anglo-Saxon poetry or to the rich medieval lyric, just as, conversely, an introduction of historical points of view and a systematic examination of genetic problems could throw much light on contemporary literature.	SVOiOd
The common divorce between literary criticism and literary history has been detrimental to both.	SVPs
One of the first tasks of scholarship is the assembly of its materials, the careful undoing of the effects of time, the examination as to authorship, authenticity, and date.	SVPs
Enormous acumen and diligence have gone into the solution of these problems; yet the literary student will have to realize that these labors are preliminary to the ultimate task of scholarship.	SVA; SVOd
Often the importance of these operations is particularly great, since without them, critical analysis and historical understanding would be hopelessly handicapped.	ASVPsA
Used as a social document, literature can be made to yield the outlines of social history.	ASVOd
Chaucer and Langland preserve two views of fourteenth-century society.	SVOd
The Prologue to the Canterbury Tales was early seen to offer an almost complete survey of social types.	SvAVOd
In recent years a healthy reaction has taken place which recognizes that the study of literature should, first and foremost, concentrate on the actual works of art themselves.	ASV
The old methods of classical rhetoric, poetics, or metrics are and must be reviewed and restated in modern terms.	SVA
New methods based on a survey of the wider range of forms in modern literature are being introduced.	SV
All these terms call our attention to the aspects of a literary work which exactly bridge and bind together old divisive components, ‘form’ and ‘matter’.	SVOiOd
These terms look in both directions; that is, they indicate the pull of poetry towards ‘picture’ and ‘world’ on the one hand and towards religion or Weltanschauung on the other.	SVA; SVOd
As we survey modern methods of studying them, we can feel that tension.	ASVOd
Since older methods treated them as aesthetic devices (albeit conceiving of such as merely decorative), the reactionary danger today is perhaps a too heavy stress on Weltanschauung.	ASAVAPs
The Scotch rhetorician, writing at the end of the Neo-Classical period, rather naturally thought of similes and metaphors as calculated, elected; today’s analysts, working after Freud, are disposed to see all images as revelatory of the unconscious.	SAVOPo; SVOdPo
It calls for a nice equilibrium to avoid the rhetorical concern on the one hand and on the other both psychological biography and ‘message hunting’.	SVOP
The study of the relationships between two or more works of art leads then to further problems in the evolution of literary history.	SVA
The first and most obvious series of works of art is that of the works written by one author.	SVPs

Crystal, David. *Linguistics*.

SENTENCE (10)	PATTERN
If my arguments in Chapter 1 are valid, it seems that as a rule people are unaware of the powerful implications of the skill they have mastered, language.	ASVPs
I have suggested that this lack of awareness is particularly unfortunate, since language's effects enter into so many areas of our professional and everyday lives, and that something ought to be done about it.	SVOd
But what? (condensed question – non clausal material)	SVOp
I shall argue in the rest of this book that some basic knowledge of the principles of general linguistics, the academic, scientific study of language, while not a panacea for all linguistic ills, is still of definitive value in our dealings with practical language matters, and provides a subject whose intellectual and aesthetic intricacies are a fascination in themselves.	SVAOd
Phonetic research, as we saw in Chapter 2, has long been of interest to a variety of people: since the Renaissance we have seen the inquiry of elocutionists, language teachers, spelling reformers, shorthand inventors, auxiliary language enthusiasts, and missionaries, to name but a few.	SAVPs; ASVOd
At the beginning of the nineteenth century, it was given a real boost with the discovery of the work of the Indian phoneticians (cf. p. 44); by the end of the century, the developments in physiology and acoustics, and the accompanying progress in instrumentation, (such as Alexander Melville Bell's system of Visible Speech) had stimulated a considerable amount of experimental research into all branches of phonetics.	ASVOdA; ASVOdA
Also in the late nineteenth century, various attempts were made to produce a phonetic alphabet; and the International Phonetic Alphabet, which is still the system in general use, came to be formulated in 1889.	ASVA; SVA
In other words, at the beginning of the present century, much of the attention was taken up with the devising of appropriate techniques for the transcription of speech.	ASVA
This emphasis was also to be found, independently motivate, in America, where, as we have seen, the focus of interest was to make a detailed description of the dying Amerindian tribes – particularly of their languages.	SVA
It is a perfectly understandable emphasis, both then and now.	SVPsA

Brinkley, Alan. *American history: a survey*.

SENTENCE (20)	PATTERN
As late as the 1750s, few Americans saw any reason to object to their membership in the British Empire.	ASVOd
The imperial system provided them with many benefits: opportunities for trade and commerce, military protection, political stability.	SVOiOd
And those benefits were accompanied by few costs; for the most part, the English government left the colonies alone.	SVA; SVODPo
While Britain did attempt to regulate the colonists' external trade, those regulations were usually so laxly administered that they could be easily circumvented.	ASVAPs
Some Americans predicted that the colonies would ultimately develop to a point where greater autonomy would become inevitable.	SVOd
But few expected such a change to occur soon.	SVODPo
For many women, especially those who had become committed in the prewar years to feminist causes, the war seemed to be an enormously important and liberating experience.	SVPs
Clara Barton, who was active during the war in collecting and distributing medical supplies and who later became an important figure in the nursing profession, said in 1888: "At the war's end, woman was at least fifty years in	SVAOd

advance of the normal position which continued peace would have assigned her.”	
That was a considerable exaggeration.	SVPs
But it captured the degree to which many women looked back on the war as a crucial moment in the redefinition of female roles and in the awakening of a sense of independence and new possibilities.	SVOdPo
The legislative expression of nativism reflected largely the doctrines of progressivism, even if a harsh and narrow progressivism.	SVAOd
Restricting immigration, its proponents believed, would contribute to the efficient and productive operation of society.	SVA
There were, however, other expressions of nativism that reflected very different sentiments	sVAS
To defenders of an older, more provincial America, the growth of large communities of foreign peoples, alien in their speech, their habits, and their values, came to seem a direct threat to their own embattled way of life.	OdSVOi
This provincial nativism took a number of forms.	SVOd
But the most prominent was the rebirth of the Ku Klux Klan as a major force in American society.	PsVS
The first Klan was the product of the years after the Civil War.	SVPs
Smith’s opponent, and the victor in the presidential election, was a man who perhaps more than any other personified the modern, prosperous, middle-class society of the New Era: Herbert Hoover.	SVPs
The business civilization of the 1920s, with its new institutions, fashions, and values, continued to arouse the animosity of large portions of the population; but the majority of the American people appeared to have accepted and approved it.	SVOd; SVPs
In 1928, at least, the New Era seemed to be permanently enshrined—as the success of the Republican party, its political embodiment, suggested.	ASVPsA

Newspaper

“Democrats Make Populist Appeals Before Contests.” *The New York Times*.

SENTENCE (10)	PATTERN
Senators Hillary Rodham Clinton and Barack Obama intensified their populist appeals on Monday, responding to widespread economic anxiety and pushing the Democratic Party further from the business-friendly posture once championed by Bill Clinton	SVOdAA
Mrs. Clinton, speaking on the eve of the Wisconsin primary but looking forward to primaries in Ohio and Texas on March 4, issued a 12-page compendium of her economic policies that emphasizes programs aiding families stressed by high oil prices, home foreclosures, costly student loans and soaring health care premiums	SAVOd
In public appearances here and in her economic booklet, she took aim at hedge fund managers, oil company profits, drug company subsidies and trade agreements that she says encourage companies to export jobs	ASVOp
Mrs. Clinton told an audience that the Wisconsin primary and subsequent contests were “a chance for all of you here to help take our country back”	SVOiOd
“We need tax breaks for the middle class, not for the wealthy and the well-connected,” she said Monday morning at St. Norbert College in De Pere, Wis.	SVOdA
“We’re going to rein in the special interests and get the \$55 billion in giveaways and subsidies they’ve gotten under Republicans back into your pockets”	SVA, SVOdA
Mrs. Clinton referred to the “two oilmen in the White House” and repeated her call for a windfall-profits tax on the oil industry to finance a \$50 billion program to develop alternate energy sources and create “green jobs.”	SVOp and SVOd
Campaigning in Ohio before flying to Wisconsin for an election-eve rally, Mr. Obama said the wealthy had “made out like bandits” under the Bush administration and called for an end to tax breaks for companies that move jobs overseas.	ASVOd and SVOp

It also reflected the dynamics and calendar of the Democratic race over the next two weeks.	SAVOd
Ohio looms particularly large for both Mr. Obama and Mrs. Clinton because it is experiencing many of the troubles afflicting the economy over all.	SVOpA

“Proxy Fight Looms for Yahoo.” The New York Times

SENTENCE (10)	PATTERN
In an escalation of its fight for Yahoo, Microsoft will authorize a proxy fight at the Internet company this week, people briefed on the matter told DealBook.	OdVS
The move, expected to cost about \$20 million to \$30 million, was Microsoft’s alternative to raising its \$44.6 billion bid and is seen as a less expensive way to put pressure on Yahoo’s board.	SVPs, SVPs
Yahoo rejected Microsoft’s original offer as undervalued.	SVOdPo
It is only the latest twist in one of the biggest Internet takeover battles in recent years.	SVPs
Since announcing its aggressive offer, Microsoft has hinted that it will pursue all avenues to lock up Yahoo as it races to catch up to Google.	ASVOd
As Microsoft’s stock has fallen 12.8 percent since announcing the offer two weeks ago, so has the nominal value of the deal, to about \$41 billion.	SVA
Many Yahoo shareholders, including Bill Miller of Legg Mason, have said that Microsoft must raise its bid to strike a deal.	SVOd
But raising the \$31-per-share offer would cost Microsoft an additional \$1.4 billion for every dollar added.	SVOiOd
“We sent them a letter and said we think that’s a fair offer.”	SVOiOd and SVOd
There’s nothing that’s gone on other than us stating that we think it’s a fair offer,” Bill Gates, Microsoft’s chairman, told The Associated Press on Monday.	OdSVOiA

“Fidel Castro resigns Cuban presidency.” USA TODAY.

SENTENCE (11)	PATTERN
Castro’s 2006 surgery prompted street celebrations in Miami, the center of the Cuban exile community in the USA, and perhaps unrealistic hopes that communist rule in Cuba would quickly crumble upon his demise.	SVOdA
Since then, Castro — a bigger-than-life figure known for his bushy beard, his marathon speeches and his hatred for the "Yankee" leaders of the United States — has exerted near total control over the tiny island nation.	ASVOd
Castro never gave up his fervent belief in his own unique ability to guide his homeland into the future, even as the tides of history relegated communism to a relic of the pre-Cold War past.	SAVOpA
"His personality was such that he always saw himself as the man on the horse, the only guy who could possibly do what he has done," said Dennis Hays, a former chief Cuba analyst at the State Department.	OdSV
"In his mind, he was the only one who could hold back the tides of time and human nature as he has."	ASVPs
In 1962, the discovery of Soviet nuclear missiles placed in Cuba brought the world to the brink of nuclear war.	ASVOdA
Once the Cold War ended and the Soviet Union collapsed, Cuba's status as a security threat to the U.S. mainland dimmed.	ASV
Nonetheless, Castro, backed by his security forces, maintained control.	ASAVOd
Even toward the end of his tenure, Castro inspired some hemispheric leaders, as the region experienced another cycle of left-leaning governments.	ASVOdA
Hugo Chávez, the populist president of oil-rich Venezuela, regularly visits Havana and hosted Castro in Caracas.	SAVOd and SVOdA
The friendship earned Cuba a new patron and precious oil imports.	SVOiOd

“Violence forces scholars to become refugees.” USA TODAY.

SENTENCE (10)	PATTERN
Donny George endured three wars, international sanctions and looting that robbed Iraq of many of its ancient treasures.	SVOd
The university professor, who was director of the National Museum and chairman of Iraq's Board of Antiquities and Heritage, stayed put until a year ago.	SVA
Then an envelope arrived at his home, containing a bullet and a threat to kill his teenage son for allegedly cursing Islam and teasing Muslim girls.	ASV
George's accountant, a colleague and two of his students had already been killed, he says.	OdSV
He and his family fled to Syria and four months later to the USA, where he teaches at the State University of New York at Stony Brook.	SVA
George is among the beneficiaries of a small but growing international effort to preserve Iraq's scholars.	SVPs
Several hundred Iraqi academics have been resettled outside the country with support from organizations in the USA, England, Spain and the Netherlands, says Kate Robertson, deputy executive secretary of the London-based Council for Assisting Refugee Academics.	OdVS
Such groups provide professors with financial aid and help them find positions at universities.	SVOdOp and SVOdOp
At least 256 Iraqi professors have been killed since 2003, according to the council.	SVAA
Of those, 134 were from Baghdad, including 89 from the University of Baghdad, the organization says.	OdSV

“Split town reflects the rocky road ahead for Kosovo.” Los Angeles Times.

SENTENCE (10)	PATTERN
Serbs on one side of Mitrovica vow they'll never accept the declaration of independence; ethnic Albanians on the other say that's their problem.	SVOd; SVOd
Thousands of Serbs rallied Monday in this tense, divided town and vowed never to let go of a region that they, like ethnic Albanians, consider their homeland.	SVA
For all the heated rhetoric unleashed as world powers slowly started recognizing an independent nation called Kosovo, it seemed unlikely that large-scale violence would erupt.	AsVS
More than 16,000 NATO troops patrol Kosovo, and Serbian Prime Minister Vojislav Kostunica, speaking in the Serbian capital, Belgrade, issued a statement Monday night calling on Serbs to restrain themselves.	SVOd
Across the bridge, the thoughts of ethnic Albanians turned to what independence would mean.	SVOp
Haxhani, the boxing coach, said he hoped that finally Kosovo would be able to field a boxing team in international matches, perhaps even the upcoming Olympics.	SVOd
Kosovo boxers, as part of the old Yugoslav team, were well known for their prowess.	SVPs
"Our leadership is good, but they don't have a magic wand for changing everything immediately," he said, smoking cigarettes over small cups of coffee.	OdSV
"It may take four or five years for the economy to get on its feet."	SvOiOdS
His buddy Berat Veliu, 26, a technician in a hospital emergency room, said he hoped Kosovo's new full-state relationship with other countries would make it easier for him to finish graduate studies in Austria.	SVOd

Fiction

Norman Mailer, The Gospel according to the Son

SENTENCE (25)	PATTERN
Joseph was proud of his ancestors; he could claim that he was descended from King David, who was father to King Solomon.	SVPs; SVOd

For this reason Joseph wished his wife to bear her child in Bethlehem, since that is the city where King David was born, and where Joseph was born.	ASVOiPoA
Mary was now heavy with me but willing to travel for three days from Nazareth to Bethlehem; she was proud of Joseph's ancestry.	SVAPs, SVPs
This is the truth of why we took that journey, and it is also true that I was born in a manger by the light of a candle.	SVPs, sVAPsS
As all know by now, there was no room at the inn.	AsVSA
"What have you heard?" I asked.	OdSV
"That your eyes have a great light," he said, "and your name is Jesus."	OdSVOd
"Or so I have heard from those who dare to speak to me."	OdSVOp
And by the trembling of his lips I saw that he was ready to call upon his strength but only in the name of blind strength.	ASVOd
"Many speak in terror of who I am," he said.	OdSV
"I contain more devils than any other."	SVOd
"I adjure thee: Torment me not, Jesus!"	SVOd
"I give warning."	SVOd
I was not without fear; this man was as powerful as a large bull.	SVPs; SVPs
Moreover, the fellow was filthy.	ASVPs
His hair grew into his beard, and his locks were like the fardes of thick rope that hold a ship to its mooring.	SVA, SVPs
The guards beat upon me.	SVOp
These words by Caiaphas had removed all fear that I might bear witness against mistreatment.	SVOd
So they felt free to beat my face.	SVPs
I could still see Peter.	SvAVOd
He remained on a bench at the other end of the hall, and when a servant came up to him and asked, "Were you not one of those who was with Yeshua of Nazareth in the Temple?" Peter said, "I don't understand what you say."	SVA, ASVOd
But, at once, he left her and went out onto the porch, even though the night was cold.	ASVOd, SVA, SVPs
There, another maid saw him and said: "This is one of them."	ASVOd and SVOd
Again he denied me.	ASVOd

John Irving, *Until I find you*.

SENTENCE (24)	PATTERN
According to his mother, Jack Burns was an actor before he was an actor, but Jack's most vivid memories of childhood were those moments when he felt compelled to hold his mother's hand.	ASVPsA; SVPs
He wasn't acting then.	SVA
Of course we don't remember much until we're four or five years old – and what we remember at that early age is very selective or incomplete, or even false.	ASVOdA, SVPs
What Jack recalled as the first time he felt the need to reach for his mom's hand was probably the hundredth or two hundredth time.	SVPs
Preschool tests revealed that Jack Burns had a vocabulary beyond his years, which is not uncommon among only children accustomed to adult conversation – especially only children of single parents.	SVOd
But of greater significance, according to the tests, was Jack's capacity for consecutive memory, which, when he was three, was comparable to that of a nine-year-old.	PsVS
At four, his retention of detail and understanding of linear time were equal to an eleven-year-old's.	ASVPs
He would miss each one, every major and minor character in his sea of girls.	SVOd
Those girls – those women, at the time – had made him strong.	SAVOdPo

They prepared Jack Burns for the terra firma (and not so firma) of the life ahead, including his life with boys and men.	SVOdOp
After the sea of girls, what pushovers boys were!	ASVPs
After Jack's older-women experiences, how easy it would be to deal with men!	ASVPs
"Jack Burns has a little penis," the other model said.	OdSV
Jack guessed that she did know him, but she still didn't remember her.	SVOs, SAVOd
Michele just sat there looking glassy-eyed.	SAVA
"I don't feel very well," she told Jack.	OdSVOi
"I think I'm drunk, if you want to know the truth."	SVOdA
"You should try to eat something," he said.	OdSV
"Don't you know that you can't tell a doctor what to do, Jack?"	vSVOd
"Come on. I'll take you back to the hotel," he said.	OdSV
"I want to see where you live!" Michelle said plaintively.	OdSVA
"It must be fabulous."	SVPs
"It's a hole in the wall," the model who knew Jack said.	OdSV
"Don't tell me you've actually moved out of that nookie house on Entrada, Jack."	VOiOd

9.3 Text of spoken discourse analyzed

(Structure has been changed to fit the needs of the thesis.)

A: ^where do !Y\OU 'come 'from? wh- vSV?

B: ((you mean)) ^where 'was 'I BE!F\ORE? wh- VSA

A: *^Y\ES#

B: *((^H\ISTORY#))*

B: IM^M\EDIATELY bef/ore I was ^teaching in a !SCH\OOL . {in ^Egypt#}# ASVA

B: ((but)) be^fore TH/AT# I ^was in !\NDIA# - ASVA

A: ^\OOH# - . A: ^and [?@] !you're ((an !LS'E 'product)) 'with STA!T\ISTICS or 'something /are you# - . SVPs, tag

B: ^[?]it's [?] . ^W\ELL# .

B: ^I'm . em! {pl\oyed as a} :M\ATHEMA!T\ICIAN# - SVPs

B: sta^tistics is what I :SH\OULD know# SVPs

B: ((and)) I ^don't know 'anything A: B\OUT it# SVOd

B: ^PR\OGRAMMING {com^p\uters#}# - ^TH\AT'S what /I do# OdSV

A: *^Y\ES#

A: do* ^you know 'Malcolm B\OWEN? vSVOd?

A: ^over at the COMP\UTER /unit#

A: ^nice B/OY# - <SV>Ps

A: ^sure !he'd H/ELP you# if you ^got ST\UCK# ASVOdA

A: ^I !! "I've been a : {fr\iend of} : {M\alcolm's} : M\OTHER for "D\ONKEY'S *'years#* SVPs

B: *^H\AVE you?

A: ^oh I 'knew : M\ALCOLM# ^when he was in KN\ICKER'BOCKERS# SVOdA

B: *^Y/ES#* -
 A: ^oh *Y/ES#*
 B: *that's ^\INTERESTING#* SVPs
 B: ^how \OLD is 'he? wh- VS?
 B: cos ^I _found this _very _difficult to !G\UESS on ^L\LOOKING *at him#* SVODPoA
 A: *^M/ALCOLM
 B: ^[\M]#
 A: - . ^oh D\EAR one for: gets 'how !time ^[?]I 'think 'Malcolm's 'TWENTY-S/EVEN SVOD
 A: ^TWENTY-/EIGHT# - per^haps a !bit M\ORE#
 A: ^[?]I !don't KN\OW# - - - SV
 B: ^I e\v\entually 'estimated 'TWENTY-/EIGHT# SAVOD
 B: ^TWENTY-!N\INE# -
 B: ((I must . have)) . ^looked at him for :some !TIME# SVOpA
 A: ^he *!W/ENT#*
 B: *he's* ^not he's ^not 'easy to !G\UESS: ^/ACTUALLY# SVPs
 A: ^N\O# he ^got [n] . !BRILLIANT f/irst# ^when he was !TW\ENTY# - - . SVODa
 A: and it ^meant he !couldn't GR\ADUATE: till he was ^TWENTY-\ONE# SVOD
 A: they ^wouldn't !G\IVE it to 'you# SVODoi
 A: ^and _he !!stayed ((did he)) . ^stay ((at)) \OXFORD to do a 'post'grad y/ear# SVAA
 A: or ^did he _come IMM\EDIATELY 'here? vSVAA?
 A: I ^can't RE!M\EMBER# SV
 A: ^he's . !working ((for)) a :PH"!^D# ^H\VERE I 'think# - OdSV
 B: ^[\M]#
 A: . but I ^think he gets !so in'volved in 'this COM:P\UTER 'business# that I ^don't know :how his
 :Ph:D is :G\OING# SVOD
 B: (- laughs) - ^SH\OULD N'T 'think# he ^had !much T\IME _left# - <S>VOD
 A: ^I shouldn't *!TH\INK 'so#* SV
 B: *it's ^very 'AB*S\ORBING# - SVPs
 A: " ^\AND of 'course# ((well)) he's ^now M/ARRIED# ASVPs
 A and he's ^got . B ^two CH\IL*DREN#* SVOD
 A: *^TW\O* ch/ildren# - - -
 A: ^S\O# I ^don't _know _how _much _time _Malcolm !G\ETS# SVOD
 A: I be^lieve they ^[?]I !had a _letter from his !M\OTHER# ^((from)) a !W\EEK a"go# SVODa
 A: who ^[sei] they've !now _got a " !FL\AT# in !Crouch !!^END# SVOD
 A: ^I TH\INK#
 B: - - ^[@] I !went t\o [@:] - - . there was ^one 'Saturday 'morning we were :running 'some of his
 !PR\OGRAMMES you s/ee# sVS

B:((he)) ^C\AME# - . SV
 B:and he ^took 'Sam and 'I :back to his . to ^where he was !L\IVING# SVODa
 B:and ^this was a FL/AT# SVPs
 B:now ^where W\AS it# - - . wh- VS?
 B: ^trouble 'is I :don't !{kn\ow north _London} at !\ALL# SVPs
 A: ^[\M]#
 B:and he ^drove us 'there in a !C\AR# SVODa
 B: *so (- giggles)*
 A: *^Y\ES#* well ^{L\aura} WR\OTE# SV
 A:and ^said Malcolm 'has a _new _flat in :{\n} \EIGHT# :well ^N 'eight *:{Cr\ouch} :\END#* SVOD
 B: *I'll ^have a look on the* T\UBE 'map# SVOD
 B: ^I'll re!member the T\UBE 'station# - SVOD
 B: I ^((don't)) know 'where :Crouch :\END 'is# SVOD
 B: (- laughs) . but I ^might be [m] I ^think I - ^can't re!member the :tube *!ST\ATION#* SVOD
 A: (*- - laughs) - ^N\O# -
 B: " ^wasn't :very :far A: W\AY# . <S>VA
 B: it ^might have 'been 'Bel:size :P\ARK# SVPs
 A: ^oh well !that's 'where his :M\OTHER l/ives# . SVPs
 A: ^mother 'lives at 'Bel'size P\ARK# SVA
 A: ^so it's per"!haps 'his "!PR\EVIOUS _flat# SVAPs
 A: ^this is [p] . he's *""^{\r\ecently} "!M\OVED I* g/athered#:from his ^mother's !L\ETTER# OdSVA
 B: \AH# :well ^this [w] (- coughs) is 'probably a :N\EW 'one# :he's ^got _N\OW 'then# SVAPs
 A: ^[\M]# - -
 B: *^th\is would ^th\is would* have :B=EEN a^bout a . :couple of :M\ONTHS a'go# . SVA
 B: ((de)) ^pend\is !how !soon !R\ECENT 'is# . <S>VOp
 A: ^Y\ES# ^I 'don't !KN\OW# SV
 A: this ^letter 'came *- !L\AST 'week 'from h/er#* SVA
 A: and ^she 'said 'Malcolm had arrived at this 'new FLAT which is a ^long way for me to GO# SVOD
 B: ^[\M]# -
 A: ^SVO# - ^there we \ARE# - sVS
 A: ^do _you !L\IKE 'this 'work h/ere? vSVOD?
 A: in ^this DEP/ARTMENT# -
 B: ^you were !H\ERE# ^{w/ere you} /ONCE# - SVA, tag
 A: ^ I was an /UNDER*"GRADUATE 'here of ^very !{r/ipe} !YEARS until ^last JULY# SVPsA
 A: [@] ^last JUNE#
 A: ^Y\EAH# - -
 A: and I ^went 'back to my :old J\OB# in the ^Civil :S\ERVICE# SVA

A:and I ^found it so ":D\ULL# that I ^got this !L\ECTURING _job in a ^teacher's _tr/aining
C\OLLEGE# - SVOdPo

B:^[M]# .

A:which is ^quite !F\UN# SVPs

A:I ^{m\ean} 'they're !N\OT# ^UNI:V\ERSITY c/alibre# OBVIOUSLY# SVPsA

A:the ^students 'on the WH\OLE#

A:but - ^in S\OME w/ays# ^they're "!M\ORE 'fun: in ^\OTHER 'ways# ASVPs

A:"^S\OME of them are# . SV<Ps>

A:the ^BR\IGHTER sparks /are {I ^th/ink#} {you ^kn/ow#}: be^cause they're not "!^AIMING at so
'much in a ^W\AY# SV<Ps>A

A:and ^therefore _they-^they can let their !back !H\AIR 'down a bit m/ore SVOdPo

B:*((^they re!\ax several sylls))* ^[M]# - SV

A:^but [= @M]# the the ^D\IMMER 'ones of c/ourse ^\ARE {r\eally "ah#} ^not very 'good
MA!T\ERIAL# SAVPs

A:^but we've !got !quite ((a)) :bright 'lot in 'our ":F\IRST y/ear# SVOD

A:the ^{f\irst 'year} are :much ":BR\IGHTER to ^my 'mind ^than the !S\ECOND 'year# SVPs

B:^[M]# .

A:^but they !T\ELL me# the ^second _year "ALWAYS 'go !{\off#}# SVOiOd

A:((and I ^know)) (- laughs) ^this is [s] h/orrible "!!TH\OUGHT# SVOD

B:^where !IS 'this? wh- VS

A:*^[M]#*

B:*^WH/ERE* is 'this? wh- VS

A:**[@m] ^it's** [?]in !L\INCOLNSHIRE# - SVA

A:^[p\art of] :K\ESTEVEN# - - -

A:^Thorpe's AW\AY is 'he# SVA, tag

B: ^Y/ES#

B:he's ^in - _Greece _YUGOSL\AVIA and 'such 'places# at the *^M\OMENT#* SVAA

A:*^oh* _R\EALLY#

B: ^gone off for a _bout :three !W\EEKS# . <S>VA

A: ^oh well :TH\AT'S g/ood:cos I ^haven't !T\OUCHEd# the ^TH\ESIS I'm sup'posed *to be
'doing#* SVA

A:I ^didn't par'ticu((larly 'want to !S\EE him#)):^when I 'rang . ***!\Alec up** al^though I :wouldn't
'mind :TH\ORPE# SVODa

A:***you ^KN\OW#

A: ^added to !WH\ICH#*** - if ^I '[haet] to :tell TH\ORPE#:we ^really _don't do _any
!L\ANGUAGE 'work th/ere#:I ^think he'd be "!!H\ORRIFIED# . ASVOD

A: ^{s/implicitly} H\ORRIFIED#

B:(- laughs) *(- - - giggles)* **^[M]#**

A:*^{m\y} !G\OSH# ^we're a !SM\ALL de'partment# SVPs

A:^we've only 'three L\ECTURERS#* . SVOd

A:^W\ELL# **^one's** a :PR\INCIPAL l/ecturer# SVPs

A:the ^head of DEP/ARTMENT#

A:and ^then there are ((only)) !TW\O of us l/ecturers# *-* sVS

A:- and we're ^{g\etting} AN!OTHER one# ^\ACTUALLY# SVOdA

A:so I ^shan't be the :junior !girl any !L\ONGER# SVPs

B:*^[M]#*

A:. "but [?] the !head of DE:P\ARTMENT# is a ^L\ITTLE 'bit# ^IDIO'SYN!CR\ATIC# . SVPs

A:an "^\{awfully} :NICE 'chap

A:I ^get on 'very :W\ELL with him# SVA

A:I'm ^not . !M\EANING that# ^there's !\ANY [@m]# -[di] . DIS"^\H\ARMONY# . SVOd

A:we ^get on !F\INE# SVA

A:^B\UT# . in ^his i!deas of :teaching :V\ENGLISH# - a ^little 'IDIOSYN:CR\ATIC# - -

A:^and _he !won't 'have !!{\any} L\ANGUAGE 'work {^so he s/ays#}# SVOd

A:but he ^lets me 'have this PHI:L\OLOGY cl/ass# SVOiOd

A:^he I !think he 'thinks it's all a little bit [[:] - :W\ELL# ^ST\UPID but [[:]# . SVOd

A:^well if it !pleases H/ER#:we'll ^let it go /ON you 'see# . ASVOiOd

A:^S\O ^funnily E:N\OUGH# I ^made it com!pletely :V\OLUNTARY with the st/udents#
ASVOdPo

A:^=AND# - ^I !know 'Tom and . :J\ACK# ^the !other 'two 'lecturers :thought it would !{fold up} in
!NO 'time SVOd

A:you ^KN/OW#

A:^funnily EN/OUGH# ^students !kept C\OMING in and s/ayin# ((can I ^do)) PHIL/OLOGY
'please# ASVOd

A:^you KN/OW#

A:(- laughs) ^and *so* it's +GR\OWING ^rather than DI!M\INISHING# SVPs

A:^which !I ((*!feel* PL\EASED))# SVPs

B:+^[M]#+

A:you ^KN/OW# ((^this is where 1 to 2 sylls ![TV\EN@Z]#)) ^comes 'smack in the :{\eye} for
!TH\EM# sVS

A:(- laughs) that ^students ":V\ARE interested# in ^L\ANGUAGE# SVPs

A:but then ^Tom's re'action to :TH\IS /is# -^[@M]# . well they're ^only 'trying to :D\ISTANCE
thems/elves# from ^L\ITERATURE# - . SVPs

A:^well I mean !this is com'plete H\OOEY# . SVPs

B:^[M]#

A:- de^pending _how you "L\LOOK on 'language# - -

A:and " ^TH\EN# ^he S\AYS# you know ^literature should be EX" _P\VERIENCED# and ^not
 !ST\UDIED# - . SVOD

A:well ^this is !!F\INE# un^til you've G\OT them# ^writing EX"! \AMS# SVPs

A:and they've ^got to 'write 'down 'these 'bright :F\VEELINGS of 'theirs# SVOD

A:and they ^feel 'em so D\EEP# that they ^can't EX!PR\ESS 'em# SVODPo

A:(- laughs) *^you* KN\OW# - - -

A: ^\ADDED to _which# " ^I think# it EN" ^C\OURAGES# the " ^{l\azy} ":ST\UDENT# to ^go to
 H\IM# and say ^I I ^S\AY# ^this is ((is)) 'what they !D\O# . SVOD

A: ^I !read a B\OOK 'last n\ight and it ^moved me !!S\O m\uch ^I _can't T\ALK a'bout it SVODPo

A: ^now !this is _a a " !G\ORGEIOUS# ^lazy _way \OUT# SVPs

A: ^you !!S\EE#

A: ^he's t\aken \IN 'by th\is# SVA

A: ^dear _S\OUL# (- laughs) a* ^bid*ing 'faith in **English !!L\IT**ERATURE# <SV>Ps

A: ^Y\OU kn\ow#

B:- ^I . RE!M\EMBER# - it ^isn't 'quite the 'same TH\ING# SVPs

B:but a a ^p\erson . ^when I was at !SCH\OOL# - ^taking 'in the ST\AFF# - . [w] ^I could ^I would ^I
 had [?] . :JOINED the st\aff# ^T\EMPORARILY# ASVODa

A: *^Y\ES#*

B: *^THIS* ch\ap# was a ^little bit !J\UNIOR to 'me# SVPs

B:and was ^still the _S\IXTH 'form# - - <S>VAPs

B:and . ^I was TH\ERE# [bi] ^just be'fore going !ON to univ\ersity# - . SVA

B: ^I HEARD the ^HEADMASTER# [?] and the ^history M\ASTER# dis^cussing ESSAYS# SVOD

B: ((5 to 6 sylls)) ^they were !quite ST\UNNED# ^by [dhi:] . MAT\URITY# and PRO^F\UNDITY#
 and . the " ^{d\epth} of his ":V\IEWS# - SVPs

B:and ^I !listened to this DIS:C\USSION# with a - ^sort of !with . ((a !little)) {c\ynical}
 "SN\IGGER# IN" ^S\IDE me# . SVOpA

B: I ^went to this :\OTHER 'person# ^some 'years !L\ATER# . SVA

B:and ^C=OMMENTED on _this# <S>VOp

B:and ^said that _I pre!sumed that :what he'd :D\ONE# was to ^very :C\AREFULLY# ^note 'down
 :[?]every V\IEW# he'd ^heard !TH\EM ex'press# .

B:and ^serve it _up in his own !W\ORDS as " ^{th\eir 'views#}# - <S>VOD

B: ^which he AD!MITTED#

B: it was *EX^ \ACT*LY what he'd d\one# SVPs

A: *^Y\ES#* ((of ^C\OURSE#)) **

B: he **^hadn't** had !any SIN:C\ERITY in his wr\iting# at ^\ALL# SVOD

A: ^N\O#

B: ^he'd _just "played his ":C\ARDS# ^C\AREFULLY# SVODa
A: ^Y\ES#
B: ^how can 'I PLEASE these 'people# wh- vSVOD
A: ^Y\ES#
B: I ^know what :TH\VEY 'think# a^bout [dhi] . :((various !TH\INGS))# SVOD
B: ^S\O# I'll ^show them 'that's what 'I 'think# SVOiOd
A: ^[\M]#
B: and ^they were 'NA!\IVE en/ough# ^to . *be taken !\IN ((by it))#* SVPs
A: *- ^Y\ES#* ^this is the funny "thing A!!B\OUT 'aca'demics# - . SVPs
A: that ^[?]if you're [no ?@:] you ^KN\OW#
A: I ^I've . C\OME to it# f.:A: ^so L\ATE# . SVOp
A: ((I mean)) ^I've had a !L\IFETIME of exp/erience# ^rolling A:R\OUND# SVOD
B: ^[\M]#
A: and ^I'm AST\OUNDED# ^how 'NA:\IVE 'they 'are# ^R\EALLY# SVPsA
A: ^how !easily 'taken /IN#
A: I ^M/EAN# to ^have a 'student 'come to you and [s] - ((oh)) ^I !read a B\OOK# and it's " ^moved
me so 'much I can't T\ALK a'bout it#
A: ^[?]you KN\OW# .
A: " ^{I} should IM":M\EDIATELY _say# " ^PH\ONEY# SVODPo
A: be^cause (((if it [h])) . ^it 'had !moved him :S\O 'much# in ^one W\AY# f.:A: ^by *HIMS\ELF#*
A: ^all QU\IET# .
A: ((and)) **^not** _come ((and !MADE#)) DRA" ^M\ATIC _statement like _this# . ^W\OULDN'T
'he#
B: ^[\M]# -
A: but ^N\O# ^you S\EE '[@:m]# .[@] ^N\O# ^this is ^this is the :L\INE# to ^((S\ELL))#
^OBVIOUSLY SVPsA
A: - . ^and he 'thinks that !I kn/ow# SVOD
A: [?@] ^I'm . " !too 'much con:cerned with :W\ORDS# - . SVPs
A: ^I'm !weak on AES:TH\ETIC as he p/uts it# SVPs
A: (- . giggles) which ^seems to M/E# . ^quite 'quite L\OONEY# SVOPs
A: I ^mean *the !fact* that 'you 'you - :STUDY a 'thing# ^D\OESN'T mean to s/ay# you ^can't also
!!F\EEL it#: ^D\OES it# . SVOD, tag
B: ^[\M]# .
A: ^B\UT# ^\ANYWAY# ^this is _his !L\INE# SVPs
A: and ^he's ST\ICKING 'to it# at the ^M\OMENT# ^till he 'changes 'next :Y\EAR# SVOPa
A: *(- laughs)* ^which I :gather is 'quite _P\OSSIBLE# SVPs
B: *(- laughs)*

A:I ^TH\INK 'we you ^kn\ow [:@:m]# ^we 'have "F\ASHIONS# and "^M\ODES# in [:@] ap^proach
to ^English TH\ERE# - - - SVOd

A:(murmurs) ^but !on the :P\ERSONAL l/evel# ^we !get on ex:tremely :W\ELL# ASVA

A:^which is "!G\OOD# because ^after :\ALL# (- laughs) . [?]if we ^[di] . if we "^D\IDN'T# ^it
would be !H\ORRIBLE#

A:with our ^views 'being !somewhat !D\IFFERENT# ^on the !teaching of !\ENGLISH# AASVPs

B:((yes)) ^I !D\ID 'know _once# a ^FR\ENCHMAN# . SVAOd

B:or ^TW\O 'Frenchmen# ^R\EALLY# -

B:and they ^used to 'have !great \ARGUMENTS# a^bout S\OME ((things))# - SVOd

B:and ^they'd !B\OTH 'go a_way# ^holding to their 'own V\IEWS# - SVA

B:and ((then)) the ^second would !H\EAR the f\irst#

B:ex^pounding the !S\ECOND'S 'views# as his ^\OWN# ((with)) ^great CON!V\ICTION# ((the))
^next !D\AY# SVOd

A:(- *-* laughs)

B:*he would* ^never ad'mit he was WR\ONG# . SvAVOd

A:^N\O#

B:^he would !just 'bring 'forth . the !V\ICTOR'S _views# as his ^\OWN# SvAVOp

B:((^[@:m] and)) PRE!T\ENDING# as it ^W\ERE# that ((^he'd !always !H\ELD them#))

A:^[?]Y\ES#

A:*^[?]Y\ES#*

B:^but *OF!F\IC*IALLY# he ^never 'changed his !M\IND# ASAVOd

A,^this ((I think :P\OVES#) that . ((that's)) a ^ra*ther 'weak CH\ARACTER# SVOd

B,*((but . ^that !is only :N\ATURAL#))* SVPs

B,^M\AY'be#

A,*^not 'quite B\IG e'nough to ^go* and 'say L\OOK old 'chap ^Y\OU were r\ight# <sV>PsS

A, or per^haps not _even _big e_nough _to . R\ECOG'NIZE# <SV>Ps

B,I ^got the IM:PR\ESSION that he ^didn't !R\ECOG'NIZE it# . SVOd

A,^N\O#

A,*^PR\OBABLY#*

B,*^that '[@:]:([m]))* - he ^just DI!G\ESTED the 'id/eas# SAVOd

B,and ^then _came _out with _them _quite spont_aneously and without RE!FL\ECTION# SVOpA

B,*((but it's a)) ^bit* D\IFFICULT in a ^W\AY that a ^person could be "!S\O unre"fl/ective as ^not
to _R\EALIZE that he'd ^CH\ANGED his m/ind# sVPsS

B,but he "^L\OOKED 'that 'sort of p/erson# SVPs

B,he ^l\ooked '[@:m] - COM^PL\ETELY unrefl/ective# SVPs

B,as ^though he _just _had . [?] a !pattern in his :H\EAD# . SAVOd

B,and . ((he)) ^EX"!P\OUNDED with ^great "!FL\UENCY at a ^moment's *!N\OTICE* SVA

A,*^Y\ES#*

B,^and as !though he 'wasn't 'really :C\ONSCIOUS of ^what the !pattern !W\AS# SVAPs

B,he'd ((^been EX:P\OUNDING#)) SV

B,^that was the IM":PR\ESSION *((he 'gave#))* SVPs

B,^spoke in !beautifully 'fluent _French :\ENGLISH# <S>VA

B,it was ^quite F\UNNY# SVPs

B,if you ^TRANS!L\ATED the 'words ^back !literally 'into :FR\ENCH you ^found the con'struction
was :P\ER'FECTION# ASVod

B,as ^far ((as)) . _{m\y 'French} could !T\ELL# -

B,((^kn\owledge of 'French _which)) - - was ^rather 'strange !\ENGLISH#

B,^haven't _thought of H/IM For ^Y\EARS# <S>VOpA

A, "our M\ATHS 'chap ^our !junior !M\ATHS 'chap up th/ere ^he's an /\INDIAN# . SVPs

A,^h'e's} only 'just . :been APP\OINTED 'this t/erm# SVPs

A,I've ^just travelled !D\OWN with him /actually# - SVA