

# AI

## SEMINAR 1

### Language

#### QUOTES

**Task 1** – Read the quotes, then discuss your views about some of them in class.

**1** “Conversation is the slowest form of human communication.” ~Author Unknown

**2** “A different language is a different vision of life.” ~Federico Fellini, Italian filmmaker

**3** “Learn a new language and get a new soul.” ~Czech Proverb

**4** “Language is by its very nature a communal thing; that is, it expresses never the exact thing, but a compromise - that which is common to you, me, and everybody.” ~Thomas Earnest Hulme, *Speculations*, 1923

**5** “He who does not know foreign languages does not know anything about his own.” ~Johann Wolfgang von Goethe, *Kunst and Alterthum*

**6** “Words signify man's refusal to accept the world as it is.” ~Walter Kaufmann

**7** “But if thought corrupts language, language can also corrupt thought.” ~George Orwell

#### DISCUSSION

- 1** Why do you study foreign languages?
- 2** Are studies of foreign languages important at university? Why?
- 3** Why is it important for an academic to speak at least one or two world languages? (lingua franca)
- 4** Which foreign language is the most important one for you personally?

- 5 Which foreign language is the most important one for you professionally?
- 6 Why do you study English?
- 7 What do you expect of this course (the two-semester one)?
- 8 What are your priorities in studying English? (speaking, writing, reading, grammar, stylistics, etc.)
- 9 Which of these skills will you need most in your academic life / everyday life?
- 10 Is this course your only way of improving your English?
- 11 How much time are you planning to spend on self-study?

**Task 2** - Try to match the languages with the numbers of people speaking them.

A) Portuguese	1. 885 million speakers
B) Chinese (Wu)	2. 332 million speakers
C) Bengali Standard	3. 322 million speakers
D) Russian	4. 189 million speakers
E) German	5. 182 million speakers
F) Spanish	6. 170 million speakers
G) Czech	7. 170 million speakers
H) English	8. 125 million speakers
I) Chinese (Mandarin)	9. 98 million speakers
J) Japanese	10. 77 million speakers
K) Hindi	73. 12 million speakers

### **READING – English in the World**

How many people in the world speak English? In the first place, it is not simply a matter of taking all the English-speaking countries in the world and adding up their populations. America alone has forty million people who *don't* speak English -- about the same as the number of people in England who *do* speak English.

Then there is the problem of deciding whether a person is speaking English or something that is *like* English but is really quite a separate language. This is especially true of the many English-based creole or pidgin languages in the world. A second and rather more serious problem is whether a person speaks English or simply *thinks* he speaks it.

**Task 3** – Read the following examples and decide which one is correct English, which is creole/pidgin, and which is incorrect English.

- a) Dem plaan di tri.
- b) I even cannot say you how I have bad mood.
- c) I am having lunch with my friends tomorrow.
- d) It was written in the newspapers that the cinema doesn't play.

e) I hope the above is convenient.

f) Wanpela man i kam, sikspela man i kam.

### **POLYSEMIES**

We can talk about *fine art*, *fine gold*, a *fine edge*, feeling *fine*, *fine hair*, and a court *fine* and mean quite separate things. The condition of having multiple meanings is known as **polysemy**, and it is very common. The polysemic champion must be *set*. Superficially it looks like a wholly unassuming monosyllable, yet it has 58 uses as a noun, 126 as a verb, and 10 as a participial adjective. Its meanings are so various and scattered that it takes the *OED* [Oxford English Dictionary] 60,000 words -- the length of a short novel -- to discuss them all. A foreigner could be excused for thinking that to know *set* is to know English.

**Task 4** – Look at the following words and try to find as many meanings as possible.

BANK

CHIP

CONTROL

FOUND

LIE

STAND

### **CONTRONYMS**

Sometimes, just to heighten the confusion, the same word ends up with contradictory meanings. This kind of word is called a **contronym**. *Sanction*, for example, can either signify permission to do something or a measure forbidding it to be done. *Certain* can mean something definite or something hard to specify (He had a certain feeling). Something that is *fast* is either stuck firmly or moving quickly.

**Task 5** – Think of the contradictory meanings of the following contronyms.

APPARENT

CONSULT

DUST

OVERLOOK

QUITE

VITAL

### **INFLECTIONS**

Let us consider the parts of speech. In Latin the verb has up to 120 inflections and in Czech there are usually about 30 inflections; in English it hardly ever has more than five (e.g. *see*, *sees*, *saw*, *seeing*, *seen*) and often gets by with just three (*hit*, *hits*, *hitting*).

**Task 6** – Look at the following verbs and say which belong to the “hit type” and which to the “see type”.

DRIVE  
CUT  
WRITE  
THROW  
LET  
SPLIT

*How many inflections do the majority of verbs have?  
How many inflections does the verb BE have?*

### **VERB FORMS**

**Task 7** – Fill in the gaps with the following expressions:

**present tense - participial - conditional - past tense - future**

According to any textbook, the present tense of the verb *drive* is *drive*. Every secondary school pupil knows that. Yet if we say, "I used to drive to work but now I don't", we are clearly using the present tense *drive* in the \_\_\_\_\_ sense. Equally if we say, "I will drive you to work tomorrow", we are using it in a \_\_\_\_\_ sense. And if we say, "I would drive if I could afford to", we are using it in a \_\_\_\_\_ sense. In fact, almost the only form of sentence in which we cannot use the \_\_\_\_\_ form for *drive* is, yes, the present sense. When we need to indicate an action going on right now, we must use the \_\_\_\_\_ form *driving*. We don't say, "I drive the car now", but rather, "I'm driving the car now". Not to put too fine a point on it, the labels are largely meaningless.

Reading section texts adapted from: Bryson, Bill: *Mother Tongue* (1990), pp. 174-175, 62-63, 125.

### **SPELLING**

**Task 8** – Read the text on Euro-English and correctly spell the underlined expressions.

#### **Euro-English**

The European Commission has just announced an agreement whereby English will be the official language of the European Union rather than German, which was the other possibility. As part of the negotiations Her Majesty's Government conceded that English spelling had some room for improvement and has accepted a 5 year phase-in plan that would be known as "Euro-English".

In the first year, 's' will replace the soft 'c'. Certainly, this will make the sivil servants jump with joy. The hard 'c' will be dropped in favour of the 'k'. This should klear up **konfursion** and keyboards kan have one less letter. There will be growing publik enthusiasm in the sekond year when the troublesome 'ph' will be replaced with the 'f'. This will make words like **fotograf** 20% shorter. In the third year, publik **akseptanse** of the new spelling kan be **expekted** to reach the stage where more komplikated changes are possible. Governments will **enkourage** the removal of double leters which have always ben a deterrent to akurate **speling**. Also al wil agre that the horibl mes of the silent 'e' in the languag is **disgrasful** and it should go away. By the 4<sup>th</sup> year peopl wil be reseptiv to steps such as replasing 'th' with 'z' and 'w' with 'v'. During ze fifz year, ze unesesary 'o' will be dropd from vords kontaining 'ou' and similar changes vud of kors be aplid to ozer kombinations of leters. After **zis** fifz year ve vil hav a reali sensibl **riten** styl. **Zer** vil be no mor **trubl** or **difikultis** and **evrivun** vil find it **ezi** tu understand each ozer. Ze drem of a united **urop** vil finali kom tru!

## PRONUNCIATION

*Read this poem and notice the irregularity of English pronunciation.*

When the English tongue we speak  
Why is **break** not rhymed with **weak**?  
Won't you tell me why it's true  
We say **sew**, but also **few**?  
And the maker of a verse  
Cannot rhyme his **horse** with **worse**?  
**Beard** is not the same as **heard**,  
**Cord** is different from **word**,  
**Cow** is cow but **low** is low,  
**Shoe** is never rhymed with **foe**.  
Think of **hose** and **dose** and **lose**,  
And think of **goose** and yet of **choose**,  
Think of **comb** and **tomb** and **bomb**,  
**Doll** and **roll** and **home** and **some**.  
And since **pay** is rhymed with **say**,  
Why not **paid** with **said** I pray?  
Think of **blood** and **food** and **good**;  
**Mould** is not pronounced like **could**.  
Why is it **done**, but **gone** and **lone** –  
Is there any reason known?  
To sum it up, it seems to me  
That sounds and letters don't agree.

*Soars, J. & L.: Headway, Upper-Intermediate, Student's book, Oxford Univ. Press, Oxford, 1987, p.34*

**Task 9** – *Although there are very few rules visible in the above poem, can you think of any rules for English pronunciation?*

## GRAMMAR AND STYLE

### Breaking the Ice – Informal Introductions – Direct Questions

Think of three yes/no questions that you would like to ask a classmate.  
For example (e.g.) Do you study at the School of Social Studies?  
Have you ever been to a conference?  
Can you say “Thank you” in three foreign languages?

### Formal Introductions – Indirect Questions

To make questions more formal you can use **indirect** questions.

Can/Could you tell me ...		who/what		
Can/Could I ask you ...	+	where/when	+	subject
+	verb			
Do you know ...		how/why		
		if		

e.g. Can you tell me how much time you spend travelling to work?  
Can I ask you if you recognise this person?

Note: The word order of indirect questions is different from direct questions.

### Introductions

May I introduce you to... (Professor Pierson)?  
I'd like to introduce you to... (Dr. O'Roarke)  
Can I introduce myself? My name is... / I'm ...  
Can I introduce a colleague of mine? This is... (Pedro Ramiro)  
I don't know if you remember me. We met ... (at a conference last year).  
Hello. I don't think we've met before.  
I don't think you two know each other, do you?  
Excuse me, would you by any chance be ... (Ms. Jones)?  
Hello, you must be... (Leena)

How do you do.	=>	How do you do.
Pleased to meet you.	=>	Pleased to meet you,
too.		
Please call me ... (Anna).	=>	Then you must call me
... (Sean).		

### Greetings

Good/Nice to see you again. I haven't seen you for/in ages.		
How are you?	=>	Very well. Thanks. And you?

How's work? => Not bad. Thanks. Very busy.  
How are your studies going? => Fine, thanks. What about you?  
How are things going? => Great. I'm really glad to be here.

## GRAMMAR EXERCISES

**Task 10** – Fill in the gap with a suitable preposition if necessary.

1. He speaks English well enough to get ..... in an English speaking country.
2. Have you ever been ..... the U.S.A.?
3. Let's discuss ..... this issue over lunch.
4. If you don't understand the word, look it ..... in the dictionary.
5. I'd like to introduce Mr Maiden ..... you.
6. We met ..... a conference two years ago.
7. She translates ..... Czech ..... English.
8. I need to take a course to brush ..... my German.
9. Excuse me, would you ..... any chance be Mr Atkinson?
10. I study Spanish and Portuguese ..... Masaryk University.

## WORD BANK

- |  |                             |
|--|-----------------------------|
| 1. mother tongue/mother language       | mateřský jazyk              |
| 2. native speaker                      | rodilý mluvčí               |
| 3. broken English                      | lámaná angličtina           |
| 4. improve one's language              | zlepšit si jazyk            |
| 5. brush up one's knowledge            | oprášit si znalosti         |
| 6. have a good knowledge of a language | mít dobrou znalost jazyka   |
| 7. a good command of a language        | dobrá znalost jazyka        |
| 8. language skills                     | jazykové dovednosti         |
| 9. mispronounce                        | špatně vyslovovat           |
| 10. misspell                           | psát s pravopisnými chybami |
| 11. speak fluently                     | mluvit plynně               |
| 12. make/correct mistakes              | dělat/opravovat chyby       |
| 13. speak a foreign language           | mluvit cizím jazykem        |
| 14. language barrier                   | jazyková bariéra            |

15. limited/large vocabulary	omezená/velká slovní zásoba
16. extend one's vocabulary	rozšířit si svou slovní zásobu
17. consult a dictionary	vyhledat ve slovníku
18. look up a word	vyhledat si slovo
19. discuss a problem	diskutovat o problému
20. part of speech	slovní druh
21. get by	vystačit si
22. translate from English into Czech	překládat z angličtiny do češtiny

## APPENDIX TO SEMINAR 1

### Formal Introduction to the Course

**CJVA1B and CJVA1M** (with 2 credit points) are meant to be the first half of a 2-semester language option which is followed by **CJVA2B and CJVA2M** in the second semester (ending with an exam and 4 credit points). There is detailed information about the course in the IS Subject Catalogue.

- the course is primarily based on EAP (English for Academic Purposes) through readings, discussions, and presentations.

- **course requirements** for CJVA1B and CJVA1M are to have completed a presentation during the semester based on the seminar materials and presentation criteria.

- **course requirements** for CJVA2B and CJVA2M are the same as above, with the addition of the written exam which includes academic vocabulary (synonyms and context gap fill), reading comprehension, grammar, summary writing).

- **course materials** will be updated throughout the semester and posted on the information system at *IS -> Osobní administrativa -> Student -> Studejní materiály (CJVA1B) -> Microsoft WORD verze*  
*IS -> Personal administration -> Student -> Study materials (CJVA1M) -> Microsoft WORD version*

- the majority of **readings** are to be done at home before the lesson

- **class participation** is an important part of the course (70% attendance) – not including those in the SELF STUDY option



- **presentations** will be done throughout the semester – more information in seminars 2 & 3

- **grammar** – will be covered only minimally in class – not many detailed explanations.

You are responsible for knowing the grammar points in the materials, and are expected to have intermediate general knowledge learned on your own time.

- **vocabulary** – you are responsible for knowing intermediate level vocabulary as well as some extra EAP/ESP words (i.e. the words that are starred in the vocabulary list at the back of your seminar notes).

- There is a language studies facility available to students – the **Language Resource Centre** at the MU rectorate building (9 Žerotínovo náměstí, side entrance from Brandlova Street, go to the very top floor of the building)

Office hours are posted at the respective offices of staff:

FSS, Joštova 10, Room 555

FF, Arne Nováka 1, Building D (near the reception)

Last updated 11.9.2006