**BÁO CÁO CHUYÊN ĐỀ 1: NGÔN NGỮ HỌC**

Sinh viên chọn 1 trong các chủ đề sau để viết báo cáo chuyên đề khoảng 1500-1800 từ.

Khi viết báo cáo, cần trích dẫn nguồn và liệt kê danh mục tài liệu tham khảo ở cuối báo cáo.

**Đánh giá:**

Hình thức trình bày báo cáo: 20%

Nội dung: 80%

**SUGGESTED TOPICS**

**Topic 1. Syntax**

1. Describe types of phrases and their grammatical functions in sentences. Give your own examples to illustrate the points you are discussing. *You are not allowed to copy the examples from the textbook.*

2. Analyze the underlined parts by Forms, Functions and Positions.

Example: My mother is a teacher.

 NP/SC/ Nominal

1. Leaves falling, air smelling of crisp apple, and white clouds billowing against the sky, no other season matches autumn.
2. The team having won all its games, Chicago celebrated as never before.
3. Even the stern history professor, his face smiling and eyes shining, dismissed us to join the throng.
4. An unnecessary tragedy, an athlete’s neck injury, marred the final days of the winning football season.
5. Successfully merchandising a product is creative.
6. Americans have always needed to know the point of it all.
7. Standing on the high place, she saw the whole scene.
8. I am writing with regard to your advertisement in the Sunday Times.
9. They have also been getting tougher by enforcing strict new anti-litter laws.
10. Taking criticism from others is painful but useful.

3. Identify the basic sentence patterns of all the main clauses in the following sentences.

In early April, a video clip that showed hundreds of twelfth-graders at Nguyen Hien High School in Ho Chi Minh City tear up and throw away documents on the subject of history went viral on the Internet.

The incident happened after it was announced that history would not be included in the high school graduation exam.

In response to the clip, people lamented the fact that young people are giving history the cold shoulder.

It was not the first time such disappointment was reported in the media. Many years ago, when studies showed the high prevalence of below-average results in history at the annual university entrance exams that are attended by more than one million students on average, there was much wringing of the hands as well.

But some experts like well-known historian and legislator Duong Trung Quoc have defended the youth, saying that the problem lies with the Vietnamese educational system’s failure to teach students properly and make the subject interesting.

While there is a big debate going on about poor history results in schools and universities, some young people have started proving that the assumption history studies are in a dire situation is not necessarily true. They have implemented projects in which they approached history and other traditional subjects in their own ways.

**Topic 2 Syntax**

1. Describe types of dependent clauses and their grammatical functions in sentences. Give your own examples to illustrate the points you are discussing. *You are not allowed to copy the examples from the textbook.*

2. Analyze the underlined parts by Forms, Functions and Positions.

Example: The person who is standing there is my teacher.

 Adjective Clause/Modifier/ Adjectival

1. Mary decided to take inventory of the things she could do.
2. In despair, she concluded that reading books, writing papers, taking notes, and listening to lectures had not at all prepared her for supporting herself.
3. I talked with the woman who was wearing the red hat.
4. Swimming was his favorite sport but he didn't like to swim in icy water and he especially didn't like to swim in a river that was strewn with broken beer bottles and rusty tin cans.
5. Why he murdered the victim was the next big issue to face.
6. Mother wanted to know if we were spending the night.
7. She hoped that the other guests would arrive on time.
8. As I have stated before, the cupboard was indeed bare.
9. We will not have school tomorrow unless the snow lets up.
10. The professor brought the students a slide show that explained the sentence patterns.

3. Identify the basic sentence patterns of all the main clauses in the following sentences.

Vietnamese and Japanese entrepreneurs agreed that they should bridge cultural differences to do business with each other at a meeting in Ho Chi Minh City on August 12 2013.

They spoke about and analyzed some of the differences at the meeting titled "Business Connection Seminar" organized by the CEO Club HCMC and the Japanese Business Association of Ho Chi Minh City at the Sheraton Hotel Saigon.

To demonstrate one important difference, Masaki Yamashita, general director of the Bank of Tokyo-Mitsubishi UFJ in HCMC and also JBAH vice chairman, asked the participants to imagine there was one low and one high mountain in front of them, and asked them to choose either to climb.

Most of the Japanese businesspeople chose the higher mountain and most of the Vietnamese chose the other.

**Topic 3 Semantics**

1. What is semantics? What is pragmatics?

2. Ambiguity and types of ambiguity in sentences. Give your own examples to illustrate the points you are discussing. *You are not allowed to copy the examples from the textbook.*

3. List the figures of speech. Give a definition for each type and your own examples to illustrate the points you are discussing. Find some similar examples of figures of speech in Vietnamese language. *You are not allowed to copy the examples from the textbook.*

**Topic 4 Semantics**

1. What is semantics? What is pragmatics?

2. Give a definition of a speech act. List the main types of speech acts with your own examples. *You are not allowed to copy the examples from the textbook.*

3. For **each** of the following utterances, provide two situations so that one utterance performs two different acts. Interpret the utterances and identify the acts performed in the light of the situations you provide.

*a. It’s going to rain.*

Situation 1:

Situation 2:

*b. What else do you want?*

Situation 1:

Situation 2: