

Mind-stretcher

ET is a delight – even for a non-professional, such as me. The magazine fills a need previously unmet – and does so extremely well. I look forward to receiving each issue – for entertainment, worthwhile information and stretching my mind. Keep up the good fight!

George Milne
New York City, USA

Tom Swifties

The “Tom Swifties” mentioned in your April issue are a “rediscovery” of a word game dating from at least the 1950s; it may have originated among U.S. advertising and magazine writers. Note that the examples cited by your correspondents are all “Type B” Swifties, which play on adverbs (“They say I overuse adverbs,” Tom said Swiftly). More difficult are “Type A” Swifties, which play on verbs. Some examples:

“I don’t have a drinking problem,” Tom gulped.

“Don’t call me a son-of-a-bitch!” Tom growled.

“What a lovely brook!” Tom babbled.

“I love you passionately!” Tom ejaculated.

The article “Etymorphs” recalls another word game, fairly common among literate Americans (for all I know, among literate Brits too); it’s known as “Dictionary” or “Fictionary”. Briefly:

1. In each round of the game, one player, the “leader,” finds a word in a large dictionary that none of the other players knows (they’re expected to be truthful, of course).

2. The other players write down plausible “definitions” of the word; the leader writes down the real definition.

3. The slips are passed in and the leader reads out all the definitions, real and fictitious; the other players then indicate which they think is the real one.

4. A player scores a point for each player “caught” by his or her fictitious definition, and another if s/he spots the real definition; if nobody spots it, the leader gets a point for every other player. On the next round, another leader takes over.

Robert Claiborne,
New York City, USA

“Quotation”

Re-the discussion on the use of single and double quote-marks in *Comment*, *ET*18, surely they have different functions? The single ones highlight a word or phrase being used in a special, sometimes dubious sense, as when preceded by ‘so-called’: *The dictator rigged his country’s so-called ‘democratic’ elections.* Double quotation marks then indicate a true quotation, usually more than a single word, sometimes even several paragraphs in length, with the precise wording of a statement from another source being given.

Chris Upward,
Birmingham, England

Recently made available

The question raised by Minoru Kaneko (*ET*18) about the use of ‘recently’ has been thoroughly dealt with in the new (fourth) edition of the *Oxford Advanced Learner’s Dictionary*, published in April 1989. In a ‘Note on usage’ at the entry for *recent* the uses of ‘recently’, ‘not long ago’ and ‘lately’ are compared and contrasted. To quote part of the note, ‘recently’ has the widest use,

in positive and negative statements and questions, with the past tense and the present perfect tense: *Did she have a party recently?* ° *They’ve recently bought a new car.*’

Jonathan Crowther
Managing Editor
OALD, Oxford University Press

Adpreps

Always fistfuls of interesting and up-to-date things in *English Today*. Thanks for a fine editorial job.

I particularly liked your own presentation of phrasal verbs (and thanks for using that term – someone recently again employed verb-particle combination, which I find awkward). It’s good to see the pattern as productive as ever, in all the neologisms you were able to gather. (Incidentally, one item – only one in the list as far as I could tell – has been around for a while: *haul off*. I remember it from my childhood, as signifying the leaning back or stepping back preparatory for a forward lunge. I think *OED Supp.* has it from about mid-19c.)

On one point I wanted to bring up again something I proposed in *The Phrasal Verb in English*. On p. 42 you offer the example *He came across the street*, and call it “rightly analysed” as (He came) (across the street), with *across* a preposition. For a number of reasons I held that in these cases the particle is in double function, and I dubbed it an “adprep”, using a term borrowed from Archibald Hill. For one thing, we have combinations in which the adverbial and the prepositional are spelt out:

He came *out of* (from) the darkness.

We pushed into (*in to*) the interior of the country.

I jumped onto (*on to*) the table.

Following this analogy, I hypothesized:

She ran across the bridge.
which of course is unlikely at the "surface", but not if we add a little variety:

She ran across over the bridge.

The dual function can be seen in the acceptability of:

How did she get over the bridge?
– *She ran across it.*

She ran across.

but not both in the case of a true 100% preposition:

How did she get to the bridge? – She ran to it.

**She ran to.*

This I think is not so strange when one realizes how ambiguous a sentence like *She ran across the bridge* is: 'She crossed the bridge by running', 'She was running when she crossed the bridge', 'She did her running on the other side of the bridge' – the last, like "She runs at home", has *across* in a purely prepositional function. Just a thought, but it makes a kind of sense for me.

Professor Dwight Bolinger,
Palo Alto, California, USA

Items

(1) A minor quibble regarding your excellent article on phrasal verbs (*ET*18, Apr 89). You offer two examples of "compound formations . . . with the phrasal noun second," but the two have different stress patterns: *CHOLera outbreak*, *student SIT-in*. We call the former a compound and the latter a noun-noun phrase. Of course, by our stress criterion, *OUTbreak* and *SIT-in* are themselves compounds.

(2) Minoru Kaneko (*ET*18, Apr 89) asks about the non-use of *recently* with verbs in the present tense. *Recently* and its synonym *lately* are perfect examples [pun inadvertent] of adverbials that go with the present perfect: *What have you done for me lately/recently?*

Thank you for publishing my August 15 letter in the same issue and for referring to it in your

"Comment" on quotation. You have probably noted an illogical common feature of American punctuation, apparently intended to simplify decision-making for printers: the placement of commas and periods inside quotation marks whether they were part of the original words quoted or not.

Sheldon Wise,
Rockville, Maryland, USA

To be NP-ed out

In *ET*18, Apr 89, you presented recent creations of phrasal verbs, two of which particularly interested me: *to castle out* (to see more than enough castles) and *to cookie out* (to eat more than enough cookies). You refrained from commenting on them, but they are instances of a very productive (American?) denominal verb formation pattern with the meaning *to be satiated with the NP*. I have collected the following citations myself:

(1) 'I'm arted out after three hours of gallery' (Overheard in a conversation, 1981).

(2) 'I asked him if it was a wearying job: thinking full-time about the political career of Gerald Ford.

"I love this job," he said. "It's a great job. I was curator for ten years at the Eisenhower museum in Abilene, Kansas, and I didn't get Eisenhowered out. So I'm certainly not Jerry Forded out." (Bob Greene, *Cheeseburgers: The Best of Bob Greene* (New York: Ballantine Books, 1986, p.94).

(3) 'She wasn't Krishna'd out, she was only hippied out' (E. V. Clark and H. H. Clark, "When nouns surface as verbs," *Language* 55, 1979, p.783).

(4) 'At first he [i.e. John Healey, organizer of the "Conspiracy of Hope" tour] had trouble getting artists. Many were "aided" out. "Six weeks ago I had just about decided it was easiest to deal with dictators than rock 'n' rollers," said Healey with a grin.' [Healey heads the American office of

Amnesty International.] (*Time*, 23 Jun 86, p.48).

(5) 'The point is, I didn't actually start my bachelor fling until late in life. And to tell the truth, I don't know if I'm flung out yet (*The Collected Plays of Neil Simon*, Vol. 1, New York: New American Library, 1986, p.41).

(6) MADAME BRASSILHOV (*Quickly pulls the GENERAL back*) Stand back, dear, it's the sneezer.

CHERDYAKOV No, no, it's all right. I'm all sneezed out . . . (Neil Simon, *The Good Doctor*, Tokyo: Nan'un-do, 1983, pp. 11–12).

Kazuo Kato,
Iwate Medical University,
Iwate-ken, Japan

Sugared off

I notice that in your article on phrasal verbs which appeared in the April 1989 issue of *English Today* you list "sugar off" as a recently created phrasal verb, citing an instance from 1983. In fact, the verb is cited by the *Dictionary of Canadian English* from 1826! See also the *OED*, s.v. "sugar" (v.), 3, and "sugaring," 2, which cites "sugaring off" from 1836. Thought you might like to know.

J. G. Johansen,
Camrose Lutheran College,
Camrose, Alberta, Canada

Editorial liberties

Your Editorial "Comment" (*ET*18) prompts me to send you a report of a letter I wrote to the Editor of *The Scotsman*, to which paper I write quite often about the Poll Tax (a huge bone of contention in Scotland!). In my most recent letter on this subject, published 6 May, my clearly-typed "comprehensible" (able to be understood) was changed to "comprehensive", thereby changing my meaning and that of the ensuing sentence which referred to it.

I am a retired teacher of English, and my punctuation is deliberate, as is my use of words. My letter had been printed with sentences beginning with conjunctions (shades of years of teaching pupils NOT to do this, except for emphasis), whereas I had used commas, etc. One "Yet" (their capital) was *added!* Where I had used a colon, correctly, in its context, a semi-colon was printed.

While I do not quibble at minor editorial omissions, especially in letters on a controversial subject such as the Poll Tax, the printing of a change of meaning, and grammatical and punctuation inaccuracies, over my name, cannot be ignored or excused. I wondered how often similar editorial liberties are taken with readers' letters to newspapers, and thought of *your* readers and whether they, too, had been misrepresented and "edited" when writing to the Press, and how they feel about it.

Sybil Sarel,
Birsay, Orkney, Scotland

Why future tense?

L. G. Alexander asks why we should not treat *shall* and *will* in terms of the future tense if we are talking about 'simple prediction' and if these verbs express 'pure futurity'. One obvious answer is that, in fact, these verbs seldom express such notions: in the vast majority of their occurrences (as I discovered when I investigated examples in the *Survey of English Usage*) the meaning is either that of a conditional future or of probability. Simple prediction or pure futurity is much more naturally marked by *be going to*, and the contrast is seen in *It'll cost me a fortune to get them home* (i.e., if I so decide) and *It's going to cost me a fortune to get them home* (i.e., that's what I am going to do). If we must have a future tense, *be going to* is the better candidate. A further, related, point is that *shall* and *will* func-



'You should introduce the antecedent before using the conjunctive and demonstrative pronouns.'

tion grammatically exactly like the other modals *can*, *may* etc.; this is not surprising, since conditionality and probability may both be regarded as matters of modality; the other meanings of *shall* and *will* are modal too. If, then, both grammar and semantics place them in the modality system in English, what possible reason can there be for putting them in the tense system? (Pace Alexander the credit must go to C. C. Fries for persuading most modern grammarians to abandon the *I shall*, (*thou wilt*), *he will* etc. future tense, even if, not surprisingly, some earlier scholars had realized that English has no future tense.)

There is one quite inaccurate and misleading statement in his letter. It is just not true that 'all modern European languages have no future tense' (in the strict, presumably purely inflectional, sense) and that the Romance languages 'combine *have* with the base form of the verb: French has *serai* and *aurai*, not **êtreai* and **avoirai* (and quite certainly not **arriveravons* (*arriverons*) or, in Italian, **arrivareabbiamo* (*arriveremo*) etc. That is a matter of the historical origin of the forms, which is not directly relevant for the analysis of the modern grammar; the

Romance languages now have future tenses that are as fully inflected as those of Latin. Anyway, if we start bringing in history, we could say that Latin does not have a future tense either, since the *-b-* of *amabo* also derives from an auxiliary!

Frank Palmer,
Wokingham, Berkshire, England

Grammar: the foreign learner's point of view

Three of your four grammarians have all given good replies to Tony Fairman's unexpected attack on prescriptive tendencies in modern English grammar, and I particularly liked my old teacher David Crystal's typically thoughtful response. Yet for anyone like myself whose field is the practical teaching and learning of English as a foreign language the whole discussion seems a bit rarefied. This is because it is essentially a discussion between *linguists*, i.e. the practitioners of academic linguistics. ('Applied' linguistics is also in my experience mainly academic rather than practical, especially as regards EFL teaching.)

What surprises me is that none of your contributors has considered the point of view of the average foreign learner, struggling to learn 'good' English, constantly wanting to be told whether they are 'right' or 'wrong', desperate to know *why* they should say or write this rather than that. Obviously all but the very advanced have to be presented with *some* sort of standard, i.e. one particular one rather than another. The great majority of the millions of learners in continental Europe, including the thousands who flock every year to the hundreds of English language schools in Britain, are normally taught a kind of standard English deemed 'correct' or acceptable by educated native speakers, and the differences within this standard (e.g. between the English of

Edinburgh and of 'posh' Southern England) are of comparatively minor practical importance. For such learners the term 'standard British English' (which we know covers a multitude of sins) has practical reality. The same might be said of 'standard American' for many other learners.

One or other of these two standards is often relevant too in societies where English is a 'second' rather than a foreign language, i.e. where it is in everyday use for official and practical purposes in addition to the local mother tongue or tongues. Certainly, local varieties of those standards are inevitably developing and need to be recognised in teaching, but until a local *standard* variety can be identified and fully accepted (e.g. for use in government and the media) the British or American standard will continue to have interest and appeal.

In referring to foreign learners I include the great majority of their teachers, who are also non-native-speakers, fully aware of their own limitations, and therefore learners themselves. For example I am currently in regular correspondence with a Polish university lecturer in English who, though of near-native competence in the written language, is desperate to have a native-speaker's reactions and opinions concerning grammatical rules and examples that interest him. If a person like him needs help, how much more true is this of many keen teachers of English in the schools and training colleges of Africa or Asia?

Tony Fairman's article was probably motivated by concern over the way certain well known linguists have been venturing into the field of semi-popular prescriptive grammar, and he will doubtless feel that my own criticism is particularly unfair and irrelevant. Perhaps it is. But I hope he and your readers generally will not mind my putting in this word on behalf of foreign

Spell hot

"It's cooler today,"
I heard a man say,
"From 100 it's now 92."
Which shows how a word
Can be truly absurd
As well as entirely true.

Alma Denny
New York

learners, for whom prescriptive grammar is essential. It seems to me that despite the vast increase in the study of English language since the Second World War, among both native and non-native speakers, the amount of practical grammatical help for the latter has in many ways declined. Linguists who turn their attention to English grammar for foreigners are often out of touch with the foreigner's practical problems, and EFL teachers who *ought* to know what is needed tend to leave it to the linguists or aspire to become linguists themselves. Thus a large proportion of ELT books and articles published in English that *should* be of interest to keen foreign learners and their teachers are incomprehensible to them, over-theoretical or too much entrenched in native-speaker culture (British, American, Australian, West Indian, etc.). *English Today* is no exception, and it took me a little while to realise that it is addressed overwhelmingly to native speakers, or to non-native speakers of an exceptionally advanced standard.

Incidentally, Frank Palmer's skilful 'Crossworld', intended as a 'cosmopolitan challenge', strikes me as being essentially based on *British* cryptic cross-word conventions, and not at all easy at that! I wonder how even quite advanced foreign learners would get on with it. Would they even understand the solutions? In what way is it more 'cosmopolitan' than crosswords published

in British newspapers like *The Guardian* and *Observer*?

Philip Tregidgo,
Petersfield, Hampshire, England

Maori in English

There has recently been a correspondence in the *New Zealand Listener* about the use of Maori grammar in New Zealand English. It began when Mary Mountier asked why the plural of the word *Maori* has lost its *s* (January 21). She found it unnatural. Hugh Young (March 18) replied that *Maori* as a plural, was not more unnatural than the plurals *sheep* and *deer*. Doug Edwards (March 18) saw a difference between *Maori* (which he felt could take *s*) and *pa*, *whare*, *marae*, and *tangi* (all of which he felt could not).

Readers outside New Zealand might notice that Doug Edwards could mention *pa*, *whare*, *marae* and *tangi* as common New Zealand English words.

Clearly, the observance of aspects of Maori grammar for words borrowed from Maori remains contentious. As a book editor I'm interested in the extent to which it applies. Beyond avoiding a plural *s* I've noticed the use of Maori word order between nouns and verbs. New Zealanders talk about the *tangata whenua* (the original people of the islands) and retain the follow-on adjective of Maori).

I've noticed too, that when a Maori 'the' (*te* or *nga*) comes up against the English 'the', the English 'the' drops. 'The Te Maori exhibition' sounded wrong. People tended just to talk about *Te Maori* (at least in New Zealand).

Grammar isn't the only area where Maori is affecting New Zealand English. An increasing number of Maori words seem to be reclaiming their place. The Maori words for birds, trees, fish, insects and so on all seem to be more common now than their English ones. You rarely hear

mountain parrot (*kea*), Christmas tree (*pohutukawa*), sea urchin (*kina*), and a host of others. Placenames are 'returning' too. Mount Egmont is *Taranaki* once again.

And you rarely see Maori words in italics in printed New Zealand English anymore. It just looks odd.

Don Long,
Schools Publications Branch,
Department of Education,
Wellington,
New Zealand

Well, is it acceptable?

I have followed with interest the recent debate in ET about the function of grammarians. As a contribution to it, I enclose a handout circulated a few months ago by students at the University of Kent at Canterbury. Various deviations from what some might consider standard British usage have been marked on it.

Is such writing acceptable? The group of students who produced the handout presumably think it is. If it isn't acceptable, what should be done about it?

Do we need more *descriptive* grammar or more *prescriptive* grammar?

Silvester Mazzarella,
Canterbury, England

The Beurla idiom

Robert Craig, in two letters to ET13 and ET18, the second in response to my article in ET15, raises some interesting questions and asks for my comments. One of the questions, though, concerning bilingualism, is of such magnitude that to do justice to it would require far more space than the Editor is likely to allow me. I have previously written about bilingualism in books and papers, and the best I can do now is to refer to my *Second Language Learning* (Penguin, 1973).

I am puzzled by Mr Craig's remark that for a person 'to say that his accent was not that of a native speaker would be to deny his nationality'. The term 'nationality' is better avoided in a context like this because it has legal implications, but even if we substitute 'ethnicity' the statement remains unsatisfactory – principally because the term 'native speaker' lacks any clear meaning and should be avoided in all serious discussion. Nobody is born with a knowledge of a particular language, and what language or languages a person learns as he grows up may depend on factors which have nothing to do with his biological inheritance or ethnic origin. He may well end up using as his only medium a language which is not that of his parents or ancestors.

As I am sure Mr Craig realizes, I was not concerned in my article with the history of the word *English*, but only with its present meaning. The earliest written record of the word comes from Old English, but we may safely assume, as Mr Craig does, that the Angles had brought it with them from their continental home. The original meaning, however, is likely to have been 'of or belonging to the tribe of

MASS PICKET OF SENATE WEDS 16th NOV 2pm.

To demonstrate against:

LOANS:

The Government's White Paper aims to bring in loans & progressive destruction of grants. Our grants have been cut by 20% and we have lost at least £500 by being bared from several benefits such a travel grants and on campus housing benefit. The introduction of loans will mean the stopping of all benefits to students.

Many American students end up owing 30,000 pounds due to loans. COULD YOU AFFORD THAT ?

STUDENT FEES:

A leaked Government paper shows that the Tories intend to bring in a system of fees tied to exam results. With the best results and a average cost coarse the cost will be at least £3000 for every students. With money you wont need good results, but with out money you'll get no education.

The effect of these attacks will be most severe on those groups already disadvantaged in education; working class, women, black, mature and disabled students.

Courses will become tailored by necessaty to those leading to very well paid jobs.

THESE ATTACKS ARE UNEXCEPTABLE. THE RIGHT TO EDUCATION TO ALL MUST BE DEFENDED. OTHERS WON THIS RIGHT FOR US AND WE WILL DEFEND IT

the Angles' rather than 'of the district of Angeln'. Tribal names and adjectives in early times customarily referred to the people themselves rather than to the geographical area in which they lived.

Rather mysteriously Mr Craig says that it was my Danish ancestors who named England after the language. Although it is true that the term *Englaland* became more common during Canute's reign, it had been used sporadically before, and its literal meaning is 'the land of the Angles'. Why the Saxons were ignored for the purpose of naming the whole nation is something of an enigma. At first sight it might seem to be an early example of the mistake that foreigners sometimes make nowadays of assuming that the whole population of this country is English. However, another term, *Angl-cynn* 'the kin or race of the Angles', had been in use for generations among Saxons as well as Angles; it denoted the whole group of Germanic tribes who settled in Britain after the Romans left and, by implication, the country in which they lived. Among those who used this term was Alfred the Great, King of the West Saxons, and he also regularly referred to his language as English (*Englisc*). The new thing about *Englaland* was that it directly named the territory which the nation occupied.

Mr Craig says that the language which the English initiated was later changed by the British and the Scandinavians. Celtic influence on English, if that is what he has in mind, was very limited in scope, but the impact of the new inhabitants of the Danelaw and other Viking settlements was indeed extensive. Not only the place names of those areas but the grammar and vocabulary of the language underwent drastic modification. It is significant, sociologically as well as linguistically, that the word *wife* is English while *husband* is Danish in origin.



'He's weighing the possibilities and probabilities of looking for work – it's his subjunctive mood.'

Other languages, and French not least, have contributed their share to the making of English as we know it now, but I do not consider this a good argument for renaming the language. It is an amusing game, of course, to try to think up suitable names. Mr Craig may be right in his suggestion that *Parley* would stand a better chance than *Beurla* of being accepted for this purpose. Certainly it trips more easily off the tongue, and its association with informal spoken communication need not be a serious drawback; no doubt in time we could get used to talking of 'literary Parley'. Even so I would not rate its chances very high; the cards are stacked against any change of the name of the language.

My own reason for mentioning *Buerla* was the same, I imagine, as the original proposer's, a half-humorous attempt to drive home the point that English is now used by many different nations and no one of them can claim a monopoly. The wisest policy, I am sure, is to follow King Alfred's example and stick to the term English; but at the same time there is an urgent need for the present-day English to understand that the use of this name by other nations is rather in

the way of a courtesy title which confers no right of ownership.

Paul Christophersen,
Cambridge, England

Why Mr Kinnock's English appeals to 'I'

David Crystal refuses to probe any further into Mr Kinnock's unusual grammar ("She could give a better answer than that *to I* and to my honourable friends", 14 Apr 88, cf. *ET* 17 pp.41, 42), concluding that this is a matter "for politicians, not linguisticsians". "Heretical" though Mr Kinnock may be in his language, he nevertheless ranks here with some of the greatest writers, Shakespeare ("... and *to poor we!* Thine enmity's most capital": *Coriolanus* 5:3, 103-4) or Burns ("This life has joy for you and *I*": *Epistle to Davie, a brother poet*, stanza 8, line 4). But, in the latter case, Crystal has rightly pointed out that "between/for you and *I*" is more acceptable because of the final position of *I*, and the Queen herself is known to have once said "for my husband and *I*", because of the frequent occurrence of "my husband and *I*" (as subjects if I may say so!) in her speech. And it might be argued that, in the quotation from *Coriolanus*, *we* almost stands as a noun after the adjective *poor*.

Now what about poor Mr Kinnock's English, or, as many would prefer to say, Mr Kinnock's poor English? What he said is genuine dialect syntax in the SW of England. Basing his observations on the *Survey of English Dialects*, Martyn Wakelin explains (*English Dialects. An Introduction*, pp.114-5) that in

Readers' letters are welcomed. *ET* policy is to publish as representative and informative a selection as possible in each issue. Such correspondence, however, may be subject to editorial adaptation in order to make the most effective use of both the letters and the space available.

pronoun switching the objective form is used for the subject when the pronoun is unemphatic ("us got one"), whereas the subject form is used as the *emphatic* form of the object, which is exactly the case in Mr Kinnock's speech (and David Crystal insists on this point, which, incidentally, can also be found in Occitan). Dialect grammar may be and often is different from standard grammar, but it is *grammar* all the same, and, as such, it should never be brushed aside under the carpet. Vive la différence!

Mr Kinnock's utter lack of compunction about usage stands out in bold contrast to the overall attitude of William Barnes, the 19 c. Dorset poet, who, after originally using these dialect markers in the first two editions (1844, 1847) of his poems, later replaced them with pronouns thought to be more acceptable to his genteel readers taken aback by the broad dialect system. So "You shon't kiss *I*", "jist gi'en *I* a kiss" became "You shan't kiss *me*", "jist gi'en *me* a kiss", and, if "'Tis jist the very thing *vor* Jack an' *I*" remained unchanged, it was because *I* must needs rhyme here with *by* (following line). Similarly, "Han't *us* got noo frien's near huome?" (first edi-

tions) became, losing the double negation as well, "Han't *we* any frien's near hwome" (with a different spelling).

Pronoun switching is still characteristic of the SW. In a recent study of the speech of an old Somerset farmhand, O Ihalainen (University of Helsinki, article published in 1987) has recorded such sentences as "I had a chap used to come to see me most nights an' put in a (sic) hour or two "long *wi I*" or "I could send *he* around with a flock of sheep", and points out that, if emphasis tends to trigger such features, they are so frequent that they are not always necessarily emphatic, which impression I also had from my reading of Barnes's first editions. Besides, Newfoundland English shares some characteristics with the dialects of SW England: "they gave the gun to *we*", "I used to see *they*" have also been recorded there (Peter Trudgill, *Dialects in Contact*, p.129).

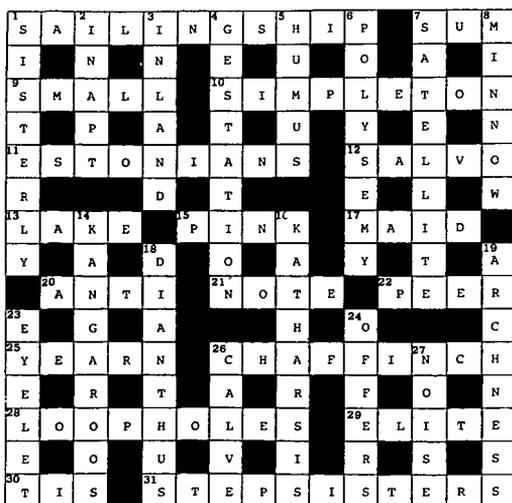
But, to come back to Mr Kinnock, the reason *why* he said "it" at all has not yet been elucidated. A geographical explanation for it is ruled out, since it is not an idiosyncratic feature of Welsh English, which has indeed been influenced by the SW of England

in the eastern counties ("He *do* go to chapel every Sunday"), but where pronoun switching has never been recorded. Nevertheless, it is interesting to note that no distinction is made in Welsh between subject and object pronouns, whether they are independent or affixed. So the reason for Mr Kinnock's odd grammar may quite simply pertain to sociolinguistics. Perhaps he so often got a slap on the wrist, if not worse, in his school-boy days for saying *me* whenever *I* was expected that he came to see *me* as a grammatically taboo word . . . If it be so, here is a typical case of hypercorrection in favour of *I*.

It finally dawns on me that there may be yet another hypothesis. On the spur of the moment, the Welsh MP may have exceptionally said ". . . to *I*" for sheer emphasis, in which case he would, probably unwittingly, have discovered what is a useful discourse device in the syntax of some dialects. How clever of him! . . . Which would tend to show that politics and language are closely interrelated indeed.

Professor Jean-Marc Gachelin,
University of Rouen, France

CROSSWORD



◀ ET19 CrossworLd solution

ET18 CrossworLd winners

The winners of the *Cambridge Guide to Literature in English*, the prize for our April 1989 crossword, are:

- E. C. Brennan, Dungannon, Northern Ireland
- Anna B. Dunlop, Edinburgh, Scotland
- S. Ellis, Woodmancote, Gloucester, England
- M. R. Ferguson, Berlin, West Germany
- R. G. Hutchison, Dundee, Scotland