

a) Find four mistakes among the underlined words/phrases.

A greenhouse is a glass building used to grow plants. A greenhouse has transparent glass that allows the sunlight to pass through, but does not allow the heat inside to escape. The same affect occurs on the earth. The suns radiation passes through the atmosphere to heat the earth's surface. When heated, the earth's surface produces infrared radiation, which has a longer wavelength than that of sunlight. This infrared radiation rises into the atmosphere where gases, such as carbon dioxide, prevents the infrared radiation from escaping into space. The concentrations of these gases which are called greenhouse gases, control how much infrared radiation escapes. The retained radiation heats the earth's atmosphere, thus keeping the planet warm.

b) For each excerpt, identify the source of the ambiguity: (1) improper syntax (word order), (2) missing comma, (3) unclear pronoun reference, or (4) grouping of conflicting words.

- The Lunar Module was only designed to hold two astronauts and to have a life time of forty-five hours.
- The beams are positioned with respect to the chopper blade so that while one beam passes the output of the opposite beam is completely blocked.
- The Hindenburg was filled with hydrogen because it is lighter than air...The report claimed that a hull wire could have ruptured a gas cell if it fractured.
- Avoiding complicated multi-ordered calculations, the equations come from fundamental definitions of mass flow, work, and efficiency.
- To provide spill protection, all tanks were equipped with basins and automatic shutoff devices or overflow alarms or ball float valves.
- Being the first step in introducing CFD, Jones had to set up conservative assumptions.
- As with any system errors occur in localization.
- Having a model would help designers predict the effects of engine operation over all speeds.

c) Complete the sentences with the correct article or leave the gap empty if no article is needed.

1. _____ results were significantly better in _____ method X than _____ method Y.
2. _____ method X had _____ higher true positive rate than _____ method Y.
3. _____ memory means _____ power or _____ process of recalling.
4. X is _____ algorithm which solves _____ Travelling Salesman problem. _____ algorithm X is _____ fastest among all _____ known *TSP* algorithms.
5. In _____ next section we introduce _____ theory of _____ Bloom filters.
6. To assess _____ students' program codes, we construct _____ bug library. _____ bug library contains all _____ errors which have occurred in _____ students' programs.

SEMICOLON

Main clause + main clause (no coordinating conjunction)

The side effects are not minor; some leave the patient quite ill.

*The semicolon separates **equal** sentence elements (often working around expectations).*

The airline campaign had highlighted only half the story; the other half was buried in the copy.

The campaign should not have stressed the pilots' insecurity; instead, the campaign should have stressed the improved performance resulting from that insecurity.

*We often use semicolons between main clauses related by **however, for example, etc.***

Exercise: rewrite the sentences so that they include a semicolon and the expression in parenthesis.

- 1) Most music computers are too expensive for the average consumer. Digital keyboard instruments can be inexpensive. They are widely available. (*however*)
- 2) Inside the keyboard is a small computer. The computer controls a sound synthesizer. The instrument can both process and produce music. (*consequently*)
- 3) The person playing the keyboard presses keys or manipulates other controls. The computer and synthesizer convert these signals. The signals are converted into vibrations and sounds. (*immediately*)
- 4) The inexpensive keyboards can perform only a few functions. To the novice computer musician, the range is exciting. The range includes drum rhythms and simulated instruments. (*still*)
- 5) Would-be musicians can orchestrate whole songs. They start from just the melody lines. They need never again play "Chopsticks." (*thus*)

Reporting Verbs

1) Separate the following reporting verbs into three categories:

Suggest, describe, reveal, argue, note, show, speculate, point out, reject, strongly believe that, propose, deny, negate, report, challenge, take into consideration, study, imply, emphasize, recommend, demonstrate, postulate, claim, examine, go on to say that, state.

Neutral

Tentative

Strong

2) Look at the reporting verbs in the sentences and try to replace them with reporting verbs with similar meaning. You might have to do slight alterations to the sentences.

- a) Dr. Green confirms the results as valid and informative.
- b) It is suggested that further research be made in this area.
- c) The allegations were denied by the instructor.
- d) Bořivoj suggested measuring the conductive abilities with a fork.
- e) The claims from Chan's paper were challenged by MU FI professors.
- f) The data do not support the original aim of the thesis.
- g) This paper proposes that a superconductive electromagnetism is the future of the auto industry.
- h) It must be emphasized that the preliminary results were very promising.

CZENGLISH

Look at some of the sentences and try to identify the problems common to Czech learners of English. (For more see *Don Sparling: English or Czenglish*)

A) *The town has three theatres and two concert halls. Besides there are more than twenty cinemas.* (34)

B) *This invention enabled to do twice as much work a day.* (74)

C) *I think he won't come./ * I want him not to go there./ * John seems not to be very bright./ **

D) *Everybody doesn't agree with me./ * Some teachers can't understand that everyone isn't interested in their subjects.* (154)

SKETCH ENGINE

<https://ske.fi.muni.cz>

Working with British National Corpus (BNC)

- a) Simple search
 - What texts does "I" appear in?
 - o Modifying search

Simple query:

[Query types](#) [Context](#) [Text types](#) [?](#)

Context

Lemma filter

Window: tokens.

Lemma(s): of these items.

PoS filter

Window: tokens.

PoS:

noun
 noun singular
 noun plural
 numeral
 particle
 preposition
 pronoun
 verb
 full stop

 of these items.

Text types

Subcorpus: [info create new](#) [?](#)

TEXT TYPE	PUBLICATION DATE
<input type="checkbox"/> Spoken context-governed	<input type="checkbox"/> 1960-1974
<input type="checkbox"/> Spoken demographic	<input type="checkbox"/> 1975-1984
<input checked="" type="checkbox"/> Written books and periodicals	<input type="checkbox"/> 1985-1993
<input type="checkbox"/> Written miscellaneous	<input type="checkbox"/> Unknown
<input type="checkbox"/> Written-to-be-spoken	<input type="button" value="Select All"/>
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- Use * for anything (to * surprise; to * it differently, simply *)

Simple query:

[Query types](#) [Context](#) [Text types](#) [?](#)

Text types

Subcorpus: [info](#) [create new](#) [?](#)

- Are the following words or phrases formal or informal?

- o A lot of
- o figure
- o America
- o You
- o Bad
- o fridge
- o Show

b) Sort and Frequency functions

- work with the word “consequently”

Multilevel frequency distribution [?](#)

Frequency limit:

first level	second level	third level	fourth level
Attribute: <input type="text" value="word"/>	Attribute: <input type="text" value="word"/>	Attribute: <input type="text" value="word"/>	Attribute: <input type="text" value="word"/>
Ignore case <input type="checkbox"/>	Ignore case <input type="checkbox"/>	Ignore case <input type="checkbox"/>	Ignore case <input type="checkbox"/>
<input type="radio"/> first level <input type="radio"/> second level <input checked="" type="radio"/> third level <input type="radio"/> fourth level			
<input type="text" value="6L"/> <input type="text" value="5L"/> <input type="text" value="4L"/> <input type="text" value="3L"/> <input type="text" value="2L"/> <input type="text" value="1L"/> <input type="text" value="Node"/> <input type="text" value="1R"/> <input type="text" value="2R"/>	<input type="text" value="6L"/> <input type="text" value="5L"/> <input type="text" value="4L"/> <input type="text" value="3L"/> <input type="text" value="2L"/> <input type="text" value="1L"/> <input type="text" value="Node"/> <input type="text" value="1R"/> <input type="text" value="2R"/>	<input type="text" value="6L"/> <input type="text" value="5L"/> <input type="text" value="4L"/> <input type="text" value="3L"/> <input type="text" value="2L"/> <input type="text" value="1L"/> <input type="text" value="Node"/> <input type="text" value="1R"/> <input type="text" value="2R"/>	<input type="text" value="6L"/> <input type="text" value="5L"/> <input type="text" value="4L"/> <input type="text" value="3L"/> <input type="text" value="2L"/> <input type="text" value="1L"/> <input type="text" value="Node"/> <input type="text" value="1R"/> <input type="text" value="2R"/>
Position: <input type="text" value="2R"/>	Position: <input type="text" value="2R"/>	Position: <input type="text" value="2R"/>	Position: <input type="text" value="2R"/>
<input type="button" value="Make frequency list"/>			

- compare the frequency of the following:
 - To put it another way vs to put it in another way
 - Another key thing to remember vs importantly
 - To give an illustration vs for instance
 - Little attention vs small amount of attention
 - Of equal importance vs equally important
- c) Phrases
 - Check for correct phrase – “researches were conducted,” “one criteria,” “make a photo,”
- d) Lemmas – base form of the word