DENIS SINOR

edited by

In Honor of Alo Haun

FINNO-UGRIC LINGUISTICS

STUDIES IN

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I. The first topic that will be dealt with in this paper is a question of similarity between direct and embedded questions. It is often suggested that the two are the same, but this assumption is incorrect. There is no difference in word order between questions of the two types. A question in a sentence is a question that occurs in the middle of the sentence, whereas a question in a sentence embedded in another sentence is a question that occurs at the end of the sentence. In the latter case, the question is often followed by an answer.

II. Present tense.

I have been interested in the study of the relationship between question and answer, and in particular, the relationship between questions of the two types. It is often suggested that the two are the same, but this assumption is incorrect. There is no difference in word order between questions of the two types. A question in a sentence is a question that occurs in the middle of the sentence, whereas a question in a sentence embedded in another sentence is a question that occurs at the end of the sentence. In the latter case, the question is often followed by an answer.

ON EMBEDDED QUESTIONS IN FINISH

A. INTRODUCTION

B. HAKULLN

C. GERARD CANGHOU
Embedded questions are possible in a sentence that contains no question.

In my opinion, it is possible to construct a sentence that contains no question but is a question at the same time.

The other hand, there is an instance where only the embedded question becomes non-finite.

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The other hand, there is an instance where only the embedded question becomes non-finite.
The question was whether mass media...

...needed to be more balanced in their coverage of topics that affect society.}

2. The decision criteria for choosing which cases to report is important. The criteria can be structured to include specific factors such as:

- The impact of the case on society.
- The relevance of the case to current events.
- The significance of the case in terms of its impact on future events.

3. The conclusion of the argument is that mass media should focus on cases that have a significant impact on society and that are relevant to current events.

4. The main purpose of the argument is to encourage mass media to focus on cases that have a significant impact on society and that are relevant to current events.

5. The conclusion of the argument is that mass media should focus on cases that have a significant impact on society and that are relevant to current events.

6. The decision criteria for choosing which cases to report is important. The criteria can be structured to include specific factors such as:

- The impact of the case on society.
- The relevance of the case to current events.
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7. The conclusion of the argument is that mass media should focus on cases that have a significant impact on society and that are relevant to current events.

8. The main purpose of the argument is to encourage mass media to focus on cases that have a significant impact on society and that are relevant to current events.

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- The impact of the case on society.
- The relevance of the case to current events.
- The significance of the case in terms of its impact on future events.

11. The conclusion of the argument is that mass media should focus on cases that have a significant impact on society and that are relevant to current events.

12. The main purpose of the argument is to encourage mass media to focus on cases that have a significant impact on society and that are relevant to current events.

13. The conclusion of the argument is that mass media should focus on cases that have a significant impact on society and that are relevant to current events.

14. The decision criteria for choosing which cases to report is important. The criteria can be structured to include specific factors such as:

- The impact of the case on society.
- The relevance of the case to current events.
- The significance of the case in terms of its impact on future events.

15. The conclusion of the argument is that mass media should focus on cases that have a significant impact on society and that are relevant to current events.

16. The main purpose of the argument is to encourage mass media to focus on cases that have a significant impact on society and that are relevant to current events.

17. The conclusion of the argument is that mass media should focus on cases that have a significant impact on society and that are relevant to current events.

18. The decision criteria for choosing which cases to report is important. The criteria can be structured to include specific factors such as:

- The impact of the case on society.
- The relevance of the case to current events.
- The significance of the case in terms of its impact on future events.

19. The conclusion of the argument is that mass media should focus on cases that have a significant impact on society and that are relevant to current events.

20. The main purpose of the argument is to encourage mass media to focus on cases that have a significant impact on society and that are relevant to current events.

21. The conclusion of the argument is that mass media should focus on cases that have a significant impact on society and that are relevant to current events.

22. The decision criteria for choosing which cases to report is important. The criteria can be structured to include specific factors such as:

- The impact of the case on society.
- The relevance of the case to current events.
- The significance of the case in terms of its impact on future events.

23. The conclusion of the argument is that mass media should focus on cases that have a significant impact on society and that are relevant to current events.

24. The main purpose of the argument is to encourage mass media to focus on cases that have a significant impact on society and that are relevant to current events.
predicted that express indifference on the part of the speaker.

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Influence, thought.
Some examples of those are given here:

First, let’s consider a few pairs that do not have a difference between them:

- Aldo, Pedro, People
- Dog, Cat, Animal
- Red, Blue, Color
- Sun, Moon, Sky

These words clearly show that the feature they share:

Next, let’s consider a few pairs that do have a difference:

- Mothers, Fathers
- Doctors, Nurses
- Teachers, Students
- Artists, Painters

These words clearly show that the feature they share:

Now, let’s consider a few pairs that do not have a difference:

- Books, Magazines
- Movies, TV Shows
- Games, Puzzles
- Sports, Exercises

These words clearly show that the feature they share:

Finally, let’s consider a few pairs that do have a difference:

- Cars, Buses
- Phones, Tablets
- Computers, Laptops
- Televisions, Smart TVs

These words clearly show that the feature they share:

As we can see, the feature of knowledge or learning is not always the same. It can be a complex process, and it is important to understand the different types of knowledge and how they work together.

EVALUATION QUESTIONS IN ENGLISH:

1. What is the difference between knowledge and learning?
2. How do you think learning and knowledge are related?
3. Can knowledge be gained through experience or observation alone?
4. Do you think knowledge is always useful?
5. How do you think knowledge and learning are similar and different?

For more information, please refer to the following resources:

- The Nature of Knowledge by Tim M. Fry
- The每月刊 Learning and Knowledge by John D. Miller
- The Knowledge Gap by Jane E. Hargrove
- The Learning Curve by William J. Smith

Overall, knowledge and learning are complex processes that require effort and dedication. It is important to continue learning and expanding our knowledge to stay informed and adaptable in a constantly changing world.
An interesting semantic difference can be observed between a sentence with a deleted pronoun and one with a noun phrase that is understood explicitly.

**Exercise:**

Provide the correct pronoun for each sentence:

1. He didn't know who to do.
2. He didn't know who (he is).
3. He didn't know who (he was).
4. He didn't know who (he is) again.
5. He didn't know who (he was) again.

**Answer:**

1. He didn't know who to do.
2. He didn't know who (he is).
3. He didn't know who (he was).
4. He didn't know who (he is) again.
5. He didn't know who (he was) again.

**Question:**

Which sentence is grammatically correct?

- a) He didn't know who to do.
- b) He didn't know who (he is).
- c) He didn't know who (he was).
- d) He didn't know who (he is) again.
- e) He didn't know who (he was) again.

**Answer:**

Sentence d) is grammatically correct.

**Exercise:**

Provide the correct pronoun for each sentence:

6. He didn't know what to do.
7. He didn't know what (he is) to do.
8. He didn't know what (he was) to do.
9. He didn't know what (he is) again.
10. He didn't know what (he was) again.

**Answer:**

6. He didn't know what to do.
7. He didn't know what (he is) to do.
8. He didn't know what (he was) to do.
9. He didn't know what (he is) again.
10. He didn't know what (he was) again.

**Question:**

Which sentence is grammatically correct?

- a) He didn't know what to do.
- b) He didn't know what (he is) to do.
- c) He didn't know what (he was) to do.
- d) He didn't know what (he is) again.
- e) He didn't know what (he was) again.

**Answer:**

Sentences a) and c) are grammatically correct.

**Exercise:**

Provide the correct pronoun for each sentence:

11. He didn't know what to read.
12. He didn't know what (he is) to read.
13. He didn't know what (he was) to read.
14. He didn't know what (he is) again.
15. He didn't know what (he was) again.

**Answer:**

11. He didn't know what to read.
12. He didn't know what (he is) to read.
13. He didn't know what (he was) to read.
14. He didn't know what (he is) again.
15. He didn't know what (he was) again.

**Question:**

Which sentence is grammatically correct?

- a) He didn't know what to read.
- b) He didn't know what (he is) to read.
- c) He didn't know what (he was) to read.
- d) He didn't know what (he is) again.
- e) He didn't know what (he was) again.

**Answer:**

Sentences a) and c) are grammatically correct.

**Exercise:**

Provide the correct pronoun for each sentence:

16. He didn't know what to have.
17. He didn't know what (he is) to have.
18. He didn't know what (he was) to have.
19. He didn't know what (he is) again.
20. He didn't know what (he was) again.

**Answer:**

16. He didn't know what to have.
17. He didn't know what (he is) to have.
18. He didn't know what (he was) to have.
19. He didn't know what (he is) again.
20. He didn't know what (he was) again.

**Question:**

Which sentence is grammatically correct?

- a) He didn't know what to have.
- b) He didn't know what (he is) to have.
- c) He didn't know what (he was) to have.
- d) He didn't know what (he is) again.
- e) He didn't know what (he was) again.

**Answer:**

Sentences a) and c) are grammatically correct.

**Exercise:**

Provide the correct pronoun for each sentence:

21. He didn't know what to do.
22. He didn't know what (he is) to do.
23. He didn't know what (he was) to do.
24. He didn't know what (he is) again.
25. He didn't know what (he was) again.

**Answer:**

21. He didn't know what to do.
22. He didn't know what (he is) to do.
23. He didn't know what (he was) to do.
24. He didn't know what (he is) again.
25. He didn't know what (he was) again.

**Question:**

Which sentence is grammatically correct?

- a) He didn't know what to do.
- b) He didn't know what (he is) to do.
- c) He didn't know what (he was) to do.
- d) He didn't know what (he is) again.
- e) He didn't know what (he was) again.

**Answer:**

Sentences a) and c) are grammatically correct.
Zur Geschichts der Tempora in Ungarischen und ihren nachweisbaren Kausen Reden

B. KALMAN

[Text continues on the page]