predicate

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subject

Lecture Notes on Syntax

phrase

sentence

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Preface

Organization of the Book

The book is divided into 3 parts. The first part of the book is organized into seven units, or lecture notes on syntax. Each unit is introduced by a lecture outline and homework. The second part of the book contains the syllabus of the course, midterm test requirements, midterm tests, as well as final exam requirements. Last but not least, part II includes final exam tests. Finally, the third part of the book provides a glossary of main syntactical terms. The glossary was compiled by Anna T. Litovkina's students who attended her course on Introduction to linguistics she was teaching in Poland (Tischner European University, Krakow) in 2012. At the end of the book a list of bibliography is found.

Acknowledgements

PART I

Part I is organized into seven units, or lecture notes[1]. Each unit is introduced by a lecture outline and homework. The first unit is an introduction to A. Litovkina's syntax course. After focusing on course requirements and its syllabus (given in the second part of the book), the unit addresses, among many other topics, such topics as descriptive and prescriptive grammar, word classes, opened word class and closed word class, etc. The second unit treats phrases. After offering definitions of such terms as a phrase, a constituent, a head, the unit discusses the main types of phrase, i.e. noun phrases, verb phrases, adjectival phrases, prepositional phrases, and adverbial phrases Unit 3 focuses on grammatical functions, or elements of sentence construction. The unit demonstrates five main types of sentence element, i.e. a subject, a predicate, an object, a predicative (or a complement), and, last but not least, an adverbial. Unit 4 discusses tree diagrams. At first it provides the definition of this term and explains its functions, afterwards the unit explores principles for drawing tree diagrams, as well as tree diagram terminology, and comments briefly on the impact of Noam Chomsky on the area of syntax in the twentieth century. Last but not least, the unit explores phrase structure rules. In the focus of Unit 5 there are sentence types. The unit starts with definition of the word sentence, discusses independent and dependent clauses. Afterwards it provides classification of sentences by structure, and classification of sentences by purpose. Unit 6 addresses independent and dependent clauses. Its main focus is on dependent clauses such as nominal (or noun) clauses, adverbial (or adverb) clauses, and adjectival (or relative) clauses. Unit 7 treats the notions of direct and indirect (or reported) speech. It discusses the most important basic aspects of reported speech.

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1 The Notes have been based on numerous printed and online sources, in particular, Jule 2010:96-11; Fromkin et al. 2011: 117-178; Kuiper – Allan 2010:227-307 (see Reference section).

UNIT 1

Introduction to Syntax

The first unit is an introduction to syntax course by Anna T. Litovkina. After focusing on course requirements and its syllabus (given at the beginning of the second part of the book), the unit addresses, among many other topics, such topics as descriptive and prescriptive grammar, word classes (or lexical categories, or parts of speech), opened word class and closed word class, etc.

Lecture outline
- Introduction to the course
- Course requirements
- Syllabus
- Descriptive / Prescriptive grammar
- Word classes (lexical categories/parts of speech)
- Closed class (or closed word class)

Homework
Biber – Conrad – Leech: *Longman Student Grammar of Spoken and Written English*, Longman, 2002, 12-37.
Miller, Jim: *An Introduction to English Syntax*, Edinburgh University Press, 2008, pp.34-46, ex. pp. 45-46
PPP-s

Definition of Grammar
The systematic study and description of a language.
A set of rules and examples dealing with the syntax and word structures of a language, usually intended as an aid to the learning of that language.

Descriptive / Prescriptive grammar

Descriptive grammar refers to the structure of a language as it is actually used by speakers and writers.

Prescriptive grammar refers to the structure of a language as certain people think it *should* be used.

Both kinds of grammar are concerned with rules--but in different ways.

Specialists in descriptive grammar (linguists) study the rules or patterns that underlie our use of words, phrases, clauses, and sentences.

Prescriptive grammarians (such as most editors and teachers) lay out rules about what they believe to be the "correct" or "incorrect" use of language.

"The prescriptive grammarians went out of their way to invent as many rules as possible which might distinguish polite from impolite speech. They didn't find very many--just a few dozen, a tiny number compared with all the thousands of rules of grammar that operate in English. But these rules were propounded with maximum authority and severity, and given plausibility by the claim that they were going to help people to be clear and precise. As a result, generations of schoolchildren would be taught them, and confused by them." (David Crystal, *The Fight for English*. Oxford Univ. Press, 2006)

Major word classes (lexical categories/parts of speech)
- Noun
- Verb
- Participle
- Interjection
- Pronoun
- Preposition
- Adverb
- Conjunction
- Article

Boundaries between the classes

Many word classes share characteristics with others, and there is considerable overlap between some of the classes.

Open word class:
- Nouns (*Internet, website, CD-ROM, email, modem, multimedia*)
- Verbs (*download, upload, reboot, right-click, double-click*)
- Adjectives
- Adverbs

new scientific discoveries are made, new products are developed, and new ideas are explored. In the late twentieth century, for example, developments in computer technology have given rise to many **new nouns and new verbs**.

Closed class (or closed word class)

is a word class to which no new items can normally be added, and that usually contains a relatively small number of items.
- Auxiliary verbs
- Conjunctions
- Determiners (articles, quantifiers, demonstrative adjectives, possessive adjectives)
- Particles
- Adpositions (prepositions, postpositions, and circumpositions)
- Measure words
- Pronouns
- Cardinal numbers

Content words are words that have **meaning**. New content words are constantly added to the English language; old content words constantly leave the language as they become obsolete.

an „open" class.
- Nouns
- Adjectives
- Verbs
- Adverbs

Function words are words that exist to explain or create grammatical or structural relationships into which the content words may fit. They are much fewer in number and generally do not change as English adds and omits content words.

a „closed" class.

- ✦ Pronouns
- ✦ Prepositions
- ✦ Conjunctions
- ✦ Determiners
- ✦ Interrogatives

UNIT 2

Phrases

The second unit treats phrases. After offering definitions of such terms as a phrase, a constituent, a head, the unit discusses the main types of phrase, i.e. noun phrases, verb phrases, adjectival phrases, prepositional phrases, and adverbial phrases.

Lecture outline
- Phrases
- Constituent
- Definition
- Head
- Noun phrase
- Verb phrase
- Adjectival phrase
- Prepositional phrase
- Adverbial phrase

Homework
Kuiper-Allan 2010: An Introduction to English Language, 227-255.
PPP

A constituent: any word or group of words that functions together as an entity.

Syntax consists of the rules by which different constituents relate to one another, so constituency is the central issue in grammatical analysis, and in interpreting sentences in general.
The most important constituents: phrases, clauses, and sentences.
Most rules of syntax do not apply to individual words but to larger constituents.
There is no limit to the size of a constituent (one word- hundreds of words)
Grammatical analysis involves deciding what the constituents are in a sentence.

Phrase: most frequent constituent.

consists of a single main word (**head**, i.e. main idea of the phrase) and other words that modify or give grammatical information about the head (**attributes**).

The lexical category of the phrase's head gives its name to phrase:

- noun phrase (NP)
- verb phrase (VP)
- Adjective Phrase (AdjP),
- Prepositional Phrase (PP)
- Adverb Phrase (AdvP)
- Complementizer Phrase (CP).

Russia's proposal at the conference (NP)

Exercise: what kind of phrase?

- *baked him a cake*
- *fond of pecans*
- *very quickly*
- *to the lighthouse*

One word phrases

- even the most elaborate sentence can always be broken down into a handful of relatively simple patterns that repeat over and over.
- it is possible to have a phrase that consists of a single word.

Computers intimidate many people.

computers is a noun in a phrase with no attributes. It is a noun phrase all by itself.

The young man was naïve.

naïve is a one-word adjective phrase.

Form and function of a constituent

Labels like NP, VP, AP, PP etc., tell us the structural **form** of a constituent.

Form alone does not tell us everything about how a constituent works in the sentence.

We must also consider its **function** (e.g., subject, object, predicate, predicative, or compliment).

Her dog chases rabbits.
her dog and *rabbits* are both noun phrases, but they have different functions in the sentence: *her dog* – subject; *rabbits* - direct object.

Distinguish form, grammatical function and semantic function
The form of a constituent, its grammatical function, and its semantic function, do not exist in one-to-one relationships.
subjects prototypically (but not always!!!) are NPs and actors.

A **phrase** is a group of words functioning as a single unit in the syntax of a sentence.
- does *not* have a subject and predicate pair
- (a group of grammatically-linked words *with* a subject and predicate is called a clause!)
- does *not* express a complete thought
- may function as a verb, noun, an adverb, or an adjective.
- can perform the functions of a subject, an object, an adverbial, a subject or object complement, etc.

A phrase
*She bought some spinach when she went **to the corner store**.*
*They heard **high pitched cries** in the middle of the night.*
***Small children** often insist that they can do it by themselves.*

A phrase
is a syntactic structure having syntactic properties derived from its head.

The **head** is the word that determines the syntactic type of the phrase.

*A big red **dog***
- the word *dog* is the head, as it determines that the phrase is a noun phrase.
- The adjectives *big* and *red* modify this head noun.
- That is, the phrase *big red dog* is a noun like *dog*, not an adjective like *big* or *red*.

The house at the end of the street

- ✦ acts like a noun.
- ✦ can further be broken down into two shorter phrases functioning as adjectives: *at the end* and *of the street,* a shorter prepositional phrase within the longer prepositional phrase.
- ✦ *At the end of the street* could be replaced by an adjective such as *nearby*: *the nearby house* or even *the house nearby*.

Classification of main phrases

Prepositional phrase (PP) with a preposition as head (e.g. *in love, over the rainbow*).
Noun phrase (NP) with a noun as head (e.g. *the black cat, a cat on the mat*)
Verb phrase (VP) with a verb as head (e.g. *eat cheese, jump up and down*)
Adjectival phrase (AP) with an adejctive as head (e.g. *full of toys, fraught with guilt*)
Adverbial phrase (AdvP) with an adverb as head (e.g. *very carefully*)

A **noun phrase (NP)** consists of a pronoun or noun with any associated modifiers, including adjectives, adjective phrases, adjective clauses, and other nouns in the possessive case.
can act as:

- ✦ subject: **Small children** *often insist that they can do it by themselves.*
- ✦ object of a verb: *To read quickly and accurately is* **Eugene's goal***.*
- ✦ object of a preposition*: The arctic explorers were caught by* **the spring breakup***.*
- ✦ subject complement: *Frankenstein is* **the name of the scientist not the monster***.*
- ✦ object complement: *I consider Loki* **my favorite cat***.*

NP structures
1. One-noun NPs, e.g., *John, students,*
2. Determinative + N, e.g., *that book, Alison's divorce,*
3. Determinative + modifier + N, e.g., *the unpleasant boy,*
4. Determinative + N + modifier, e.g., *the dog on the sofa*.

Components of noun phrase

- The head
- Premodification
- Postmodification
- Apposition

The head
- is the hub, the center of attraction of the noun phrase;
- is the noun or pronoun around which the other parts gather together.
- determines concord with the portion of the sentence outside the noun phrase:

The *change* in the Asian economies *is* unprecedented.

The *changes* in Japan's economy *are* most unexpected.

Premodification consists of all the words place *before* the head.

Determiners, adjectives or nouns

That sophisticated city woman

„That" (determiner), „sophisticated" (adjective), „city" (noun)

Many honest down and out small-town businessmen

„Many" (determiner), „honest" (adjective), „down and out" (adjective phrase), „small-town" (noun)

Postmodification comprises words in the noun phrase that *follow* the head.
- The talkative man *in the center of the room* ... (prepositional phrase)
- All the women *walking on the bike path* ... (non-finite clause)
- The house *that I purchased for my third husband* ... (restrictive relative clause)
- The house, *which my partner and I bought a month after we met,* ... (non-restrictive relative clause)

Apposition a construction usually involving two noun phrases that refer to the same entity (noun or pronoun).

- ◆ That president, *Abraham Lincoln*, lives in the hearts ...
- ◆ Her dog, *sixteen years old and nearly blind with cataract*, greeted ...
- ◆ The book was written by Jane Doe, *a pioneering seventeenth century veterinarian*.

Noun phrases using verbals (e.g., gerund phrase or infinitive phrase)
Ice fishing is a popular winter pass-time.
Running a marathon in the Summer is thirsty work.
I am planning **to buy a house next month**.

Determiners and adjective phrases usually constitute the **pre-Head string**:
[NP the **children**]
[NP *happy* **children**]
[NP *the happy* **children**]
In theory, the post-Head string in an NP can be indefinitely long:
[NP the **dog** *that chased the cat that killed the mouse that ate the cheese that was made from the milk that came from the cow that...*]

A pronoun functioning as the Head of an NP
The Head of an NP does not have to be a common or a proper noun.
pronouns, too, can function as the Head of an NP:
[NP **I**] like coffee
The waitress gave [NP **me**] the wrong dessert
[NP **This**] is my car

If the Head is a pronoun, the NP will generally consist of the Head only.

- ◆ pronouns do not take determiners or adjectives, so there will be no pre-Head string.
- ◆ with some pronouns, there may be a post-Head string

A Verb Phrase (VP)
- the Head is always a verb.
- consists of a verb, its direct and/or indirect objects, and any adverb, adverb phrases, or adverb clauses which happen to modify it.
- the predicate of a clause or sentence is always a verb phrase

The pre-Head string, if any, will be a `negative' word such as *not* [1] or *never* [2], or an adverb phrase [3]:

[1] [VP *not* **compose** *an aria*]

[2] [VP *never* **compose** *an aria*]

[3] Paul [VP *deliberately* **broke** *the window*]

Many verb heads *must* be followed by a post-Head string:
- My son [VP **made** *a cake*] -- (compare: *My son made)
- We [VP **keep** *pigeons*] -- (compare: *We keep)
- I [VP **recommend** *the fish*] -- (compare: *I recommend)

Verbs which require a post-Head string are called TRANSITIVE verbs.

The post-Head string above is called the DIRECT OBJECT.

Intransitive verbs are never followed by a direct object:
- Susan [VP **smiled**]
- The professor [VP **yawned**]

Adjective Phrase

An Adjective Phrase (AP) is any phrase which modifies a noun or pronoun.

(AP) is a phrase with an adjective as its head.

We saw Peter **running across the field**.

The **participle phrase „running across the field"** acts as an adjective describing the proper noun „Peter."

*We picked up the records **broken in the fight.***
the participle phrase „broken in the fight" modifies the noun phrase „the records."

An Adjective Phrase (AP)
- Susan is [AP *clever*]
- The doctor is [AP *very **late***]
- My sister is [AP ***fond** of animals*]

The pre-Head string in an AP is most commonly an adverb phrase such as *very* or *extremely.*
Adjective Heads may be followed by a post-Head string:
- [AP ***happy** to meet you*]
- [AP ***ready** to go*]
- [AP ***afraid** of the dark*]

A small number of adjective Heads *must* be followed by a post-Head string:
- My sister is [AP **fond** of animals]
- *My sister is [**fond**]

A **prepositional phrase (PP)** is a group of words containing a *preposition*, the „object" of the preposition (*a noun, pronoun, gerund, or clause*), and any *modifiers of the object* (e.g., adjective, adverb).
- can function as a noun, an adjective, or an adverb

Common patterns:
- **preposition + noun, pronoun, gerund, or clause**
- **preposition + modifier(s) + noun, pronoun, gerund, or clause**

Prepositional phrases usually consist of a Head – a preposition – and a post-Head string only:
- [PP **through** the window]
- [PP **over** the bar]
- [PP **across** the line]

- [PP **after** midnight]

PPs nearly always begin with a preposition (the Head).
A pre-Head string is rarely present:
- [PP *straight* **through** the window]
- [PP *right* **over** the bar]
- [PP *just* **after** midnight]

Prepositions are typically followed by a complement, called the object of the preposition.
Most of the time, **the object of the preposition is a noun phrase**.
If you see a word that you think is a preposition, look for the noun phrase after it.

Uses of prepositional phrases
as a modifier to a verb
- *sleep **throughout the winter***
- *danced **atop the tables for hours***

as a modifier to a noun
- *the weather **in April***
- *cheese **from France with live bacteria***

as the complement of a verb
- *insist **on staying home***
- *dispose **of unwanted items***

as the complement of a noun
- *a thirst **for revenge***
- *an amendment **to the constitution***

as the complement of an adjective or adverb
- *attentive **to their needs***
- *separately **from its neighbors***

as the complement of another preposition
- *until **after supper***
- *from **beneath the bed***

Prepositions Without NP Complements

The presence of a noun phrase after a preposition is so common that traditional grammar books often state that a preposition must always be followed by a noun phrase.

Prepositions will sometimes have other prepositional phrases as complements.

- The PP *behind the cloud* is nested inside a larger PP, headed by *from*
- Prepositions might have other prepositional phrases as complements: *The plane emerged **from behind the cloud.***

From and *behind* are both prepositions. But notice that *from behind the cloud* forms a single constituent.

P + Adj Combinations

- *at first*
- *at last*
- *for certain*
- *for sure*
- *in brief*
- *in private*

Prepositions plus clauses as complements

- *We arrived [after [the party had finished]].*

Most basic prepositional phrases

- *In time*
- *From Richie*
- *With me*
- *By singing*
- *About what we need*
- *From my grandmother*

- *Under the warm blanket*
- *Along the busy, six-lane highway*
- *By writing furiously*

PP functions as an adjective

the prepositional phrase will answer the question *Which one?*

- *The book **on the bathroom floor** is swollen from shower steam.*
- *Which book? The one **on the bathroom floor**!*
- *The sweet potatoes **in the vegetable bin** are green with mold.*
- *Which sweet potatoes? The ones forgotten **in the vegetable bin**!*
- *The note **from Beverly** confessed that she had eaten the leftover pizza.*
- *Which note? The one **from Beverly**!*

PP as adverbial

A prepositional phrase can function as an adverbial:

- *She bought some spinach when she went **to the corner store**.*
- *Lightning flashed brightly **in the night sky**.*
- ***In early October**, Giselle planted twenty tulip bulbs; unfortunately, squirrels ate the bulbs and none bloomed.*

PP as adverbial

a prepositional phrase will answer questions such as *How? When?* or *Where?*

- *Freddy is stiff **from yesterday's long football practice**.*
- *How did Freddy get stiff? **From yesterday's long football practice**!*
- ***Before class**, Josh begged his friends for a pencil.*
- *When did Josh do his begging? **Before class**!*
- *Feeling brave, we tried the Dragon Breath Burritos **at Tito's Taco Palace**.*
- *Where did we eat the spicy food? **At Tito's Taco Palace**!*

Adverb Phrase (AdvP)

the Head word is an adverb.

Most commonly, the pre-Head string is another adverb:

- He graduated [AdvP *very **recently***]

- She left [AdvP *quite **suddenly***]

usually no post-Head string:

- [AdvP **Unfortunately** *for him*], his wife came home early
- „*Those five beautiful shiny Jonathan apples sitting on the chair*"

When you examine phrases, remember to look out for other phrases within them.

UNIT 3

Grammatical Functions (or Elements of Sentence Construction)

Unit 3 focuses on grammatical functions, or elements of sentence construction. The unit demonstrates five main types of sentence element, i.e. a subject, a predicate, an object, a predicative (or a complement), and, last but not least, an adverbial.

Lecture outline
- Categories of sentence elements
- Five main types of phrase
- Five main types of sentence element
- Subject
- Predicate
- Object
- Predicative (complement)
- Adverbial

Homework
Kuiper-Allan: An Introduction to English Language, pp. 255-267.
PPP

Categories of sentence elements
- single word sentence elements
- phrasal sentence elements
- clausal sentence elements

A **constituent is a word or a group of words that functions as a single unit within a hierarchical structure**.
Phrases (noun phrases, verbal phrases, etc.) are usually constituents of a clause, but

clauses may also be embedded into a bigger structure.

+ *I didn't hear what you said.*

the subordinate clause „what you said" is embedded into the main clause and is syntactically its object; this can be demonstrated by substituting the pronoun „it" for the subordinate clause „what you said"; the result of this substitution is the clause „I didn't hear it."

Single word sentence elements

+ Single word sentence elements may be directly related to word classes:
+ A single word subject or object is a noun.
+ A single word verb is a verb.
+ A single word predicative is either a noun or an adjective.
+ Single word adverbials are adverbs.

Phrasal sentence elements

A phrasal sentence element is any group of words which collectively serve as a sentence element, but which does NOT constitute a clause.

Five main types of phrase:

+ adjectival
+ verbal
+ noun
+ prepositional
+ adverbial

Clausal sentence elements

The clause can function as a subject, object and adverbial sentence element.

*We know **that he is a fool.*** (SUBJECT + VERB + CLAUSAL OBJECT)

***Whether he is guilty** is the issue.* (CLAUSAL SUBJECT + VERB + COMPLEMENT)

*We know **that Mr Jenner eats cabbage.*** (SUBJECT + VERB +CLAUSAL OBJECT)

*We arrived **before they left.*** (SUBJECT + VERB + CLAUSAL ADVERBIAL)

*We know **that he is a fool.*** SUBJECT + VERB + OBJECT

that he is a fool (OBJECT = SUBJECT + VERB+ COMPLEMENT)

The parts of the sentence (or sentence elements)
are a set of terms for describing how people construct sentences from smaller pieces.
There is not a direct correspondence between the parts of the sentence and the parts of speech (word classes).
The subject of a sentence can be a noun, a pronoun, or even an entire phrase or clause.

Sentence elements
are the groups of words that combine together to comprise the 'building units' of a well-formed sentence.
A sentence element approach to grammar assumes a top-down methodology.
It starts with the sentence as a whole and then divides it into its functional components.

Five main types of sentence element:
- subject
- predicate
- object
- predicative (complement)
- adverbial

They elected him president yesterday.
Every type of sentence element is present and is represented by a single word:
- *They* (=subject),
- *elected* (=predicate),
- *him* (=object),
- *president* (=predicative),
- *yesterday* (=adverbial)

Subjects and Predicates
Parts of speech have specific tasks to perform when they are put together in a sentence.

A noun or pronoun functions as the sentence subject when it is paired with a verb functioning as the sentence predicate.

Every complete sentence contains two parts: a **subject** and a **predicate**.

The subject is what (or whom) the sentence is about, while the predicate tells something about the subject.

To determine the subject of a sentence, first isolate the verb and then make a question by placing „who?" or „what?" before it -- the answer is the subject.

The subject is the topic of the sentence and the predicate is the comment on the subject.

The subject is usually a nominal (noun, pronoun, noun phrase or clause).

The verb usually governs the predicate and determines whether objects, predicatives and adverbials are required, permitted or proscribed.

We can think of the Subject as the element which performs the „action" denoted by the verb

The most familiar grammatical function is the subject

SUBJECT
David plays the piano
The police interviewed all the witnesses
Mr Jenner ate cabbage in the garden.
My older brother gave Lorna a book yesterday in the garden.

The subject: forms
A determinerless noun phrase (a bare noun phrase), e.g. plural noun phrases and noun phrases headed by a mass noun:
Builders *are at work.*

A noun phrase introduced by a determiner (determiner phrase):
The large car *stopped outside our house.*

A gerund:
Eating *is a pleasure.*
His constant hammering *was very annoying.*

An infinitive:

To read *is easier than to write.*

Whom to hire *is a difficult question.*

A full clause, introduced by the complementizer *that*, itself containing a subject and a predicate:

That he had travelled the world *was known by everyone.*

A direct quotation:

I love you *is often heard these days.*

The **subject can also be implied**. In the following command, the subject is the implied „you" that is the recipient of the imperative mood:

Take out the trash!

An expletive (*it* or *there* when they don't refer to any thing or place):

It *rains.*

A **cataphoric it**. This is the use of *it* when it is co-referent with a subordinate clause that comes after it.

It *was known by everyone* (***that***) ***he had travelled the world***.

Subject: examples

- ***The dictionary*** *helps me find words.*
- ***Ice cream*** *appeared on the table.*
- ***The man who is sitting over there*** *told me that he just bought a ticket to Tahiti.*
- ***Nothing else*** *is good enough.*
- ***That nothing else is good enough*** *shouldn't come as a surprise.*
- ***To eat six different kinds of vegetables a day*** *is healthy.*
- ***He*** *sold ten units of sand to us.*

Predicate

is one of the two main parts of a sentence (the other being the subject, which the predicate modifies).

must contain a verb, and the verb requires, permits, or precludes other sentence elements to complete the predicate:

- objects (direct, indirect, prepositional)
- predicatives (subject complements and object complements)
- adverbials (either obligatory or adjuncts).

Predicate: examples

*She **dances**.* (verb only predicate)
*John reads **the book**.* (direct object)
*John's mother, Felicity, gave **me** a present.* (indirect object / direct object)
*She listened **to the radio**.* (prepositional object)
*They elected him **president**.* (object / predicative)
*She met him **in the park**.* (object / adverbial)
*She is **in the park**.* (adverbial)

A nexus is the relation between a subject and its predicate.

A **Predicate Nominal** is a noun phrase that functions as the main predicate of a sentence:

- *George III is **the king of England.***

The subject and predicate nominal must be connected by a linking verb (a **copula**).

A **Predicate Adjective** is an adjective that functions as a predicate
Jessica is *attractive*.

A predicate

is a verb that expresses the subject's *action* or *state of being*.
Predicate is composed of *two or three verbs that fit together*, the main verb preceded by one or more **auxiliary** (**helping**) **verbs**

A subject and predicate may not always appear together or in the normal order

Simple Subject and Simple Predicate
A subject is usually built around one noun or pronoun (or more) that, when stripped of all the words that modify it, is known as the simple subject.

+ A **piece** of pepperoni pizza **would satisfy** his hunger.

A **compound subject** – a simple subject consisting of more than one noun or pronoun:

+ Team **pennants**, rock **posters** and family **photographs** covered the boy's bedroom walls.

A **compound predicate**, a predicate that includes more than one verb pertaining to the same subject:

+ Her uncle and she **walked** slowly through the Inuit art gallery and **admired** the powerful sculptures exhibited there.

Sentence elements comprising the predicate
+ verb group (verb phrase)
+ object
+ predicatives (subject and object complements)
+ adverbials

Objects
A verb may be followed by an object that completes the verb's meaning:
+ direct objects
+ indirect objects.
+ prepositional objects.

Types of object
A direct object answers the question „What?", „whom?"
+ The advertising executive drove **a flashy red Porsche**.
+ Her secret admirer gave her **a bouquet of flowers**.

- *Jasper ate **fruit**.*

An indirect object answers the questions *to whom?, to what?, for whom?*, or *for what?*

- *They sent **him** a postcard*

Prepositional object:

- *We listened **to the radio**.*

Transitive and Intransitive Verbs

Verbs that take objects are known as **transitive verbs**.

Verbs not followed by objects are called **intransitive verbs**.

Some verbs can be either transitive verbs or intransitive verbs, depending on the context:

Direct Object

I hope the Senators win *the next game*.

No Direct Object

Did we win?

Intransitive verbs (no object):

*The train **arrived**.*

Transitive verbs (require objects):

Monotransitive, and requires one object:

*Mr Jenner **breaks the windows**.*

Ambitransitive verbs (one or no object):

*Miss Gold **eats a banana** every morning.*
*Miss Gold **eats** every morning.*

Ditransitive verbs (two objects):

*John **put the book on the shelf**.*

Forms of object

A **noun** or **noun phrase**:

> „I remembered *her advice*."

An **infinitive** or **infinitival clause**:

> „I remembered *to eat*."

A **gerund** or **gerund phrase**:

> „I remembered *being there*."

A **declarative content clause**:

> „I remembered *that he was blond*."

An **interrogative content clause**:

> „I remembered *why she had left*."

A **fused relative clause**:

> „I remembered *what she wanted me to do*."

A predicative (or subject and object complement)

- is an element of the predicate of a sentence which supplements the subject or object by means of the verb.
- may be nominal or adjectival.
- If the complement is a noun or a pronoun, it is called a predicate nominative.
- If the complement after a linking verb is an adjective, it is called a predicate adjective.

Adjectival and nominal predicatives

*He seems **nice**.* (adjectival predicative of the subject)

*Bob is **a postman**.* (nominal predicative of the subject)

*We painted the door **white**.* (adjectival predicative of the object)

*They elected him **president**.* (nominal predicative of the object)

Subject predicatives (or complements)

- tell more about the subject by means of the verb.
- are obligatory sentence elements: if they are removed, a well-formed sentence cannot remain.

*The bag seems **heavy**.* (a predicative adjective/ adjectival complement)

*She looks **ill**.* (a predicative adjective/ adjectival complement)

*Mr. Johnson is **a management consultant**.* (nominal complement)

*That man is **a thief**.* (nominal complement)

Object predicatives (or complements)
- can be a noun, pronoun, or adjective that follow and modify a direct object.
- can describe, clarify, re-name, or show completion of a process.

*My son painted his room **blue**.* (*Blue* modifies the direct object *room*.)

*The class elected the smallest boy **President**.* (*President* modifies *boy* and shows the result of the election.)

*The clown made the children very **exited**.* (The participle *excited* describes *children*.)

Object predicatives (or complements)
- modify an object
- tell us more about the object by means of the verb.

*We painted the house **yellow**.* (adjectival)

*They elected him **president**.* (nominal)

*That shrimp dish made him **sick**.* (adjectival)

*They called her **a thief**.* (nominal)

Subject or object complements (predicatives)*??*
- The waitress seems ***grumpy***. (subject complement, a predicate adjective modifying the subject, *waitress*.)
- I consider the waitress ***grumpy***. (object complement, modifies the direct object, *waitress*.)

Adverbials

obligatory adverbial – integral to sentence meaning but cannot be removed:

*They treated her **well**.*

*Lorna put the book **onto the table**.*

adverbial adjuncts – integral to sentence meaning and can be removed leaving a well-formed sentence:

*Mr Bibby saw her **yesterday**.*

adverbial conjuncts – linking the sentence to another, and is removable:

*You thought it was true; **however**, I thought otherwise.*

adverbial disjuncts – making a comment on the sentence:

__Stupidly__, I answered the question.

An **adjunct** can be

Single word

*She will leave **tomorrow**.*

Phrase

*She will leave **in the morning**.*

Clause

*She will leave **after she has had breakfast**.*

Semantic functions of adverbial adjuncts:

Temporal: establish when, for how long or how often a state or action happened or existed.

*He arrived **yesterday**.* (time point)

*He stayed **for two weeks**.* (duration)

*She drinks in that bar **every day**.* (frequency)

Locative: establish where, to where or from where a state or action happened or existed.

*She sat **on the table**.* (locative)

Modicative: establish how the action happened or the state existed, or modifying its scope.

*He ran **with difficulty**.* (manner)

*He stood **in silence**.* (state)

*He helped me **with my homework**.* (limiting)

Causal: establish the reason for, or purpose of, an action or state.

*The ladder collapsed **because it was old**.* (reason)

*She went out **to buy some bread**.* (purpose)

Instrumental: establish the instrument of the action.

*Mr. Bibby wrote the letter **with a pencil**.*

Conditional: establish the condition in which a sentence becomes true.

*I would go to Paris, **if I had the money**.*

Concessive: establish the contrary circumstances.

*Lorna went out **although it was raining**.*

UNIT 4

Tree Diagrams

Unit 4 discusses tree diagrams. At first it provides the definition of this term and explains its functions, afterwards the unit explores principles for drawing tree diagrams, as well as tree diagram terminology. Naturally, the unit mentions the name of Noam Chomsky and comments briefly on how Noam Chomsky revolutionized linguistics, more particularly, the area of syntax, in the second half of the twentieth century. Last but not least, the unit explores phrase structure rules.

Lecture outline
- Tree diagrams
- Principles for Drawing Tree Diagrams
- Tree Diagram Terminology
- Noam Chomsky
- Phrase structure rules

Homework
Miller, Jim: *An Introduction to English Syntax*, Edinburgh University Press, 2008, pp. 11-22, 162-166.
Kuiper-Allan 2010: An Introduction to English Language, 227-282 (to check again all the exercises the purpose of which is to draw tree diagrams).
PPP

Tree diagrams get their names because they look somewhat trees turned upside down, and they show the various constituents branching off.
- are used in many disciplines other than linguistics, for example, computer science.
- are very good at showing structures that are hierarchical.
- "I really do not know that anything has ever been more exciting than diagramming sentences" (Gertrude Stein)

A parse tree is made up of nodes and branches

- In a parse tree, each node is either a root node, a **branch** node, or a **leaf** node. (**S** is a root node, **NP** and **VP** are **branch nodes**, while **John**, **hit**, **the**, and **ball** are all **leaf nodes**).
- A node can also be referred to as parent node or a child node.
- A **parent** node is one that has at least one other node linked by a branch under it. (S is a parent of both NP and VP).
- A **child** node is one that has at least one node directly above it to which it is linked by a branch of the tree (**hit** is a child node of V).
- The terms **mother** and **daughter** are also sometimes used for this relationship.

The agreement between the boards of the two companies
the whole noun phrase contains three parts:
1) a determiner, *the*,
2) the head noun, *agreement*,
3) a prepositional phrase, *between the boards of the two companies*.

Principles for Drawing Tree Diagrams
Different textbooks present different variations on the tree diagram, depending on the details of their analysis.

Most frequent diagrams:

- A tree consists of **nodes**. A node has a label (e.g., NP for noun phrase, VP for verb phrase).
- the **root** of the tree: the node at the very top of the tree, the one from which all the others ultimately derive.
- The nodes are connected by lines, known as **edges**.
- The terminal nodes of our diagrams, the ones without any children, are known as the **leaves** of the tree. They will contain labels for the word categories (parts of speech) of each word.
- the nodes below another node are sometimes called the **children** of that node.

- Anode that has children is a **parent** node.
- Parent nodes can themselves be children of other parents.
- **Descendants**: nodes that are children of children.
- While a node may have several children, it only has one parent.
- Each line should connect to one child node.
- Do not show two edges connecting to a single word.
- an unanalyzed constituent is indicated by using a triangle.

Phrase

Most frequent constituent.

- consists of a single main word (**head**, i.e. main idea of the phrase) and other words that modify or give grammatical information about the head (**attributes**).
- The **head** is the word that determines the syntactic type of the phrase.

Classification of phrases

- **Prepositional phrase** (PP) with a preposition as head (e.g. *in love*, *over the rainbow*).
- **Noun phrase** (NP) with a noun as head (e.g. *the black cat, a cat on the mat*)
- **Verb phrase** (VP) with a verb as head (e.g. *eat cheese, jump up and down*)
- **Adjectival phrase** (AdjP) with an adejctive as head (e.g. *full of toys, fraught with guilt*)
- **Adverbial phrase** (AdvP) with an adverb as head (e.g. *very carefully*)
- **Complementizer phrase** (CP) I don't know *whether I should talk about this.*

Phrase structure rules

Associated with phrase structure rules is a famous example of a grammatically correct sentence.

The sentence *Colorless green ideas sleep furiously* was constructed by Noam Chomsky as an illustration that syntactically but not semantically correct sentences are possible.

Noam Chomsky (1928)

- Author of more than 150 books
- MIT (since 1955)
- One of the fathers of modern linguistics
- Psychology
- Philosophy of Language
- Philosophy of Mind
- Politics
- Ethics
- considered the „most cited living author".

For more, see https://chomsky.info/

Noam Chomsky's Revolution in Linguistics

- Generative grammar
- Transformational grammar
- Universal grammar
- Performance and competence
- I-language and E-language
- Language acquisition device
- The Minimalist Program
- Poverty of the stimulus
- Grammaticality
- Phrase Structure Grammar
- X-bar theory
- Chomsky hierarchy
- Context-free grammar
- Governement and binding theory
- Principles and parameters
- Deep structure
- Surface structure

Phrase structure rules are usually of the form, meaning that the constituent A is separated into the two subconstituents B and C.

An S consists of an NP followed by a VP.

S → NP VP

A sentence (S) consists of a noun phrase (NP) followed by a verb phrase (VP).

NP → *Det N*

A noun phrase (NP) consists of a determiner (Det) followed by a noun (N).

Explanations of the constituents:
- S – sentence
- Det – determinative
- NP – noun phrase
- VP – verb phrase
- AP – adverb phrase
- PP – prepositional phrase

S → NP VP
NP → Det N
VP → V NP
VP → V
VP → V PP
PP → P NP
VP → V CP
CP → C S

PS rules

The woman laughed. (S → NP VP)

The boy **left.** (VP → V)

The wind **blew the kite.** (VP → V NP)

The senator **hopes that the bill passes.** (VP → V CP)

The teacher **asked if the students understood the syntax lesson.** (VP → V CP)

UNIT 5

Sentence Types

In the focus of Unit 5 there are various sentence types. The unit starts with the definition of the word *sentence*, and continues with discussion of independent and dependent clauses. Afterwards it provides the classification of sentences by structure, and the classification of sentences by purpose.

Lecture outline
- Sentence
- Independent and dependent clauses
- Classification of sentences by structure
- Classification of sentences by purpose

Homework
Kuiper-Allan 2010: An Introduction to English Language, 268-282.
PPP

A sentence is a group of words containing a subject and predicate.
A sentence ought to express a thought that can stand by itself
Sometimes, the subject is „understood,":
[You] „Go next door and get a cup of sugar."
[You] „Go!"

Independent and dependent clauses

An **independent** clause forms a complete sentence on its own.

A **dependent** clause needs another clause to make a complete sentence.

Classification of sentences by structure

- ◆ simple,
- ◆ compound,
- ◆ complex,
- ◆ complex-compound

Classification of sentences by structure

Simple (one independent clause): *We drove from Connecticut to Tennessee in one day.*

Compound (more than one independent clause): *We were exhausted, but we arrived in time for my father's birthday party.*

Complex (one independent clause and at least one dependent clause): *Although he is now 79 years old, he still claims to be 65.*

Compound-complex (or *compound-complex sentence*) (more than one independent clause and at least one dependent clause): *After it was all over, my dad claimed he knew we were planning something, but we think he was really surprised.*

Clause is not always equivalent to sentence

(a) George seems quite relieved.

(b) It's obvious George seems quite relieved.

(c) George seems quite relieved, but his brother remains uneasy.

The simple sentence

A simple sentence can be as short as one word: ***Run! Melt!***

Usually has a subject and predicate, and both may have modifiers:

*Ice **melts**.*

*The ice **melts** quickly.*

*The ice on the river **melts** quickly under the warm March sun.*

China's Han Dynasty marked an official recognition of Confucianism.

A simple sentence has one independent clause.

The runner jumped.

The baby cried.

The girl ran into her bedroom.

In the backyard, the dog barked and howled at the cat.

Compound sentence:
A sentence with multiple independent clauses but no dependent clauses.
Simple: *Canada is a rich country.*
Simple: *Still, it has many poor people.*
Compound: *Canada is a rich country,* **but** *still it has many poor people.*

In a **compound sentence** two independent clauses might be joined by:
- a coordinating conjunction (*for, and, nor, but, or, yet, so*),
- a conjunctive adverb (e.g. *however, therefore*), or
- a semicolon alone (;).

Complex sentence:
A sentence with one independent clause and at least one dependent clause (subordinating clause).
Unlike a compound sentence, its clauses are *not* equal.
The dependent clause is introduced by either a subordinate conjunction (e.g., *although* or *because*), or a relative pronoun (e.g., *who* or *which*).

Clauses are *not* equal in complex sentence
- **Simple**: *My friend invited me to a party. I do not want to go.*
- **Compound**: *My friend invited me to a party, but I do not want to go.*
- **Complex**: *Although my friend invited me to a party, I do not want to go.*

Complex sentence: examples
After Mary added up all the sales, she discovered that the lemonade stand was 32 cents short
While all of his paintings are fascinating, Hieronymus Bosch's triptychs, full of madness, are the real highlight of his art.

Complex-compound sentence (or compound-complex sentence):

A sentence with multiple independent clauses and at least one dependent (or subordinate) clause.

rather than joining two simple sentences together, a co-ordinating conjunction sometimes joins two complex sentences, or one simple sentence and one complex sentence.

- *Though the movie had been tested on the market, The Last Shadow did not fare well in the United States, but it did develop a huge following in Europe, which usually does not go for this movie genre.*

Exercise: Type of sentence?

- *China's Han Dynasty marked an official recognition of Confucianism.*
- *After Mary added up all the sales, she discovered that the lemonade stand was 32 cents short.*
- *With her reputation on the line, Peggy played against a fierce opponent at the Scrabble competition, and overcoming nerve-racking competition, she won the game with one well-placed word.*
- *The clown frightened the little girl, and she ran off screaming.*
- *I was scared, but I didn't run away.*
- *The dog that you gave me barked at me and it bit my hand.*

Exercise: Type of clause?

- *The package arrived in the morning, but the courier left before I could check the contents.*
- *With her reputation on the line, Peggy played against a fierce opponent at the Scrabble competition, and overcoming nerve-racking competition, she won the game with one well-placed word.*
- *The dog lived in the backyard, but the cat, who knew he was superior, lived inside the house.*
- *Though the movie had been tested on the market, The Last Shadow did not fare well in the United States, but it did develop a huge following in Europe, which usually does not go for this movie genre.*

Classification of sentences by purpose (function)

- declarative,
- interrogative,
- exclamatory,
- imperative

Classification of sentences by purpose

- A *declarative sentence* or *declaration*, the most common type, commonly makes a statement: *I am going home.*
- An *interrogative sentence* or question is commonly used to request information – *When are you going to work?* – but sometimes not (e.g., rhetorical question).
- An *exclamatory sentence* or exclamation is generally a more emphatic form of statement expressing emotion: *What a wonderful day this is!*
- An *imperative sentence* or *command* tells someone to do something: *Go to work at 7:30 tomorrow morning.*

A declarative sentence: a fact or argument, without requiring either an answer or action from the reader. You punctuate your declarative sentences with a simple period (.):

Ottawa is the capital of Canada.
He asked which path leads back to the lodge.

An **interrogative sentence** asks a direct question and always ends in a question mark:

How many roads must a man walk down?
Does money grow on trees?
An indirect question does not make a sentence interrogative!!
Direct/Interrogative: *When was Lester Pearson prime minister?*
Indirect/Declarative: *I wonder when Lester Pearson was prime minister.*
A direct question requires an answer from the reader (exc. a rhetorical question), while an indirect question does not.

An **exclamatory sentence**, or **exclamation** is simply a more forceful version of a declarative sentence, marked at the end with an exclamation mark:

The butler did it!

How beautiful this river is!

Exclamatory sentences are common in speech and (sometimes) in fiction, but over the last 200 years they have almost entirely disappeared from academic writing.

(An exclamation mark can also appear at the end of an imperative sentence.)

An imperative sentence gives a direct command to someone; can end either with a period or with an exclamation mark, depending on how forceful the command is:

Sit!

Read this book for tomorrow.

Wash the windows!

Exercise: Type of sentence?

Please wash the windows.

How terrible this hamburger is!

Who can read this and not be moved?

I like him.

UNIT 6

Independent and Dependent Clauses

Unit 6 addresses independent and dependent clauses. Its main focus is on dependent clauses such as nominal (or noun) clauses, adverbial (or adverb) clauses, and adjectival (or relative) clauses.

Lecture outline
- Independent Clauses
- Dependent Clauses
- Nominal
- Adverbial
- Adjectival (relative)

Homework
Kuiper-Allan 2010: *An Introduction to English Language,* 282-292.
Miller, Jim: *An Introduction to English Syntax,* Edinburgh University Press, 2008, 60-88.
PPP

An **independent** clause forms a complete sentence on its own
A **dependent** clause needs another clause to make a complete sentence.

Dependent Clauses:
- Nominal
- Adverbial
- Adjectival (relative)
- Defining (restrictive)
- Non-defining (non-restrictive)

A nominal clause

- ✦ Definition
- ✦ Function
- ✦ Interrogatives *who, whom, what, which,* etc.
- ✦ Expletives *that, whether,* and *if*

A nominal clause (noun clause)

a subordinate clause which functions like a noun phrase.

names a person, place, thing, or idea

answer questions like „who(m)?" or „what?

a group of words containing a subject and a finite verb of its own and frequently

contains *that | if | whether*

*I wondered **whether** the homework was necessary.*

I know *that* he is here.

Nominal clauses may begin with interrogatives:

who	*whom*	*what*	*which*
whoever	*whomever*		*whatever*
when	*where*	*how*	*why*

A nominal clause may function as

- ✦ subject
- ✦ predicate
- ✦ complement (predicative)
- ✦ appositive
- ✦ object of preposition
- ✦ direct object
- ✦ indirect object

An adverb(ial) clause

- ✦ functions as an adverb
- ✦ describes a verb (in the sentence's main clause)

- answers questions: *where? why? how? when? to what degree?*
- begins with a subordinating conjunction, which makes the clause subordinate (dependent), e.g.: *after | although | as | because | before | if | since | that | though | till | unless | until | when | where | while*

(1) They will visit you **before** *they go to the airport.*

(2) **Before** *they go to the airport*, they will visit you.

When an adverb clause introduces the sentence (2), it is set off with a comma.

If the adverbial clause follows the main clause in a sentence, do not place a comma between the two (1).

Adjective (relative) clauses

- Restrictive (defining, or identifying) relative clauses
- Non-restrictive (non-defining or non-identifying) relative clauses
- Basic relative pronouns, their reduction
- Examples
- Variety of ways in which sentences can be combined
- Language games

Relative clause

- defines something (a defining, or restrictive clause)
- provides unnecessary, but interesting, added information (a non-defining, or non-restrictive clause)

Restrictive and non-restrictive

A non-restrictive relative clause is preceded by a pause in speech or a comma in writing,

a restrictive clause normally is not.

(1) *The builder,* **who erects very fine houses**, *will make a large profit.*

(2) *The builder* **who erects very fine houses** *will make a large profit.*

(1) refers to a specific builder, and assumes we know which builder is intended. It tells us firstly about his houses, then about his profits.

(2) states that any builder who builds such houses will make profits.

Non-defining /Defining relative clauses

1. *Elephants **that love mice** are very unusual.* (defining)
2. *Elephants, **which are large and grey**, can sometimes be found in zoos.* (non-defining)
3. *John's mother, **who lives in Scotland**, has 6 grandchildren.* (non-defining)

Variety of ways in which sentences can be combined:

- The church is old. My grandparents were married there.
- *The church **where** my grandparents were married is old.*
- *The church **in which** my grandparents were married is old.*
- *The church **which** my grandparents were married in is old.*
- *The church **that** my grandparents were married in is old.*
- *The church my grandparents were married in is old.*

Common relative pronouns:

that, which, who, whom, whose
Use *who, whom, and whose* to describe people.
Use *that* and *which* to describe things.

Which

- can be used to refer to the whole part of the sentence (usually to a noun)
- but not always:

I've broken my leg, which means I can't walk.
I've still got some money left, which is surprising.

Whom

- is hardly ever used in spoken English, and not often in written English.
- sounds very formal to most people.
- normally after prepositions.

The woman to whom he was talking is his sister.
The woman that he was talking to is his sister.

Whose

- ✦ is used to show possession.
- ✦ can always be used for people and animals, but also for things, though this sometimes sounds strange and it might be better to change the structure of the sentence unless the thing is made up of people (a team, a city, an organisation).

My students, whose homework is never done, will fail the exam.
That dog whose bone you took is going to bite your leg off.
The city, whose football team lost the final, never wins anything.

What

- ✦ can be literally translated to mean ‚the thing that' or ‚that which'.
- ✦ is not used anywhere near as often as ‚which' or ‚that' and is not used in the same way:

A man's gotta do what a man's gotta do.
I didn't know what he was going to do next.

Exercises:

Type of clause?

- ✦ „**What you say** is not as important as **how you say it**."
- ✦ „I imagine **that they're having a good time**."
- ✦ „I keep thinking about **what happened yesterday**."
- ✦ „The woman **I saw** said otherwise."
- ✦ „I found the book **that she suggested to me**."
- ✦ „**When she gets here**, all will be explained."
- ✦ „She worried **because they were already an hour late**."

Choose the right pronoun[2]:

1. It is the book . . . . I've just read.

2. She is the girl. . . . . sat next to me in the bus.

3. They are the people . . . . helped me.

4. This is the dog . . . . scared me.

Build one sentence (containing a defining relative clause)[3]:

1. A robot is a machine. It can replace human workers.

2. A vet is a doctor. He treats animals.

3. Pets are animals. They are kept at home as companions.

4. A robot is a machine. It looks like a human being.

2 Answers:

    1. It is the book Ø / that / which I've just read.

    2. She is the girl that / who sat next to me in the bus.

    3. They are the people that / who helped me.

    4. This is the dog that / which scared me.

3 Answers:

    1. A robot is a machine which/that can replace human workers.

    2. A vet is a doctor who/that treats animals.

    3. Pets are animals that/which are kept at home as companions.

    4. A robot is a machine which/that looks like a human being.

UNIT 7

Direct and Indirect (Reported) Speech

Unit 7 treats the notions of direct and indirect (or reported) speech. It starts with providing some main terms, as well as it discusses the most important basic aspects of reported speech. The unit also lists some basic reporting verbs.

Lecture outline
- Direct Speech
- Indirect (Reported) Speech
- Basic tense chart
- Most important basic aspects of reported speech
- Some basic reporting verbs
- Exercises

Homework
PPP

Reported speech
- changes in verb tenses (basic tense chart, modal verbs, modal verbs, imperatives)
- changes in expressions of time
- changes in personal pronouns and possessive adjectives
- basic reporting verbs
- indirect questions

Reported (indirect) speech
Frequently about the past (because obviously the person who spoke originally spoke in the past).
The verbs usually have to be in the past too:
Direct speech: „*I'm going to the cinema*".

Reported speech: *He said he was going to the cinema.*

Basic tense chart
- see PPP
- if the reporting verb is in the present tense, there is no change in the reported sentence.
- a sentence in direct speech in a present or future tense can remain the same if what is said is still true or relevant.

The past simple and continuous don't always need to be changed if:
- there is a time context which makes everything clear,
- there is another action already using the past perfect, which might alter the meaning or make things confusing.

Time
Direct speech: *I went to the theatre last night.*
Reported speech: *He said he had gone to the theatre the night before.*
Direct speech: *I'm having a party next weekend.*
Reported speech: *He said he was having a party the next weekend.*
Direct speech: *I'm staying here until next week.*
Reported speech: *He said he was staying there until the following week.*
Direct speech: *I came over from London 3 years ago.*
Reported speech: *He said he had come over from London 3 years before.*

Personal pronouns
need to be changed according to the situation.
there is possible confusion when you try to change reported speech to direct speech:
She said she'd been waiting for hours. (Is she one person or two different people?)
I told them they would have to ask permission. (Are we talking about two groups of people or only one?)

Most important basic aspects of reported speech
changes in verb tenses

Direct speech: „*I'm going home*"
Reported speech: *He said he was going home*
changes in expressions of time
Direct speech: „*I'm going home tomorrow*"
Reported speech: *He said he was going home the following day*
changes in personal pronouns and possessive adjectives
Direct speech: „*I'm going to my uncle's home tomorrow*"
Reported speech: *He said he was going to his uncle's home the following day.*

Some basic reporting verbs

- accuse
- admit
- advise
- agree
- ask
- blame
- complain
- congratulate
- deny
- explain
- forget
- invite
- offer
- promise
- refuse
- remind
- suggest
- threaten
- warn

Indirect Questions
When reporting questions, it is especially important to pay attention to sentence order.

When reporting yes/ no questions, connect the reported question using ‚if‘.

When reporting questions using question words (*why, where, when,* etc.), use the question word.

- ⬩ Direct speech: *She asked, „Do you want to come with me?”* Reported speech: *She asked me if I wanted to come with her.*
- ⬩ Direct speech: *Dave asked, „Where did you go last weekend?”* Reported speech: *Dave asked me where I had gone the previous weekend.*
- ⬩ Direct speech: *He asked, „Why are you studying English?”* Reported speech: *She asked me why I was studying English.*

Exercises

Transform[4]:
They said, "We saw a riderless horse."
Tim's mother told him, "Please stop."
John asked, "Where did Mr. Tan go?"
She said, "Let's read all together."

Transform:[5]
Galileo announced, "The world is round."
They said, "The man is mad."
Others said, "The man has given terrible remarks."
A few commented, "Too much studying and experimenting destroyed his mind."
Today the world says, "He is a genius."

---

4 Answers:
They said that they had seen a riderless horse.
Tim's mother told him to stop.
John asked where Mr. Tan went.
She suggested that we read all together.
5 Answers:
Galileo announced that the world is round.
They said that the man was mad."
Others said that the man had given terrible remarks.
A few commented that too much studying and experimenting had destroyed his mind.
Today the world says that he is a genius.

Transform:[6]

Riza told Mr. Yan, "I hear that Gina is most dear to you."

The leader asked, "What can I do to help?"

He told Ana, "Stay and answer me."

The woman said, "Sir, I am busy."

Mr. Wade answered, "The boy has fulfilled his undertaking successfully."

---

6 Answers:

Riza told Mr. Yan that she heard Gina was most dear to him.

The leader asked what he could do to help.

He told Ana to stay and answer him.

The woman told him that she was busy.

Mr. Wade answered that the boy had fulfilled his undertaking successfully.

PART II

The second part of the book starts with the syllabus of the course, continues with the midterm test requirements (2) followed by midterm tests (2), as well as with final exam requirements. Last but not least, part II includes final exam tests (3).

Syllabus

Univerzita J. Selyeho – Pedagogická fakulta – Katedra anglického jazyka a literatúry

Selye János Egyetem – Tanárképző Kar – Angol Nyelv és Irodalom Tanszék

Predmet-Tantárgy: English Linguistics: Syntax
Vyučujúci – Oktató: Doc. Tóthné Litovkina Anna, PhD.

Tematický plán – Tematikus terv

Školský rok – Iskolai év: 2021/2022
Kód – Kód: SYNT
Ročník – Évfolyam: 3.
Spôsob hodnotenia – Az értékelés módja: continuous testing, seminar work, written exam (or in case of online classes and exams, oral exam)

Prednáška - Előadás / Seminár – Szeminárium

13 hétre lebontva /Divided into 13 weeks:

Lecture
1. Introduction
2. Word classes/Categories and functions
3. Verbs and their subcategorisation
4. Grammatical functions
5. Constituency, function, category; head, complements, and modifiers
6. Phrases
7. Phrases
8. Elements of sentence constructions/ Clauses and sentences; Main and subordinate clauses
9. Phrase Structure rules; Cleft constructions
10. Relative clause constructions /pro-form; deixis vs. anaphora

11. Reported speech/Passive constructions

12. Wh-questions/Interrogative clauses

13. Summary; Final exam review

Seminar

1. Descriptive and prescriptive grammar

2. Word classes/Categories and functions

3. Mood, aspect, tense, voice

4. Subjects, direct and indirect objects, predicative compliments, oblique compliments, modifiers, adjuncts

5. Tests for determining syntactic constituenthood

6. NP, VP,

7. *Test (Nov. 4)*

8. AdjP, AdvP, PP

9. Tree diagram terminology (node, branch, dominate, sister). Tree diagrams as representations of structure

10. Tree diagrams

11. Reported speech/Passive constructions; Wh-questions/Interrogative clauses

12. *Test (Dec. 8)*

13. Summary; Final exam review

Compulsory reading (excerpts)

Biber – Conrad – Leech: *Longman Student Srammar of Spoken and Written English*, Longman, 2002.

Kim, Jong-Bok and Peter Sells: *English Syntax: An Introduction*, Center for the Study of Language and Information, 2008.

Kuiper, Kon – W. Scott Allan: *Introduction to English language: Word, sound and sentence.* 3rd edition, Palgrave Macmillan, 2010.

Miller, Jim: *An Introduction to English Syntax*, Edinburgh University Press, 2008.

Newson, Mark et al.: *Basic English Syntax with Exercises -* Bölcsész Konzílium Bölcsész Index Centrál Könyvek, 2006.

Supplementary reading (excerpts)

Budai, L.: *English Phrasal and Clausal Syntax. (Synopses of Thirty Lectures).* Veszprém:

Veszprém University Press, 1997.

Budai, L.: *English Phrasal and Clausal Syntax. Workbook.* Veszprém: Veszprém University Press, 2003.

Burton-Roberts, N.: *Analysing Sentences: An Introduction to English Syntax.* London: Longman, 1986.

Carnie, Andrew: *Modern Syntax: A Coursebook*, Cambridge University Press, 2011.

Hardošová, M.: *Morfosyntax anglického jazyka.* Cvičebnica .Banská Bystrica: Univerzita Mateja Bela, 1999.

Radford, Andrew: *English Syntax: An Introduction*, Cambridge University Press, 2004

Radford, Andrew: *An Introduction to English Sentence Structure*, Cambridge University Press, 2009

Radford, Andrew: *Analysing English Sentences: A Minimalist Approach*, Cambridge University Press, 2009

Rafajlovičová, R.: *A Survey of the English Syntax.* Prešov: Prešovská Univerzita, 2004.

Supplementary online materials

The syntax of natural language: An online introduction

http://www.ling.upenn.edu/~beatrice/syntax-textbook/index.html

Assessment

Course grade will be based on the following work (percentages are approximate):

1. Two mid-test tests	50%
2. Final written (or oral) exam	40%
3. Classroom participation	10%

Final exam: The final exam will consist primarily of data analysis problems of the types we will have covered throughout the course.

Attendance

Students will be permitted two unexplained absences. Students must arrive on time to be counted as in attendance. It is your responsibility to stay current and find out what you missed if you were absent.

Grading Scale
0-49% (Fx)
50-59% (E)
60-69% (D)
70-79% (C)
80-89% (B)
90-100% (A)

In case of online classes (the time is acording to the timetable in the AIS), join Anna Litovkina's Zoom Meeting, following the link below:
https://us04web.zoom.us/j/2103972359?pwd=bTdYR1FQeDBOSWdTUnJPY-jVkZTVZUT09

Main types of questions:

- Identify the grammatical functions of the expressions in italics
- Identify the head words in the phrases below.
- In the examples below, identify all main and subordinate clauses
- Discuss structural ambiguity
- Identify the subject and predicates
- Identify the category of the following phrases
- Decide the functions of the bracketed constituents
- Identify the following lexical categories
- Identify the head noun of each NP
- Fill in spaces
- Match the phrases below with their functions
- Identify the phrase type
- Match the terms below with definitions
- Paraphrase each of the following sentences or phrases in two ways to show that you understand the ambiguity involved.
- Give the traditional terms for the grammatical categories of words (or word classes, or parts of speech) used in the following sentences (e.g., boy = noun).
- Match sentences with their patterns
- In 80-100 words, write about the following topic:

  - Word classes/Categories and function; open and closed class
  - Nouns and their subcategorisation
  - Pronouns and their subcategorisation
  - Adjectives and their subcategorisation
  - Adverbs and their subcategorisation
  - Interjections, determiners, conjunctions, and prepositions
  - Verbs and their subcategorisation/ Mood, aspect, tense, voice, Transitive-intransitive verbs
  - Constituency, function, category; head, complements, and modifiers

- ➢ Phrases: NP, VP, AP, PP, AdvP, CP
- ➢ Noun phrase
- ➢ Verb phrase
- ➢ Adjective phrase
- ➢ Adverb phrase
- ➢ Prepositional phrase
- ➢ Grammatical functions: subjects, objects, predicates, predicatives, adverbials, modifiers, adjuncts
- ➢ Subjects
- ➢ Objects (direct and indirect)
- ➢ Predicates
- ➢ Predicatives (or compliments)
- ➢ Adverbials
- ➢ Tests for determining syntactic constituenthood

Compulsory material
- ✦ all material covered in lectures
- ✦ Biber – Conrad – Leech: *Longman Student Srammar of Spoken and Written English*, Longman, 2002, 12-37.
- ✦ Kuiper-Allan 2010: An Introduction to English Language, 227-267.

Supplementary reading material
- ✦ Kim, Jong-Bok and Peter Sells: *English Syntax: An Introduction*, Center for the Study of Language and Information, 2008, pp. 11-84.
- ✦ Miller, Jim: *An Introduction to English Syntax*, Edinburgh University Press, 2008, pp. 1-59, 88-100.
- ✦ Newson, Mark et al.: *Basic English Syntax with Exercises -* Bölcsész Konzílium Bölcsész Index Centrál Könyvek, 2006, 1-10, 57-86.

Test 1,
November 13, 2019

Max score: 60/ 100%

1. **Identify the grammatical functions of the expressions in italics:** a) subject, b) predicate); c) object complement/predicative; d) direct object; e) indirect object; f) adverbial, g) subject complement/predicative. (8)

1. His constant hammering was *very annoying*.
2. *Whom to hire* is a difficult question.
3. She will leave *in the morning*.
4. The book *on the bathroom floor* is swollen from shower steam.
5. They heard *high pitched cries* in the middle of the night.
6. *Running a marathon* in the summer is thirsty work.
7. She sent *him* a letter.
8. I consider Loki *my favorite cat*.

2. **Fill in the spaces.** (7)
Words and expressions to fill in: a) *constituency*, b) *phrase structure trees*, c) *lexical*, d) *syntactic category*, e) *phrasal*, f) *functional*, g) *syntactic*.
Sentences have structures that can be represented by 1………………containing 2………………categories. Phrase structure trees reflect the speaker's mental representation of sentences. Phrase structure trees reveal the linear order of words and the 3………………of each 4……………… There are different kinds of syntactic categories: 5………………categories (such as NP and VP) are composed of other syntactic categories; 6………………categories (such as Noun and Verb), and 7………………categories, such as Det, Aux and Comp.

3. **Match the prepositional phrases below with their functions.** (6)

functions of prepositional phrases	prepositional phrases
1.as a modifier to a verb	a.the weather in April
2.as a modifier to a noun	b.sleep throughout the winter

3.as the complement of a verb	c. attentive to their needs
4.as the complement of a noun	d. insist on staying home
5.as the complement of an adjective or adverb	e. until after supper
6.as the complement of another preposition	f. a thirst for revenge

4. **Identify the phrase type:** a) NP, b) PP, c) VP, d) AdvP, e) AdjP, f) CP (6)

    1. Houses are [*unbelievably expensive*] just now.

    2. We [*met Paul*] last week.

    3. [*A car that won't go*] is not particularly useful.

    4. I enjoy eating [*in Indian restaurants*].

    5. Don't you have to leave [*early*]?

    6. Tell [*him*] not to worry.

5. **Match the terms below with definitions.** (7)

1.adjective	a. the process by which one word in a sentence is altered depending on a property of another word in that sentence, such as gender or number, e.g., the addition of s to a regular verb when the subject is third-person singular (in English)
2.agreement	b. a syntactic unit in a phrase structure tree
3.constituent	c. the syntactic category, also lexical category, of words that have the semantic effect of qualifying or describing the referents of nouns
4.intransitive verb	d. principles of grammar that specify the constituency of syntactic categories and of phrase structure trees, e.g., VP → V NP
5.open class	e. a verb that appears to take two noun-phrase objects
6.phrase structure rules	f. the class of lexical content words; a category of words that commonly adds new words, e.g., nouns, verbs
7.ditransitive verb	g. a verb that must not have a direct object complement

6. Match sentences with their patterns (6)

Sentences	Patterns
1.Students of English like difficult exercises.	a) Pron+Adv+V+P+A+N
2.This exercise is considered easy.	b) D+N+V+D+N+P+D+N
3.I rarely listen to classical music.	c) N+V+P+D+N+P+D+A+N
4.Have you ever been to England?	d) N+P+N+V+A+N
5.Joe went to the cinema with a beautiful girl.	e) V+Pron+Adv+V+P+N
6.The president sent a message to the parlia-ment.	f) D+N+V+V+A

7. In 80-100 words, write about the following topic: *Adverb phrase*. (10)

8. In 80-100 words, write about the following topic: *Predicatives*. (10)

Test 1,

Answer Sheet

Name: Max score: 60/ 100%

%:   Grade:

1. Identify the grammatical functions of the expressions in italics: (8)
1…, 2…, 3…, 4…, 5…, 6…, 7…, 8…

2. Fill in the spaces. (7)
1…, 2…, 3…, 4…, 5…, 6…, 7…

3. Match the prepositional phrases below with their functions. (6)
1…, 2…, 3…, 4…, 5…, 6…

4. Identify the phrase type: (6)
1…, 2…, 3…, 4…, 5…, 6…

5. Match the terms below with definitions. (7)
1…, 2…, 3…, 4…, 5…, 6…, 7…

6. Match sentences with their patterns (6)
1…, 2…, 3…, 4…, 5…, 6…

7. In 80-100 words, write about the following topic: *Adverb phrase.* (10)

8. In 80-100 words, write about the following topic: *Predicatives.* (10)

Main types of questions:
- Identify the grammatical functions of the expressions in italics
- Identify the head words in the phrases below.
- In the examples below, identify all main and subordinate clauses
- Discuss structural ambiguity
- Identify the subject and predicates
- Identify the category of the following phrases
- Decide the functions of the bracketed constituents
- Identify the following lexical categories
- Identify the head noun of each NP
- Fill in spaces
- Match the phrases below with their functions
- Identify the phrase type
- Match the terms below with definitions
- Paraphrase each of the following sentences or phrases in two ways to show that you understand the ambiguity involved.
- Give the traditional terms for the grammatical categories of words (or word classes, or parts of speech) used in the following sentences (e.g., boy = noun).
- In 80-100 words, write about the following topic:

Topics
- Elements of sentence constructions
- Clauses and sentences
- Main and subordinate clauses
- Phrase Structure rules
- Tree diagram terminology (node, branch, dominate, sister).
- Tree diagrams as representations of structure
- Cleft constructions
- Relative clause constructions
- Reported speech
- Passive constructions

1. **Identify the phrase type:** a) NP, b) PP, c) VP, d) AdvP, e) AdjP, f) CP (6)

    1. *Small children* often insist that they can do it by themselves.

    2. The city, whose football team lost the final, *never* wins anything.

    3. A phrase *might consist of a single word*.

    4. I am *absolutely sure* about it.

    5. I do not know yet *if my boyfriend is coming to the party*.

    6. They have never talked *to me*.

2. **Match the terms below with definitions.** (7)

1.sentence	a. forms a complete sentence on its own
2.independent clause	b. a group of words containing a subject and predicate
3.dependent clause	c. syntactic category, also functional category, of words, including *that*, *if*, *whether*, that introduce an embedded sentence
4.complementizer	d. needs another clause to make a complete sentence
5.head	e. the syntactic category, also functional category, of words and expressions, which when combined with a noun form a noun phrase. Includes the articles *the* and *a*, demonstratives such as *this* and *that*, quantifiers such as *each* and *every*, etc
6.determiner	f. a sentence that occurs within a sentence in a phrase structure tree
7.embedded sentence	g. the central word of a phrase whose lexical category defines the type of phrase

3. Match the expressions in italics with phrase structure rules. (4)

1. *The woman laughed.*	a. VP → V
2. The boy *left*.	b. S → NP VP
3. The wind *blew the kite*.	c. VP → V CP
4. The teacher *asked if the students understood the syntax lesson.*	d. VP → V NP

4. How are the clauses in italics below called? a) relative/adjective, restrictive/defining; b) relative/adjective, non-restrictive/non-defining; c) nominal, d) adverbial. (5)

1. He had thousands of books, *most of which he had read.*
2. I don't know *if it is raining.*
3. I was never allowed to do things *the way I wanted to do them.*
4. The committee will meet *when the Prime Minister is in Ottawa.*
5. *Whoever broke the vase* will have to pay for it.

5. Identify the sentence type. a) simple; b) complex; c) compound, d) complex-compound. (5)

1. We know that he is a fool.
2. After Hamlet's uncle Claudius married Hamlet's mother, Hamlet wanted to kill him.
3. He loves tea, and I love coffee.
4. I am interested in John but he seems to neglect me.
5. After I got home, I started working on my project, and suddenly Clary arrived.

6. Identify the sentence type. a) declarative, b) interrogative, c) exclamatory, d) imperative. (5)

1. Go to the store, and get me a carton of milk.
2. The premier gave a speech where the workers were striking.
3. What horrible news!
4. How fast she types!

5. How old are you?

7. **Identify the grammatical functions of the expressions in italics:** a) subject, b) predicate); c) object complement/predicative; d) direct object; e) indirect object; f) adverbial, g) subject complement/predicative. (8)

1. She *drinks in that bar every day.*
2. Which book? The one *on the bathroom floor*!
3. She painted the wall *yellow.*
4. The sweet potatoes in the vegetable bin *are green with mold.*
5. She bought *some spinach* when she went to the corner store.
6. Small children *often* insist that they can do it by themselves.
7. *The arctic explorers* were caught by the spring breakup.
8. Frankenstein is *the name of the scientist not the monster.*

8. **Draw a tree diagram for the word** *unsystematically*. (2)

9. **Draw a tree diagram for the sentence** *"The pupils from England baked cakes for Margaret".* (10)
10. In 80-100 words, write about the following topic: *Tree diagram terminology.* (8)

Name: Max score: 60/ 100%

points (%):   Grade:

1. Identify the phrase type: (6)
1…, 2…, 3…, 4…, 5…, 6…

2. Match the terms below with definitions. (7)
1…, 2…, 3…, 4…, 5…, 6…, 7…

3. Match the expressions in italics with phrase structure rules. (4)
1…, 2…, 3…, 4…

4. How are the clauses in italics below called? (5)
1…, 2…, 3…, 4…, 5…

5. Identify the sentence type. (5)
1…, 2…, 3…, 4…, 5…

6. Identify the sentence type. (5)
1…, 2…, 3…, 4…, 5…

7. Identify the grammatical functions of the expressions in italics: (8)
1…, 2…, 3…, 4…, 5…, 6…, 7…, 8…

8. Draw a tree diagram for the word *unsystematically*. (2)

9. Draw a tree diagram for the sentence *"The pupils from England baked cakes for Margaret".* (10)

10. In 80-100 words, write about the following topic: *Tree diagram terminology.* (8)

Syntax Exam R**equirements**
2020-2021

The exam will cover all material covered in lectures, as well as compulsory textbooks and supplementary reading material.

Main types of questions:

- Identify the grammatical functions of the expressions in italics
- Identify the head words in the phrases below.
- In the examples below, identify all main and subordinate clauses
- Discuss structural ambiguity
- Identify the subject and predicates
- Identify the category of the following phrases
- Decide the functions of the bracketed constituents
- Identify the following lexical categories
- Identify the head noun of each NP
- Fill in spaces
- Match the phrases below with their functions
- Identify the phrase type
- Match the terms below with definitions
- Paraphrase each of the following sentences or phrases in two ways to show that you understand the ambiguity involved.
- Give the traditional terms for the grammatical categories of words (or word classes, or parts of speech) used in the following sentences (e.g., boy = noun).
- Match sentences with their patterns
- In 80-100 words, write about the following topic:

Topics

- ➢ Word classes/Categories and functions: Nouns, Verbs, Pronouns, Adjectives, Adverbs, Interjections, conjunctions, prepositions
- ➢ Verbs and their subcategorisation/ Mood, aspect, tense, voice, Transitive-intransitive verbs
- ➢ Constituency, function, category; head, complements, and modifiers

- ➢ Phrases: NP, VP, AdjP, PP, AdvP, CP
- ➢ Grammatical functions: subjects, direct and indirect objects, predicative compliments, oblique compliments, modifiers, adjuncts
- ➢ Tests for determining syntactic constituenthood
- ➢ Introduction; descriptive and prescriptive grammar
- ➢ Elements of sentence constructions
- ➢ Clauses and sentences
- ➢ Main and subordinate clauses
- ➢ Phrase Structure rules
- ➢ Tree diagram terminology (node, branch, dominate, sister).
- ➢ Tree diagrams as representations of structure
- ➢ Cleft constructions
- ➢ Relative clause constructions
- ➢ Pro-form
- ➢ Deixis vs. anaphora
- ➢ Reported speech
- ➢ Passive constructions
- ➢ Questions
- ➢ Interrogative clauses

Compulsory material

- ✦ all material covered in lectures
- ✦ Biber – Conrad – Leech: *Longman Student Srammar of Spoken and Written English*, Longman, 2002, 12-37.
- ✦ Kuiper-Allan 2010: An Introduction to English Language, 227-267.

Supplementary reading material

- ✦ Kim, Jong-Bok and Peter Sells: *English Syntax: An Introduction*, Center for the Study of Language and Information, 2008, pp. 11-84.
- ✦ Miller, Jim: *An Introduction to English Syntax*, Edinburgh University Press, 2008, pp. 1-59, 88-100.
- ✦ Newson, Mark et al.: *Basic English Syntax with Exercises* - Bölcsész Konzílium Bölcsész Index Centrál Könyvek, 2006, 1-10, 57-86.

1. Match the terms below with definitions. (18)

1.agreement	a. a semantic property of verbs expressing how a certain event is viewed
2.aspect	b. a constituent introducing a sentential complement(e.g., *that*, *if* ,and *for*)
3.complementiser	c. a test for deciding whether a certain string of words is a constituent or not, e.g. substitution etc.
4.complementiser phrase (CP)	d. a verb with two nominal complements, e.g. *give*
5.constituency test	e. a linguistic expression that functions as a unit in grammatical structure. A group of words that undergo syntactic processes together
6.constituent	f. a verb form with a noun-like role in the sentence retaining characteristics of both verbs and nouns
7.ditransitive verb	g. a non-finite, uninflected verb form either with or without *to*
8.finite verb form	h. a structure used to express a request or command
9.gerund	i. a phrase headed by one of the three complementisers *that*, *if* or *for*
10. imperative	j. a syntactic process whereby certain constituents must share certain features, e.g. subjects must agree with the inflection on the verb in person and number
11. infinitive	k. a verb form that is inflected for tense in a visible or invisible form
12. main clause	l. a node directly above another node
13. mass noun	m. a non-finite verb form, can be past or present
14. mother	n. the part of the clause excluding the subject giving information about the subject

15. participle	o. the study of sentence structure
16. predicate	p. a noun that does not show number distinction, e.g. *tea/a cup of tea*
17. syntax	q. a clause that is not embedded in another clause
18. tree diagram	r. a representation of grammatical structure containing nodes connected by branches

2. **Identify the sentence type**: a) simple; b) complex; c) compound, d) complex-compound. (5)

    1. Brazil's tropical forests are amazingly rich in fauna and flora.

    2. My wife noticed that our son was outside.

    3. In his usual carefree fashion John ran up an enormous bill.

    4. I wonder if you would like to visit me.

    5. Helen loves John but John hates Helen.

3. Match the expressions in italics with phrase structure rules. (6)

1. The boys were playing.	e. VP → V
2. The girl smiled.	f. S → NP VP
3. The teacher is reading his paper.	g. VP → V CP
4. The boys asked if the girls would like to meet them.	h. VP → V NP
5. My boss hates me.	i. PP → P NP
6. She is thinking about the trip.	j. NP → N

4. **Identify the phrase type (of the expressions in italics)**: a) NP, b) PP, c) VP, d) AdvP, e) AdjP, f), CP (10)

    1. *This new project*, which begins in September, will cost several million pounds.

    2. *In early October*, Giselle planted twenty tulip bulbs; unfortunately, squirrels ate the bulbs and none bloomed.

    3. Lightning flashed *brightly* in the night sky.

4. While he was playing the piano, his wife was reading a newspaper, nevertheless, they enjoyed being *together*.

5. I have never heard *about such behavior*.

6. I wonder *if he will join us*.

7. Susan always drinks her coffee *white*.

8. The pedestrians offended by the *dangerously selfish* action of the driver threatened to throw him into the harbour.

9. Susan *always* drinks black coffee.

10. I *am reading a book*.

5. **Identify the grammatical functions of the expressions in italics:** a) subject, b) predicate); c) subject predicative/complement; d) direct object; e) indirect object; f) adverbial; g) object predicative/complement. (10)

1. *That nothing else is good enough* shouldn't come as a surprise.

2. They *painted the floor red*.

3. *Jessica* is attractive.

4. The advertising executive *drove a flashy red Porsche*.

5. I am *in my room*.

6. Her secret admirer gave her *a bouquet of flowers*.

7. I am writing *him* a letter.

8. Mr. Bibby wrote the letter *with a pencil*.

9. They elected him *a chairperson*.

10. They are *amazing*.

6. **Fill in appropriate question tags** (5). *E.g.*
She could do it, …? She could do it, couldn't she?
He wasn't here, …? He wasn't here, was he?

1. I am stupid, …?

2. You have to go, …?

3. I have been answering, …?

4. Nothing came in the post, …?

5. Let's go, …?

7. **Transform**: direct speech → indirect speech (6). E.g. *I was in the movie yesterday.* ……………. *She said she had been in the movie the day before.*

    1. I went to the theatre last night. ……………..

    2. I'm staying here until next week. ……………..

    3. Diane asked, "Where did you go last weekend?" ……………..

8. **Draw a phrase structure tree for the following sentence**: *The boy was in the theatre.* (6)

9. **In 80-100 words, write about the following topic**: *Main and subordinate clauses.* (17)

10. **In 80-100 words, write about the following topic**: *Relative clause constructions.* (17)

Surname (use capital letters, please) ……………… Max score: 100/ 100%

Name (use capital letters, please) ……………......

points (%):   Grade:

1. Match the terms below with definitions. (18)

1…, 2…, 3…, 4…, 5…, 6…, 7…, 8…, 9…, 10…, 11…, 12…, 13…, 14…, 15…, 16…,
17…,18…

2. Identify the sentence type: (5)

1…, 2…, 3…, 4…, 5…

3. Match the expressions in italics with phrase structure rules. (6)

1…, 2…, 3…, 4…, 5…, 6…

4. Identify the phrase type (of the expressions in italics). (10)

1…, 2…, 3…, 4…, 5…, 6…, 7…, 8…, 9…, 10…

5. Identify the grammatical functions of the expressions in italics. (10)

1…, 2…, 3…, 4…, 5…, 6…, 7…, 8…, 9…, 10…

6. **Fill in appropriate question tags** (5).

> 6.   I am stupid, ………………..?
> 7.   You have to go, ………………..?
> 8.   I have been answering, ………………..?
> 9.   Nothing came in the post, ………………..?
> 10.   Let's go, ………………..?

7. **Transform**: direct speech → indirect speech (6).

> 4.   I went to the theatre last night. ……………..
> 5.   I'm staying here until next week. ……………..
> 6.   Diane asked, "Where did you go last weekend?" ……………..

8. **Draw a phrase structure tree for the following sentence:** *The boy was in the theatre.* (6)

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9. **In 80-100 words, write about the following topic:** *Main and subordinate clauses.* (17)

10. **In 80-100 words, write about the following topic:** *Relative clause constructions.* (17)

1. Match the terms below with definitions. (18)

1.agreement	a. a semantic property of verbs expressing how a certain event is viewed
2.aspect	b. a constituent introducing a sentential complement(e.g., that, if ,and for)
3.complementiser	c. a test for deciding whether a certain string of words is a constituent or not, e.g. substitution etc.
4.complementiser phrase (CP)	d. a verb with two nominal complements, e.g. give
5.constituency test	e. a linguistic expression that functions as a unit in grammatical structure. A group of words that undergo syntactic processes together
6.constituent	f. a verb form with a noun-like role in the sentence retaining characteristics of both verbs and nouns
7.ditransitive verb	g. a non-finite, uninflected verb form either with or without to
8.finite verb form	h. a structure used to express a request or command
9.gerund	i. a phrase headed by one of the three complementisers that, if or for
10. imperative	j. a syntactic process whereby certain constituents must share certain features, e.g. subjects must agree with the inflection on the verb in person and number
11. infinitive	k. a verb form that is inflected for tense in a visible or invisible form
12. main clause	l. a node directly above another node
13. mass noun	m. a non-finite verb form, can be past or present

14. mother	n. the part of the clause excluding the subject giving information about the subject
15. participle	o. the study of sentence structure
16. predicate	p. a noun that does not show number distinction, e.g. tea/a cup of tea
17. syntax	q. a clause that is not embedded in another clause
18. tree diagram	r. a representation of grammatical structure containing nodes connected by branches

2. **Identify the sentence type**: a) simple; b) complex; c) compound, d) complex-compound. (5)

    1. Brazil's tropical forests are amazingly rich in fauna and flora.

    2. My wife noticed that our son was outside.

    3. In his usual carefree fashion John ran up an enormous bill.

    4. I wonder if you would like to visit me.

    5. Helen loves John but John hates Helen.

3. Match the expressions in italics with phrase structure rules. (6)

1. The boys were playing.	a. VP → V
2. The girl smiled.	b. S → NP VP
3. The teacher is reading his paper.	c. VP → V CP
4. The boys asked if the girls would like to meet them.	d. VP → V NP
5. My boss hates me.	e. PP → P NP
6. She is thinking about the trip.	f. NP → N

4. **Identify the phrase type** (of the expressions in italics): a) NP, b) PP, c) VP, d) AdvP, e) AdjP, f), CP (10)

    1. *This new project*, which begins in September, will cost several million pounds.

    2. *In early October*, Giselle planted twenty tulip bulbs; unfortunately, squirrels ate

the bulbs and none bloomed.

3. Lightning flashed *brightly* in the night sky.

4. While he was playing the piano, his wife was reading a newspaper, nevertheless, they enjoyed being *together*.

5. I have never heard *about such behavior*.

6. I wonder *if he will join us.*

7. Susan always drinks her coffee *white*.

8. The pedestrians offended by the *dangerously selfish* action of the driver threatened to throw him into the harbour.

9. Susan *always* drinks black coffee.

10. I *am reading a book.*

5. **Identify the grammatical functions of the expressions in italics**: a) subject, b) predicate); c) subject predicative/complement; d) direct object; e) indirect object; f) adverbial; g) object predicative/complement. (10)

1. *That nothing else is good enough* shouldn't come as a surprise.

2. They *painted the floor red*.

3. *Jessica* is attractive.

4. The advertising executive *drove a flashy red Porsche*.

5. I am *in my room*.

6. Her secret admirer gave her *a bouquet of flowers*.

7. I am writing *him* a letter.

8. Mr. Bibby wrote the letter *with a pencil.*

9. They elected him *a chairperson*.

10. They are *amazing*.

6. Fill in appropriate question tags (5). *E.g.*
She could do it, …? She could do it, couldn't she?
He wasn't here, …? He wasn't here, was he?

1. I am stupid, …?

2. You have to go, …?

3. I have been answering, …?

4. Nothing came in the post, …?

5. Let's go, …?

7. **Transform: direct speech → indirect speech** (6). E.g. *I was in the movie yesterday.*
…………….. *She said she had been in the movie the day before.*
  1. I went to the theatre last night. ……………..
  2. I'm staying here until next week. ……………..
  3. Diane asked, "Where did you go last weekend?" ……………..

8. **Draw a phrase structure tree for the following sentence:** *The boy was in the theatre.* (6)

9. **In 80-100 words, write about the following topic:** *Main and subordinate clauses.* (17)

10. **In 80-100 words, write about the following topic:** *Relative clause constructions.* (17)

Surname (use capital letters, please) ………………   Max score: 100/ 100%

Name (use capital letters, please) ……………......…

points (%):   Grade:

1. Match the terms below with definitions. (18)

1…, 2…, 3…, 4…, 5…, 6…, 7…, 8…, 9…, 10…, 11…, 12…, 13…, 14…, 15…, 16…, 17…,18…

2. Identify the sentence type: (5)

1…, 2…, 3…, 4…, 5…

3. Match the expressions in italics with phrase structure rules. (6)

1…, 2…, 3…, 4…, 5…, 6…

4. Identify the phrase type (of the expressions in italics). (10)

1…, 2…, 3…, 4…, 5…, 6…, 7…, 8…, 9…, 10…

5. Identify the grammatical functions of the expressions in italics. (10)

1…, 2…, 3…, 4…, 5…, 6…, 7…, 8…, 9…, 10…

6. **Fill in appropriate question tags** (5).

    1. I am stupid, ………………..?

    2. You have to go, ………………..?

    3. I have been answering, ………………..?

    4. Nothing came in the post, ………………..?

    5. Let's go, ………………..?

7. **Transform**: direct speech → indirect speech (6).

    1. I went to the theatre last night. ……………..

    2. I'm staying here until next week. ……………..

    3. Diane asked, "Where did you go last weekend?" ……………..

8. **Draw a phrase structure tree for the following sentence:** *The boy was in the theatre*. (6)

9. **In 80-100 words, write about the following topic:** *Main and subordinate clauses.* (17)

10. **In 80-100 words, write about the following topic:** *Relative clause constructions.* (17)

Syntax

exam

February 7, 2020

1. Match the terms below with definitions. (11)

1.anaphora	a. a structure such as that Mary helped George used to complete a construction beginning with a structure such as Cathy knew
2.auxiliary verb	b. a verb such as will used with another verb
3.complement phrase	c. use of pronouns (it) and noun phrases with the (the puppy) to refer back to something already mentioned
4.deixis	d. a structure containing a (visible or invisible) subject and a predicate
5.clause	e. using words such as this or here as a way of „pointing" with language f. aspect: a semantic property of verbs expressing how a certain event is viewed
6.constituent	g. a verb with two nominal complements, e.g. give.
7.ditransitive verb	h. a clause that is part of a larger constituent (I know [that you like him], the man [that you like]
8.embedded clause	i. a verb form with a noun-like role in the sentence retaining characteristics of both verbs and nouns
9.gerund	j. a linguistic expression that functions as a unit in grammatical structure. A group of words that undergo syntactic processes together
10. restrictive relative clause	k. a syntactic category with the help of which we can locate an event or situation in time
11. tense	l. a clause which modifies a noun by restricting its application to one of a number of possibilities

2. How are the clauses in italics below called? a) relative/adjective, restrictive/defining; b) relative/adjective, non-restrictive/non-defining; c) nominal, d) adverbial. (5)

1. I know *that Latin is no longer spoken as a native language.*

2. He was carrying his belongings, *many of which* were broken.

3. The woman, *who later died in hospital*, has not yet been named.

4. We arrived *before they left*.

5. He *who laughs last* laughs best.

3. Identify the sentence type: a) simple; b) complex; c) compound, d) complex-compound. (5)

1. This new project, which begins in September, will cost several million pounds.

2. In early October, Giselle planted twenty tulip bulbs; unfortunately, squirrels ate the bulbs and none bloomed.

3. Lightning flashed brightly in the night sky.

4. While he was playing the piano, his wife was reading a newspaper, nevertheless, they enjoyed being together.

5. I have never heard about such behavior.

4. Identify the phrase type: a) NP, b) PP, c) VP, d) AdvP, e) AdjP, f) CP. (10)

1. The pedestrians offended by the dangerously selfish action of the driver *threatened to throw him into the harbour*.

2. To throw him into the harbour was illegal but *an understandable reaction by the visitors on the quayside*.

3. Brazil's tropical forests are *amazingly rich in fauna and flora*.

4. The person sitting *at the window* is my wife.

5. Sitting at the window my wife noticed that our neighbour's dog was *outside*.

6. Susan always drinks *black coffee*.

7. Susan always drinks her coffee *black*.

8. In *his usual carefree fashion* John ran up an enormous bill.

9. *In his exuberance* John ran up an enormous hill.

10. I wonder *if you would like to visit me*.

5. **Identify the grammatical functions of the expressions in italics**: a) subject, b) predicate); c) subject predicative/complement; d) direct object; e) indirect object; f) adverbial; g) object predicative/complement. (10)

1. That nothing else is good enough *shouldn't come as a surprise*.
2. They painted the floor *red*.
3. Jessica is *attractive*.
4. The advertising executive drove *a flashy red Porsche*.
5. George III is *the king of England*.
6. *To read* is easier than to write.
7. Her secret admirer gave *her* a bouquet of flowers.
8. She went out *to buy some bread*.
9. Mr. Bibby wrote the letter *with a pencil*.
10. *I love you* is often heard these days.

6. **Fill in the spaces.** (7)
Words and expressions to fill in: *a) node; b) NP; c) phrase structure tree; d) syntactic categories; e) composed; f) dominated; g) sisters.*

The larger 1………………, such as VP, consist of all the syntactic categories and words below that point, or 2………………, in the tree. The 3………………reflects the speaker's intuitions about the natural groupings of words in a sentence. In discussing trees, every higher node is said to dominate all the categories beneath it. S dominates every node. A node is said to immediately dominate the categories one level below it. VP immediately dominates V and NP, the categories of which it is 4……………… Categories that are immediately 5………………by the same node are 6……………… V and 7……………… are sisters in the phrase structure tree of "the child found a puppy."

7. Match the expressions in italics with phrase structure rules. (6)

1. The children were studying.	a. VP → V
2. The man laughed.	b. S → NP VP
3. The wind blew the kite.	c. VP → V CP
4. The girls asked if the boys would like to play with them.	d. VP → V NP
5. My children love me.	e. PP → P NP
6. I am thinking about the dogs,	f. NP → N

8. Draw a phrase structure tree for the following sentence: *The baby sang a song in the room.* (4)

9. In 80-100 words, write about the following topic: *Tree diagrams as representations of structure.* (11)

10. In 80-100 words, write about the following topic: *Subjects and predicates.* (11)

Surname (use capital letters, please) ………………   Max score: 80/ 100%

Name (use capital letters, please) …………..……

1. Match the terms below with definitions. (11)

1…, 2…, 3…, 4…, 5…, 6…, 7…, 8…, 9…, 10…, 11…

2. How are the clauses in italics below called? (5)

1…, 2…, 3…, 4…, 5…

3. Identify the sentence type: (5)

1…, 2…, 3…, 4…, 5…

4. Identify the phrase type: (10)

1…, 2…, 3…, 4…, 5…, 6…, 7…, 8…, 9…, 10…

5. Identify the grammatical functions of the expressions in italics: (10)

1…, 2…, 3…, 4…, 5…, 6…, 7…, 8…, 9…, 10…

6. Fill in the spaces. (7)

1…, 2…, 3…, 4…, 5…, 6…, 7…

7. Match the expressions in italics with phrase structure rules. (6)

1…, 2…, 3…, 4…, 5…, 6…

8. Draw a phrase structure tree for the following sentence: *The baby sang a song in the room.* (4)

9. **In 80-100 words, write about the following topic:** *Tree diagrams as representations of structure.* (11)

10. **In 80-100 words, write about the following topic:** *Subjects and predicates.* (11)

PART III

The third part of the book provides a glossary of main syntactical terms. The glossary was compiled by Anna T. Litovkina's students attending her course on Introduction to Linguistics she was teaching in Poland (Tischner European University, Krakow) in 2012. One of the tasks for her students was - within the frame of a compulsory group project work - to compile a glossary of linguistic terms.

In November 2012 Anna T. Litovkina assigned her students the following task, to compile a glossary of linguistic terms (based on some terms from Fromkin et al. 2011 book she had provided).

Anna T. Litovkina explained to the students what a glossary is, and she showed a number of various examples.

Furthermore, she sent her students an e-mail message explaining what they had to do.

Some parts of the message are provided below:

1. What do you have to do? Compile a glossary of linguistic terms.
2. What is glossary? A glossary is an alphabetical list of terms in a particular domain of knowledge with the definitions for those terms, and it usually appears at the end of a book and includes terms within that book that are either newly introduced, uncommon, or specialized.
3. What is the deadline of submitting your project? Dec. 18, the students who are responsible for collecting definitions from other students, should put the definitions in alphabetical order, and send them to me electronically and also give them printed out.
4. What should each definition include?
   -term in bold (followed by word class in parentheses, e.g., noun)
   -definition (60-100 words)
   -cross references to some other terms (if needed).
   -examples should be given in italics.
   -sources which have been used (at least 4 sources)
   -at the end of each definition the name of the student who has compiled it.
   -The size of letters 12, Time New Roman size 12, 1,5 line space.
5. What should you pay attention to? No plagiarism. You compile definitions using various sources but you have to rewrite them, you have to give your own

examples.

A few examples from some electronic sources Anna T. Litovkina sent to her students in November 2012:

Adverb

A class of words (many ending with the suffix *-ly*) that are often found helping to modify a verb in order to provide extra detail about *the way* the action told by the verb occurred; however, adverbs are also used to modify other adverbs or adjectives, e.g. 'The girl worked especially hard.' 'He was just too much!' Adverbs can give detail concerning time (soon), place (there) and manner (nearly). Adverbs tend to give extra detail about time, place or manner.

Glossary of Linguistic Terms a-m

http://www.englishbiz.co.uk/grammar/main_files/definitionsa-m.htm

Mood (modal / modality)

'Mood' is an aspect of English verbs. Verb phrases can be categorised according to whether they express an *actual* or a *potential* action or state. The moods are: indicative mood: 'He plays well'; 'She is happy' (indicating an actual event or state); imperative mood: 'Sit down!' (issuing a command); interrogative mood: 'Will you please sit down?' (asking a question); subjunctive mood: 'If she were alive, then…' (pointing to a possibility or wish).

Mood is often created in a verb phrase through the use of a modal auxiliary. This kind of auxiliary verb usually creates the effect of suggesting that the action told of by the verb is not real but is potential.

Glossary of Linguistic Terms a-m

http://www.englishbiz.co.uk/grammar/main_files/definitionsa-m.htm

Head / head word

All phrases have what is called a head or head word. This is the word within the phrase that determines its grammatical function (and which acts to provide its most general meaning); other words within the phrase act in a modifying capacity. For example, in the noun phrase 'the old-fashioned door', the head word is the noun, door -

the remaining words within the phrase act to modify this head word; in a verb phrase such as 'might be hit', the head word is the finite verb hit and in a prepositional phrase such as 'on the table', the head word is on.

Glossary of Linguistic Terms a-m

http://www.englishbiz.co.uk/grammar/main_files/definitionsa-m.htm

All the students were divided into 9 groups, and each group got from Anna T. Litovkina various linguistic terms. After using various sources, including online sources, the students were supposed to write definitions of the terms provided by Anna T. Litovkina. Each student was supposed to create a glossary of 10 terms.

What follows below is a glossary of main syntactical terms selected for this book from the glossary compiled by Anna T. Litovkina's students that contains more than 220.000 characters.

Glossary

Adjective is a part of speech, which describes or modifies noun or pronoun. Adjective gives more informations about noun (age, size, colour, feelings, look).In English grammar we have various types of adjectives that are assign to use in sentences:

-Attributive adjective

-Predicative adjective

-Absolute adjective

-Nominal adjective

The articles:"a","an" and "the" are also adjectives. Characteristic suffixes for adjectives: "-able","-al","-ful","-ic","-less","-ous","-ing","-ous".

Examples of use:

My mother told me that my grandfather was ruthless.

The most cruel person during the Second World War was Hitler.

Sources:

-J. Turnbull, D. Lea, D. Parkinson" Oxford Advanced Learner's Dictionary of current English" 2010

-M.Szulc, S. Ciepły "Popularna Encyklopedia Powszechna" 2001

-R. Łąkowski, W. Kryszewski „ Encyklopedia PWN" 1999

-T. Chwalińska, M. Gałązka, J. Pol, K. Pol -"Encyklopedia Humanisty" 2008

(Compiled by Joanna Kubicz)

Adjective Phrase - An adjective phrase is a class of words in clause, which modifies nouns, pronouns or a phrase functioning as a noun. Adjective phrase acts the same way in sentence like adjective but the difference between this phrase and adjective is that this adjective consists of more words which describes noun, pronoun or phrase in sentence. Adjective phrase often operates prepositions or participles in clause.

Examples of use:

The most important thing in our life is love.

Disabled people in society are discriminated.

Sources:

-B. O'Dwyer" Modern English Structures: Form, Function, and Position" 2004

-M. Verspoor ,K. Sauter,"English Sentence Analysis: An Introductory Course" 2000
-B. Scharampfer Azar "Basic English Grammar"
-http://grammar.about.com/od/ab/g/adjectivephraseterm.htm
(Compiled by Joanna Kubicz)

Adverb - Adverb is a part of speech, which is recognized by questions : How?, when?, where?, in which way?. Adverb can be also recognized by suffix"- ly", but not in all situations. It call manner, place, time performing activities. In clause adverb modifies verb, adjective or another adverb. Adverb change the form of sentence by words for example: *more, most.*

Examples of use:

Sophie worn dirty clothes, so she went home and changed it quickly.

Yesterday famous superstar was being seen by paparazzi.

Sources:

-J. Turnbull, D. Lea, D. Parkinson " Oxford Advanced Learner's Dictionary of current English" 2010

-M.Szulc, S. Ciepły "Popularna Encyklopedia Powszechna" 2001

-R. Łąkowski, W. Kryszewski „ Encyklopedia PWN" 1999

-T. Chwalińska, M. Gałązka, J. Pol, K. Pol -"Encyklopedia Humanisty" 2008

(Compiled by Joanna Kubicz)

Agreement (noun) - This is the term for the principle of cooperation between two words in a sentence determined by the language grammar. Grammar rules force change one word in a sentence when the other appears. Agreement is dependent on the prevalence of the sentence (first, second, third person) number (singular, plural) time phonetic solutions, etc.

For example:

-I like playing tennis

-Does she like sushi?

- an aplle

Sources:

-http://dictionary.reference.com/browse/agreement

-longman dictionary of contemporary english

-merriam webster's collegiate dictionary 11th edition
-oxford advanced learner's dictionary
(Compiled by Magdalena Krella)

Ambiguous [adjective] - that is of a murky and unclear nature, incapable of being comprehended in one meaning, comprising more than one sense, capable of expressing multiple interpretations. Something can be described that way unintentionally as well as deliberately and in the latter case it may imply an allusion. Usually being ambiguous connotes a reluctance to reveal something, incomprehension between the interlocutors or desire to maintain mysteriousness.

What's gonna happen to her career seems to be rather ambiguous.
That conversation truly was amidst the most ambiguous I've ever had.
Sources:
Oxford Advanced Learner's Dictionaries
Merriam-Webster's Collegiate Dictionary
Longman Dictionary of Contemporary English
www.thefreedictionary.com
(Compiled by Kacper Kowalski)

Analitytic language - any language that uses specific grammatical words, or particles, rather than inflection, to express syntactic relations within sentences. An analytic language is commonly identified with an isolating language since the two classes of language tend to coincide.

Typical examples are Vietnamese and Classical Chinese, which are analytic and isolating. Analytic language is to be contrasted with synthetic language. The term "analytic" is commonly used in a relative rather than an absolute sense. For example, English is less inflectional and thus more analytic than most Indo-European languages.
EXAMPLE
(For example ; It uses an auxiliary verb in "would be" whereas in Romance languages this would be expressed as a single inflected word, such as the Spanish *"estaría,"* *"estarías," "estaríamos," "estaríais," "estarían," "estaba," "estabas," "estábamos," "estabais," "estaban," "estoy," "estás," "está," "estamos," "estáis," or "están"*; and it uses prepositions where most Slavic languages use declensional inflections). However, English is also

not totally analytic as it does use inflections (for example, *choose / chose / chosen / choosing*); Mandarin Chinese has, by comparison, no inflections: "I go to shop today.", "I go to shop tomorrow.", "I go to shop yesterday.

Analytic languages are especially common in China and Southeast Asia, where examples include Vietnamese. Modern Chinese has lost some of the synthetic features of Old Chinese such as syllable modification (modern tonal alteration being a relic) for verbification and utilisation of the "s-" causative prefix found in many Sino-Tibetan languages.

REFERENCES

-ENCYCLOPEDIA BRITANNICA

-WIKIPEDIA

 (Compiled by Dilan Durak)

Article (art)

An article (abbreviated art) is a part of speech that occurs before a noun (word, prefix, or suffix). It is there to signalize the identify type reference being created. Articles can be grouped as either definite or indefinite, but we can make various forms of articles. For example according to gender, number, or case. We can divide an article into specific types of groups for example: definite, indefinite, Partitive, Negative, or zero article. *Depending on the word we must put a proper article before, for the sentence to have logical sense and meaning.*

Sources:

1. http://en.wikipedia.org/wiki/Article_(grammar)

2. http://en.wikipedia.org/wiki/Article

3. http://owl.english.purdue.edu/owl/resource/540/01/

4. http://www.grammarly.com/handbook/grammar/articles

(Compiled by Ewelina Kumor)

Auxiliary verbs (helping verbs)

Part of speech: noun

In grammar part of speech which can't stand alone in tense and is opposite to main verbs. Its purpose is making some different tenses, for e.g. interrogates and negatives. The most common auxiliary verbs are form of *to be*, *to do* and *to have*. Another type

of this verbs are modal verbs *e.g. may, can, might.*

Examples:

*I **have** to do my homework tomorrow.*

*She **may** pay for it.*

Sources:

1. Random House Webster's Unabridged Dictionary,

2. Merriam- Webster's Collegiate Dictionary, Eleventh Edition,

3. http://dictionary.cambridge.org/dictionary/british/auxiliary_3?q=auxiliary+verbs#auxiliary_3__3

4. Longman, Grammar of spoken and written English,

(Compiled by Natalia Luty)

Case (noun)

The grammatical category through which inflect nouns, adjectives, pronouns and articles which is a reflection of their different functions. Defined by the functions in the phrase and determines the morphological character of the word. e.g. *pronoun could act as the subject ("I cooked the dinner"), with the holder ("This house is mine") or the object ("My mother loves me").*

Sources:

1. http://www.thefreedictionary.com/Grammatical+cases

2. http://en.wikipedia.org/wiki/Grammatical_case

3. http://oxforddictionaries.com/definition/english/case

4. http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/WhatIsCase.htm

(Compiled by Olga Maj)

Closed class, or **closed word class**. Closed class is made up of bounded sets of words, has few items and new morphemes (words) are seldom added, include words like: *or, from, that, the, and, with.* In form they are generally changeless. In different languages are various word classes, in English verbs are open class and pronouns are closed class but in Japanese, verbs are closed class and pronouns are open class. See **open class**.

Sources:

1. http://books.google.pl/books?id=kDfA94ZIKvgC&pg=PA138&dq=closed+class+linguistic&hl=pl&sa=X&ei=Vh3CULmOH6GE4ATS8IBY&ved=0CD-

8Q6AEwBA#v=onepage&q=closed%20class%20linguistic&f=false

2. http://books.google.pl/books?id=gPbQyRdnM18C&pg=PA455&dq=closed+-class+linguistic&hl=pl&sa=X&ei=Vh3CULmOH6GE4ATS8IBY&ved=0CD-MQ6AEwAA#v=onepage&q=closed%20class%20linguistic&f=false

3. http://www.ucl.ac.uk/internet-grammar/wordclas/wordclas.htm

4. http://en.wikipedia.org/wiki/Closed_class

5. http://encyclopedia.thefreedictionary.com/Closed+class+word

(Compiled by Sylwia Majka)

Complementizer (noun)

It is a part of linguistics, which includes words such as *that*, *if*, *whether* which combine a sentence into coherent whole. We use complemetizers to initiate complement clause. Putting an appropriate expression into a sentence (word which is a complementizer) makes, that all clause is consistent. It is a part of speech connected with "Conjuction". The main idea is to put phrases or sentences together using right words.

Examples: I think *that* it is going to rain.

She doesn't know *if* Bob likes Anna.

I wonder *whether* she will come here.

Sources:

1. A S Horbny *"Oxford Advanced Learner's Dictionary of Current English"*

2. Collins Cobuild *"Advanced Learner's English Dictionary"*

3. Pam Peters *"The Cambridge Guide To English Usage"*

4. http://www.wikipedia.org

5. http://www.merriam-webster.com

6. http://www.dictionary.com

(Compiled by Karolina Mroczka)

Constituent (noun, countable) – from Latin *constituere: to create;*

the component (word or group of words) that forms a sentence.

Sources:

1. Fromkin, Victoria. "An introduction to Language." Boston: Wadsworth, Cengage Learning, 2007.

2. Matthews, Petter. "The Concise Oxford Dictionary of Linguistics." Oxford: Oxford

UP, 2007.

3. "Constituent." Merriam-Webster's Online Dictionary and Thesaurus. http://www.merriam-webster.com/dictionary/constituent

4. Yule, George. "The study of Language." Cambridge: Cambridge UP, 2010.
(Compiled by Joanna Broniewska)

Constituent structure (noun): is a form of graphic presentation of a sentence, which shows how single constituents are form and interact together. It is shown in a form of hierarchical tree and can be used either as a visual device of showing structure's composition and mathematical tool for various analysis. Constituent structure can be identified by performing a constituency test e.g. *topicalization* or *clefting*. See also: constituency test.

http://pl.scribd.com/doc/14711174/Harvard-Linguistics-110-Class-17-Constituent-Structure

http://web.cs.mun.ca/~ulf/gloss/pling.html

http://lc.bfbs.org.uk/e107_files/downloads/cstrees.pdf

http://en.wikipedia.org/wiki/Constituent_(linguistics)

(Mateusz Niemczyk)

Content word (noun): is a open class words (nouns, verbs, adjectives and most adverbs) that mainly expresses an independent lexical meaning (to convent information in a text). For example: "I have four cars" – "have" is a content word. It helps us to focus our listener's attention on the picture which we have on our mind. It contrasts with function words (closed class- word that made sentence grammatically correct). "I have come to do it" – "have" is a function word.

http://en.wikipedia.org/wiki/Content_word

http://banana.psychol.ucl.ac.uk/transcription/intro.html

http://grammar.about.com/od/fh/g/functionword.htm

http://grammar.about.com/od/c/g/contentwordterm.htm

(Compiled by Justyna Nogala)

Count nouns/ noun (noun) - A particular type of noun which can be pluralized when needed, mostly by attaching *s, es,* or *ies* at the end of the word. Count nouns

can also occur in a noun phrase with numerals, numbers or an indefinite article. e.g. *potato (potatoes), lie (lies), memory (memories).*

The opposite of count nouns are mass nouns, also called non-count nouns, which cannot form a plural.

Sources:

grammar.ccc.commnet.edu/grammar/noncount.htm

meredith.edu/grammar/plural.htm#and x

grammar.about.com/od/c/g/countnounterm.htm

2.gsu.edu/~eslhpb/grammar/lecture_5/classes.html

(Compiled by Szymon Nowiński)

Deictic/deixis: deictic is also known as deixis . Words come from Ancient Greek and mean "to show, display, demonstration, reference". Deictic/deixis is kind of exophora which is reference of an expression directly to an extralinguistic referent. The referent does not require another expression for its interpretation. In the most common category terms deictic/deixis refer to the time, person, place, or situation in which the speaker is speaking, where semantic meaning is fixed but denotation is relative. In linguistics deixis/deictic words require contextual information. Deicitc/deixis apply and have connection with indexicality (frequently uses as synonym, interchangeable, only difference comes from history and tradition, and indexicality is associated with philosophy) and anaphora. There are two usages for deictics/deixis: symbolic and gestural. Symbolic one requires generally only basic spatio-temporal knowledge of the utterance and gestural, broadly, simply "point" subject, requires some sort of audio or visual information .

There are some examples of deictic expressions:

1. I
2. You
3. Now
4. There
5. That
6. The following
7. Tenses

Internet sources:

http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/WhatIsDeixis.htm
http://en.wikipedia.org/wiki/Deixis#Types_of_deixis
http://www.thefreedictionary.com/deictic
Other sources:
Douglas Biber, Susan Conrad, and Geoffrey Leech, Longman Student Grammar of Spoken and Written English, Pearson, 2002
Rodney Huddleston and Geoffrey K. Pullum, A Student's Introduction to English Grammar. Cambridge University Press, 2006
(Compiled by Natalia Pierzchała)

Demonstrative articles: some grammarians use that term for demonstratives: this, that, these, those.
Sources:
http://www.usingenglish.com/forum/ask-teacher/93441-demonstrative-article.html
http://en.wikipedia.org/wiki/Determiner
(Natalia Pierzchała)

Demonstratives: word comes from Latin, where means "show" or "warn". There are four types of them: that, this, these and those. They are meant to state a distance from speaker, indicate whether something is near or far, show singular or plural; distance can be physical but also psychological. D. can be used as pronouns or determiners (adjectives), which are sometimes referred as demonstrative adjectives , then they modify the noun, or demonstratives pronouns. The demonstratives in English are this, that, these, those, yonder, and the archaic yon, along with this one or that one as substitutes for the pronoun use of this or that.

1. Demonstrative "this" is used for singular nouns that are close to the speaker.

2. D. "that" is used for singular nouns that are far from the speaker.

3. D. "these" is used for plural nouns that are close to the speaker.

4. D. "those" is used for plural nouns that are far from the speaker.

Internet sources:
http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=demonstratives

http://www.usingenglish.com/glossary/demonstrative.html
http://english-the-easy-way.com/Determiners/What_Are_Determiners.htm
http://grammar.about.com/od/d/g/demonterm.htm
(Compiled by Natalia Pierzchała)

Determiner (Det) (n)

A word, affix or noun phrase belonging to group of noun modifiers, which is used with a noun (noun phrase) to express its exact denotative meaning, e.g.' *My cat is an adorable animal*'or '*You must correct all your mistakes*'. Determiner divides into articles (a,an, the), possesives (my, your, our, etc.), demonstratives (this, those, who, whose, etc.), numerals and quantifiers(many, a little, all, etc.). Among the numerals also subclass is distinguished which is called ordinals(second, seventh, etc.).

1. http://en.wikipedia.org/wiki/Determiner
2. http://www.sil.org/linguistics/GlossaryOflinguisticTerms/WhatIsAQuantifier.htm
3. http://english-the-easy-way.com/Determiners/What_Are_Determiners.htm
4. http://webspace.qmul.ac.uk/cjpountain/linggloss.htm#determiner
http://www.orbilat.com/General_References/Linguistic_Terms.html
(Compiled by Paulina Ożóg)

Direct object (noun)

1. Noun, pronoun, noun phrase or noun clause that receives most attention in the sentence; that is affected by or involved in the action of a transitive verb.
The *He* in the sentence *He isn't feeling very well.*
Compare – INDIRECT OBJECT
Sources:
Oxford Advanced Learner's Dictionary; Oxford Dictionary of English; Collins Advanced Learner's English Dictionary; Longman Dictionary of Contemporary English; Merriam Webster's Collegiate Dictionary; Wikipedia.
(Compiled by Kamila Ochlust)

Ditransitive verb (adjective + noun)

This special kind of verb appears in English grammar. It refers to 3 obligatory elements in clause, namely: subject and two objects. Mentioned "objects" consist of a theme/thing, which is so called direct object and a recipient of expressed activity – indirect object.

[John gave Mary ten dollars – ditransitive verb=gave; subject=John; ten dollars=direct object; Mary=indirect object]

The opposite situation shows examples of expressions containing a "monotransitive verb" with only direct object. [I read book.]

Sources:

Compact Oxford Dictionary, Thesaurus and Wordpower Guide [2001], Oxford University Press, New York

Encyclopedia of Language and Linguistics, Keith Brown (Editor-in-chief) Second Edition,

Encyclopedia Britannica - http://www.britannica.com/EBchecked/topic/342418/linguistics

English Language Learning - http://www.usingenglish.com/glossary/ditransitive-verb.html

Glossary of Linguistic Terms a-m http://www.englishbiz.co.uk/grammar/main_files/definitionsa-m.htm

On-line Encyclopedia – Wise Geek, clear answers for common questions -http://www.wisegeek.com

(Compiled by Anna Hojcak)

Embedded sentence (noun)

In generative grammar it is the sentence which is embedded (integrated) in another. The clause which is included within another is called embedded clause or subordinate clause. The clause within which embedded clause is integrated is a matrix clause. A main clause is a clause which could appear on its own as a sentence.

The girl who came is his girlfriend.

I told you that I don't like him.

He left when Peter came.

A clause *who came* is relative clause, *that I don't like him* is noun clause and an adverb

clause is *when Peter came.*

Sources:

http://grammar.about.com/

http://en.wikipedia.org/wiki/Main_Page

http://whatis.techtarget.com/

Malmkjaer Kristen, *The Routledge Linguistics Encyclopedia*, Third Edition, New York, Routledge, 2010, ISBN13:978-0-415-42104-1 (hbk) / ISBN13:978-0-203-87495-0 (ebk)

Pearsall Judy and Trumble Bill, *Oxford English Reference Dictionary*, Second Edition, Oxford University Press, 2002, ISBN 0-19-860652-4 / ISBN 978-0-19-860652-9

(Compiled by Klaudia Sławecka)

Function word (noun + noun)

a word that indicates some relationships between words. Function words are the linking words between sentences which make them kept together. What must be added, those words serves only grammatical function. Function words do not make the noun's meaning different. Each function word provides other words with some grammatical information in a sentence or clause,(and cannot stay alone as a word).

Function words might be:

Prepositions, e.g. over, at, in etc. *We stayed at home all day.*

Pronouns, e.g. her, ourselves, each other etc. *He fell in love with her.*

Auxiliary verbs, e.g. to be, have etc. *I have eaten so much pasta.*

Conjunctions, e.g. and, but, although etc. *Although she told behind my backs, I still like her.*

Articles, e.g. a/an, the *I play the piano.*

Particles, e.g. as if, however, then etc. *He behaves as if he was an adult.*

Sources:

"Grammar of spoken and written English", D. Biber, S. Johansson, G. Leech, S. Conrad, E. Finegan

"The Cambridge Encyclopedia of Language", D. Crystal

http://www.englishbiz.co.uk/grammar/main_files/definitionsa-m.htm

http://grammar.about.com/od/fh/g/functionword.htm

(Compiled by Anna Sojda)

Functional categories (adjective + noun)
The group of functional categories contains mainly function words, which have only functional meaning and exists only in order to show the attitude or mood of the person speaking. They include: coordinate conjunction, determiner, negation, particle, preposition, and prepositional phrase, subordinate conjunction, etc. These categories are not lexical or phrasal.
Sources:
http://www.omniglot.com/
"The Oxford Dictionary Of English Grammar", S. Chalker, E.Weiner
http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/GlossaryLinguisticsL.htm
http://www.uni-due.de/ELE/LinguisticGlossary.html
http://www.cs.bham.ac.uk/~pxc/nlp/nlpgloss.html
http://www.englishbiz.co.uk/grammar/main_files/definitionsa-m.htm#Grammar
(Compiled by Janusz Majewski)

Generative grammar - Generative grammar is to provide a set of rules that can accurately predict which combinations of words are able to make grammatically correct sentences. People who study generative grammar hope to improve our our understanding of the mental makeup of the human species as a whole. Generative grammar has been connected with several schools of linguistics, including transformational grammar, relational grammar, categorical grammar, tree-adjoining grammar, head-driven phrase structure grammar, generalized phrase structure grammar, relational grammar, and lexical-functional grammar.
Sources:
http://www.wisegeek.com/
http://grammar.about.com/
http://www.britannica.com/
http://www.ling.pl/
(Compiled by Sylwia Soból)

Grammar (noun)

There are many definitions of this term. It is considered to be one of : the rules about structure of a define language, the principles that govern how we structure sentences, the study itself about how words combine to create a specific language, or from a linguistics point of view a genre in linguistics that cope with syntax and morphology, phonology and semantics.

Sources:

http://www.omniglot.com/

"The Oxford Dictionary Of English Grammar", S. Chalker, E.Weiner

http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/GlossaryLinguisticsL.htm

http://www.uni-due.de/ELE/LinguisticGlossary.html

http://www.cs.bham.ac.uk/~pxc/nlp/nlpgloss.html

http://www.englishbiz.co.uk/grammar/main_files/definitionsa-m.htm#Grammar

(Compiled by Janusz Majewski)

Grammatical categories (adjective + noun)

They are groups of terms such as: case, mood, aspect, number, person, tense, topic, degree of comparison etc. That are used to differentiate and examine among many states of verbs and nous. Every one of those grammatical categories contain determinants. For example in English language, the category number has the determinants of singular and plural. The number of a noun such as train is made by adding a suffix –s.

Example:

*train-train**s***

Sources:

http://www.omniglot.com/

"The Oxford Dictionary Of English Grammar", S. Chalker, E.Weiner

http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/GlossaryLinguisticsL.htm

http://www.uni-due.de/ELE/LinguisticGlossary.html

http://www.cs.bham.ac.uk/~pxc/nlp/nlpgloss.html

http://www.englishbiz.co.uk/grammar/main_files/definitionsa-m.htm#Grammar

(Compiled by Janusz Majewski)

Head (of a compound) is an element word that decides about other parts of phrase or the other way round; other elements determine the head word. The head determine the grammatical role of the whole phrase. The head of a compound can be: a noun, a verb, an adjective or an adverb. The grammatical nature of a phrase depends on a head word. (see also: compound)

Some examples of compounds and theirs head words:

Travel agent -> a noun phrase

Holidaymakers -> a noun phrase

Red-haired ->an adjective phrase

A wife-to-be -> a noun phrase

Ensure -> a verb phrase

Smartly-thought -> an adverb phrase

Understand -> a verb phrase

Sources:

"The Cambridge Encyclopedia of Language", D. Crystal

"The Cambridge Grammar of the English language", R. Huddleston, G. Pullum

"Cambridge Grammar of English", R. Carter, M. McCathy

http://www.englishbiz.co.uk/grammar/main_files/definitionsa-m.htm

(Compiled by Anna Sojda)

Head of a phrase (noun phrase)

In linguistics a phrase is a set of words that combine in to a constituent, and in the syntax of a sentence it have a function of a single unit. The head of a phrase is itself a word that determines a syntactic type of that phrase.

E.g.

Small brown apple

The word apple is head of a phrase, it is cause it makes that the phrase is a noun phrase, not an adjective phrase. Because adjectives small and brown refer to this head noun, they are dependents.

Sources:

http://www.omniglot.com/

"The Oxford Dictionary Of English Grammar", S. Chalker, E.Weiner

http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/GlossaryLinguisticsL.

htm

http://www.uni-due.de/ELE/LinguisticGlossary.html

http://www.cs.bham.ac.uk/~pxc/nlp/nlpgloss.html

http://www.englishbiz.co.uk/grammar/main_files/definitionsa-m.htm#Grammar

(Compiled by Janusz Majewski)

Infinitive

Infinitive (noun)- in many languages the basic form of a verb such as 'be' 'do' or 'go', that names the action without an inflection that bindes it to a specific subject or tense. The infinitive is mainly used with 'to' in front of it. For instance: *I want to eat something.* or *We went there to see the performance.*

Sources: 'Longman, dictionary of contemporary English'; 'Collins, Advanced Learner's English dictionary'; 'Oxford Dictionary of English'; 'Random House Webster's college dictionary'

(Compiled by Patrycja Stachowiak)

Innates hypothesis: a hypothesis made by Noam Chomsky, which says that each human is genetically equipped with some kind of linguistic knowledge at his birth, that enables him to acquire language; the basis for the hypothesis was the 'what else' argument: *If we can show people know aspects of language that they could not have learnt from the types of language evidence demonstrably available to them, what else could this knowledge be but innate?*" (Chomsky, 1986)

Sources:

1. Fromkin V. ,Rodman R., Hyams N., *An Introduction to Language*, Wadsworth, 2003

2. Yule G., *The Study of Language* (4th edition), Cambridge University Press, 2010;

3. http://www.blackwellreference.com/public/tocnode?id=g9780631214823_chunk_g978063121482313_ss1-12

4. http://dictionary.reference.com/browse/innateness+hypothesis

(Compiled by Gabriella Staniszewska)

Interrogative (sentence) (noun)

 One of the parts of the conversation (see declarative). It is a sentence that is respon-

sible for asking questions. There are four types of interrogative sentences:

‣ Yes/ No *Have you eaten?*

‣ Alternative *Do you want fish and chips or Sheppard's pie?*

‣ WH *Where are you going?*

‣ Tag *You have eaten, haven't you?*

Sentences created to get information from the receiver of the conversation. There is always a question mark at the end of the statement. Sometimes especially in spoken language declarative sentence may become interrogative, figuring it out is possible by recognizing intonation of a speaker.

<p align="center">*Yes? Yes.*</p>

http://www.rhlschool.com/eng3n21.htm

http://grammar.about.com/od/il/g/interrogterm.htm

http://www.k12reader.com/interrogative-sentences/

http://www.scientificpsychic.com/grammar/enggram7.html

(Compiled by Elwira Stasia)

Intransitive verb (noun) – it is a grammatical term for an action verb which do not need a direct object. Some examples like die, sneeze, sit, live, go and arrive are always intransitive because direct object cannot follow them. The opposite of the word 'intransitive verb' is an transitive verb.

e.g.   *We arrived at the airport with only 15 minutes to delight.*

arrive – intransitive verb

Natasha went to the school 5 minutes ago.

go – intransitive verb

See also: transitive verb

Sources:

‣ *The Cambridge Encyclopaedia of Language* – Third Edition

David Crystal;

‣ *The Cambridge grammar of the English Language*

Rodney Huddleston, Geoffrey K. Pullum;

‣ *Longman grammar of spoken and written English*

Douglas Biber, Stig Johansson, Susan Conrad, Edward Finegan;

‣ *Cambridge Grammar of English*

Ronald Carter, Michael McCarthy.

(Compiled by Karina Stachowiak)

Lexical Ambiguity (noun)

This is a *polysemy* of a word, which means an existence of more than one possible meaning, and having several connected ones. If we take *withering* as an example we see it means "to fade" or "shrivel" as well as "to affect harmfully". It can be used as an expression as "losing a refreshness of youth", as from age, often followed by the word *away*.

We can compare it to *Syntactic ambiguity*, which means indicating different interpretations of a sentence which can be broke up in only one way. "He was drinking milk on the sofa" can refer to milk standing on the sofa or that he was sitting on the sofa while drinking the milk.

http://www.angelfire.com/tn/semantics/amblex.html

http://www.lexicalresearch.com/tois-lex-ambiguity.pdf

(Compiled by Dominika Struska)

Lexical category

Lexical category – (also known as: part of speech, word/lexical class, grammatical category) is a class of lexical items. This syntactic category (referring to syntax) includes elements that are part of the vocabulary of a language. Lexical- from Greek *lexikos* 'of words' , means relating to the words or lexicon of a language. There are major and minor lexical categories, every language has at least *noun* and *verb*.

Major categories	Examples	Minor categories	Examples
1.noun	postman, computer, Cracow	conjunctions	and, since
2.verb	go, do, eat	interjections	och, hmm
adjective	stubborn, handsome	prepositions	inside, over
adverb	beautifully, comically	pronouns	I, her

Sources: "Collins, Advanced Learner's English dictionary"; "Oxford Dictionary of English"; "Random House Webster's college dictionary"; "LinguaLinks Library"

(Compiled by Patrycja Stachowiak)

Main verb (n): also known as a principal verb. It is the most significant verb in a

clause, that contains the highest meaning essence (unlike auxiliary verb) like *'read'*, *'dance'*, *'prepare'*, *'cook' etc.* Examples of use in sentences: 'I *prepare* dinner every day.'; 'My dad *reads* a lot.'; 'She will *cook* a delicious meal'.Varieties of the verb are changed according to the proposition. Main verbs are categorize into: linking verbs; regular and irregular verbs; transitive and intransitive verbs; dynamic and stative verbs.

http://dictionary.reference.com/browse/main+verb

http://www.allwords.com/word-main+verb.html

http://grammar.about.com/od/mo/g/Main-Verb.htm

http://www.learnenglish.de/grammar/verbmain.html

http://oxforddictionaries.com/definition/english/main%2Bverb

http://www.englishclub.com/grammar/verbs-what_classification-main.htm

http://www.usingenglish.com/glossary/main-verb.html

http://www.weblearneng.com/main-verb-auxiliary-verb

(Compiled by Karolina Ślusarczyk)

Mass nouns (noun)

Mass nouns (in terms of lingustics also known as uncountable), are such nouns which are impossible to be tallied because they describe these things which are regarded as a bunch, an amount of something or a bulk. Normally they do not contain indefinite articles but there are some cases where the plural form can be created, especially when we want to emphasise the difference in meaning of something. For example: *You have such beautiful hair*! but: *There are hairs in your soup*! Other examples: *water, knowledge*. The opposite of mass nouns are countable nouns. *See count nouns*.

Sources:

http://grammar.about.com/od/mo/g/massnounterm.htm

http://grammar.reverso.net/C_count_and_mass_nouns.shtml

http://oxforddictionaries.com/definition/english/mass%2Bnoun?q=mass+noun

http://oald8.oxfordlearnersdictionaries.com/dictionary/mass+noun

http://grammar.ccc.commnet.edu/grammar/noncount.htm

http://www.sil.org/linguistics/GlossaryOflinguisticTerms/WhatIsAMassNoun.htm

(Compiled by Światły Agnieszka)

Modal verb

Modal verb (modal, modal auxiliary verb, modal auxiliary) is a kind of verb which helps to express modality of a clause. (likelihood, abilit, permission and obligation, words such as can, must, may or should.) A modal verb gives more reference about the duty of the main verb that it's controling.

Modals have many functions, but they can be related to a scale ranging from possibility ("may") to necessity ("must").

EX.

 - You must put on your jacket before going out.

- May I open the window?

- You shall not pass!

(Compiled by Wojciech Zając)

Node (noun)

Node is a part, which connects different paths in one place. In terms of linguistics the node refers to visualize problems connected with language on diagram (for example: *on a tree, or in a transition network as a circle*). It is used when there is need to describe sentences and relations between them, especially semantic ones. To understand better the problem of node see also: *arc, phrase structure tree, transition network.*

Sources:

http://oxforddictionaries.com/definition/english/node?q=node

http://www.glottopedia.de/index.php/Node_(in_neurocognitive_linguistics)

http://www.merriam-webster.com/dictionary/node

Fromkin Victoria, Rodman Robert, Hyams Nina. An Introduction to Language (p. 121, 130, 154, 401, 586). United States: Thomson

(Compiled by Światły Agnieszka)

Noun (n): part of speech defining things, places, phenomenon, people etc. In a sentence it adopts the role of a subject or an object. A noun is divided in seven categories: proper noun (proper names - capital letters); the common noun (everything apart from proper names – small letters); the concrete noun; the abstract noun (feelings; ideas); the countable noun (*an apple, a table*); the un-countablenoun (*flour, salt*); the collective noun (*band, police, team*). It also appears as possessive (adding end 's'), sub-

ject and object.

See: Saxon genitive

http://www.thefreedictionary.com/noun

http://dictionary.reference.com/browse/noun

http://www.t4tw.info/angielski/gramatyka/nouns.html

http://www.englishclub.com/grammar/nouns-what.htm

http://www.tlumaczenia-angielski.info/angielski/nouns.htm

http://oxforddictionaries.com/definition/english/noun

my own knowledge

(Compiled by Karolina Ślusarczyk)

Noun phrase (noun, countable)

One of the grammatical categories or a kind of the phase that is consisted of a $_{NOUN}$ or a $_{PRONOUN}$. Noun or pronoun is the head of the phrase; it is indispensable and can be modified in many ways. There are a few kinds of possible modifiers, such as adjuncts, which can function as adjective $_{PHRASES}$ (*very beautiful girl*), or $_{APPOSITION}$ (*his dog Flossy*) and complements in the form of genitive attribute (*Jane's car*), a prepositional phrase. In a sentence noun phrase may function as subject, object or a part of phrase.

See also: *noun, pronoun, phrase, apposition*

Sources:

Trauth G., Kazzazi K., *Routledge Dictionary of Language and Linguistics*, 1996 Routledge

Crystal D., *Dictionary of Linguistics and Phonetics,*

Glossary of linguistic terms:

http://www.sil.org/linguistics/GlossaryOflinguisticTerms/WhatIsANounPhrase.htm

Glossary of linguistic terms:

http://www.cs.bham.ac.uk/~pxc/nlp/nlpgloss.html#n-entries

(Compiled by Aleksandra Banach)

Open class (noun)

Open class is a lexical class of words that is able to acquire new words (morphemes). In theory, the number of new words that can be added to an open class is infinite. In

the English language, the open class consists of parts of speech such as for example: adverbs, adjectives, interjections, main verbs, nouns.

See also closed class

Sources:

1. Chalker S., Weiner E. *The Oxford Dictionary of English Grammar.* p.295
2. http://en.wikipedia.org/wiki/Open_class_(linguistics)
3. http://linguisticsnet.com/index.php?option=com_glossary&letter=O&id=189
4. http://www.englishbiz.co.uk/grammar/main_files/definitionsa-m.htm

(Compiled by Aleksandra Bis)

Participle - this is a term in English grammar.

It connects with a verb, adjective or adverb.

Participle is using in the different Past and Present tenses in English grammar and language and can express every situation in our life .

This form connects with a basic form a verb which has a lot of different endings in Past and Present tenses and also can be irregular in Past tenses.

What's more, it can be for example active, passive, past or present.

Examples:

1) *She has just seen her brother-perfect participle*
2) *I'm buying something-present participle*
3) *I loved her-past participle*

References:

- Cambridge Dictionary

http://dictionary.cambridge.org/

(Compiled by Klaudia Bucka)

Passive sentence (noun) – sentence that is formed by variation of the verb "to be" at the same time as the output sentence in the active voice and adding the past participle of the verb, e.g, *The job was done; The CDs player has not been repaired.* In a passive sentence performer of the action is not the grammatical subject, because is unknown or not important who performs this action. In such sort of sentences, the direct object of a transitive verb in d-structure plays the same role as the subject in s-structure

SOURCES:

http://faculty.deanza.edu/flemingjohn/stories/storyReader$22
http://www.grammar-monster.com/glossary/passive_sentences.htm
http://webspace.qmul.ac.uk/cjpountain/linggloss.htm#passive
http://faculty.deanza.edu/flemingjohn/stories/storyReader$22
(Compiled by Gabriela Burchała)

Phrase structure tree - this is a special term in English grammar.

This is a kind of "tree" which shows a complicated sentence structure or word structure.

This kind of grammatical term in English has a lot of difficult symbols.

Every symbol has own meaning.

For Example: N-Noun A-Adverb or Adjective and others.

In this way people can use symbols to create sentences.

It can be using in other languages.

Examples:

> *pretty woman   (we have two different words here)*
>
> *AP   NP ("woman" is a noun and NP means Noun Phrase)*
>
> *("pretty" is*
>
> *an adjective and AP means*
>
> *Adjective Phrase)*
>
> *Phrase is a basic term in structure tree*

References:

http://en.wikipedia.org

(Compiled by Klaudia Bucka)

Place deixis (gr. pointing, indicating) noun

Kind of deixis expression, which is used for pointing through location term like there, this, here etc. Place deixis requires contextual information to deal with the specification

of location of object. It distinguishes between close and far objects and depending on language it can establish location by reference of speaker or/and addressee. Korean, for

example, distinguishes three locative adverbs:

저 것 'far from speaker and addressee'

그 것 'far from speaker'

이 것 'near the speaker'

See also: deixis, person deixis, time deixis

References:

1. Yule G. 2010. The Study of Language. Cambridge: Cambridge University Press.

2. Strazny P. (eds.) 2005. Encyclopedia of Linguistic. Abingdon: Taylor & Francis Books,

Inc.

3. Radford A., Atkinson M., Britain D., Clahsen H. & Spencer A. 2009. Linguistics an

Introduction. Cambridge: Cambridge University Press.

4. Fromkin V., Rodman R. & Hyams N. 2003. An Introduction to Language. Boston: Wadsworth.

5. http://webspace.qmul.ac.uk/cjpountain/linggloss.htm
(Compiled by Anna Baranowska)

Preposition

Prepositions are words used before nouns, pronouns and also phrases.

> *The blanket is **on** the bed.*   →   the bed – noun phrase
> on – preposition

Prepositions are used to connect those nouns, pronouns and phrases with the rest of the sentence. Looking on the example above preposition ***on*** linked a noun phrase the bed (which can also be called an object of the preposition) with the rest of the sentence.

The main function og the prepositions is to show the temporal, spatial or logical relationship of its object with the rest of the given sentence.

Commonly known prepositions : "in", "on", "out", "off", "by", "behind", "under", "from", "like", "offer", "against".

Sources:

http://www.writingcentre.uottawa.ca/hypergrammar/preposit.html

http://www.grammar-monster.com/lessons/prepositions.htm

http://dictionary.cambridge.org/dictionary/british/preposition?q=preposition

http://www.english-grammar-revolution.com/what-is-a-preposition.html
(Compiled by Patryk Drzazga)

Prepositional phrase

Prepositional phrase is a connection of preposition ("in", "on", "after", etc.) and object of the preposition which can be either noun, pronoun or clause.

- To create a prepositional phrase follow the pattern :
  preposition + noun, clause, pronoun

Here are some basic examples of the prepositional phrases :

1. **About** *my dog*   about = preposition ; my dog = noun clause

2. **From** *her*   from = preposition ; her = noun

The object of the preposition can sometimes have one or more modifiers that are used to describe it.

- In such case we create the prepositional phrase as follows :
  Preposition + modifier + noun, clause, pronoun

Here are some examples of a longer prepositional phrases :

1. **From** *my parents*   from = preposition ; my = modifier ;
                               parents = noun

2. **Without** *over thinking*   without = preposition ; over = modifier;
                               thinking = gerund

Prepositional phrases are used in sentences in order to color their meaning and make it more powerful, but also complex.

It also is worth mentioning that prepositional phrases can function in the sentence as an adjective or an adverb.

- If the phrase will answer question "witch one" than it functions as an adjective,
- On the other hand if prepositional phrase functions as an adverb it will answer questions such as "how", "when", "where" .

Sources:

http://www.chompchomp.com/terms/prepositionalphrase.htm

http://grammar.yourdictionary.com/parts-of-speech/prepositions/Prepositional-Phrases.html

http://dictionary.reference.com/browse/prepositional+phrase

http://learnenglish.britishcouncil.org/en/english-grammar/clause-phrase-and-sentence/prepositional-phrases

(Compiled by Patryk Drzazga)

Prescriptive Grammar are rules how language should or shouldn't be used. Descriptivie grammar is an opposite: it shows how people write and speak. Many rules of prescriptive grammar are taken from Latin and sometimes it doesn't suit to English. Examples (taken from linguistic encyclopedia) *'It is I'* is correct and that *'It is me'* is incorrect.

Sources:

The Cambridge encyclopedia of language, D. Crystal, pages: 2,3

The Routledge linguistics encyclopedia, K. Malmkjær, pages 253, 282

The Cambridge grammar of the English Language, R. H http uddleston, G. K. Pullum, pages 6-7

Internet page : *://grammar.about.com/od/pq/g/prescgramterm.htm*

(Compiled by Maria Dziadkowiec)

Pro-form:

An item in a sentence, typically a pronoun, verb, or adverb, that substitutes for a constituent phrase or clause, as the words *he* and *so* in the sentence: *He said so,* with the pronoun *he* replacing a noun phrase such as *the teacher* and the adverb *so* replacing a clause such as *that he will check our knowladge of history tomorrow.*

Pro-forms are divided into several categories, according to which part of speech they substitute:

- ➢ A pronoun substitutes a noun or a noun phras with or without a determiner: *it, this.*
- ➢ A pro-adjective substitutes an adjective or a phrase that functions as an adjective: *so* as in "It is less *so* than we had expected."
- ➢ A pro-adverb substitutes an adverb or a phrase that functions as an adverb: *how* or *this way.*
- ➢ A pro-verb substitutes a verb or a verb phrase: *do.*
- ➢ A pro-sentence substitutes an entire sentence or subsentence: *Yes* or *that* as in "*That* is true."

One of the most salient features of many modern Indo-European Languages is that relative pro-forms and interrogative pro-forms, as well as demonstrative pro-forms in some languages, have identical forms. Consider the two different functions of *who* in "*Who*'s the criminal *who* did this?" and "Adam is the criminal *who* did this".

Sources:

http://en.wikipedia.org/wiki/Pro-form

http://www.thefreedictionary.com/proform

http://dictionary.reference.com/browse/pro-form

http://americanheritage.yourdictionary.com/proform

(Compiled by Grzegorz Fiderkiewicz)

Proper name: A noun that denotes a particular thing; usually capitalized.

Also „proper noun": Proper nouns are not normally preceded by an article or other limiting modifier, as *any* or *some*. Nor are they usually pluralized. But the language allows for exceptions. Proper nouns may occasionally have a definite article as part of the name, as in the case of some ships, organizations, and hotels, as *The Titanic, The Humane Society,* and *The Plaza.* An indefinite article is appropriate when you use a name as an exemplar: *She looks like a young Elizabeth Taylor!* And there is sometimes a reason for treating a name a if it were a generic: *There are four Devons in my class.* Proper nouns, usually capitalized in English, are arbitrary, in that a name can be given to someone or something without regard to any descriptive meaning the word or phrase may otherwise have.

Sources:

http://dictionary.reference.com/browse/proper+name

http://www.thefreedictionary.com/proper+name

http://www.merriam-webster.com/dictionary/proper%20name

http://grammar.about.com/od/pq/g/propnounterm.htm

(Compiled by Grzegorz Fiderkiewicz)

Reflexive pronoun   is a pronoun which ends '–self' (singular) '–selves' (plural).

Singular: I – myself, you- yourself, he-himself, she-herself, it-itself

Plural: We-ourselves, you-yourselves, they-themselves.

It is used to refer to the subject of a sentence or a clause. It is put in a sentence before a noun, an adjective, an adverb or a pronoun. It often appears with verbs and prepositions. It has strong influence on the meaning of a sentence. Reflexive pronoun has its origin in Proto-Indo-European.

Examples:

1)I wrote it myself. 2) He loves himself. 3) They see themselves in the mirror 4) She blames herself for doing it.

Sources*:*

Collins Advanced Learner's English Dictionary, New Edition, Heinle, 2006

http://www.englishclub.com/grammar/pronouns-reflexive.htm

http://en.wikipedia.org/wiki/Reflexive_pronoun

http://www.k12reader.com/reflexive-pronouns/

(Compiled by Klaudia Galica-Dorula)

Sentence – a grammatical unit that is composed of one or more clauses, it contains a subject (what the sentence is about) and a predicate (what is said about the subject). A sentence begins with a capital letter and ends with a full stop, a question mark, or an exclamation mark. It has to meet the requirements of being able to stand by itself, and making sense. e.g. *I am reading a book.*

Sources:

http://www.englishclub.com/grammar/what-is-a-sentence.htm

http://www.myenglishgrammar.com/writing-sentences/1-what-is-a-sentence.html

http://pandora.cii.wwu.edu/vajda/ling201/test1materials/syntax.htm

http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/WhatIsASentence.htm

http://en.wikipedia.org/wiki/Sentence_(linguistics)

(Compiled by Kamil Gołębiowski)

Subject (of a sentence)

It is included in the clause and reveal the main element (person, thing) which the person is talking about in this statement. It can be worded by noun, pronoun, adjective, verb as infinitive.

The film was interesting.

Subject: *film*

„*He did not say it.*"

Subject: *he*

„*Gaba will get a prize*".

Subject: *Gaba*

„*Dancing is good way to be fit*".

Subject: *Dancing*

Sources:

+ http://www.cs.bham.ac.uk/~pxc/nlp/nlpgloss.html#s-entries
+ http://www.scientificpsychic.com/grammar/enggramg.html
+ http://grammar.ccc.commnet.edu/grammar/subjects.htm
+ http://www.englishclub.com/grammar/terms.htm

(Compiled by Monika Honkowicz)

Syntax – in linguistics it is one of the main element of grammar which contains the rules of combining words, sentences and phrases. Syntax deals with such topics like the connection between words in a sentence, functions of words in a sentence or sentence structure in the formulation. It is the totality of information about the grammatical arrangement of words in a language. An example of incorrect syntax: *my mother told me that she a weird dog saw.*

Sources:

+ http://www.thefreedictionary.com/syntax
+ http://en.wikipedia.org/wiki/Syntax
+ http://grammar.about.com/od/rs/g/syntax.htm
+ http://www.merriam-webster.com/dictionary/syntax

(Compiled by Paulina Hańczuk)

Transitive Verb

Transitive verbs express action and needs at least one direct object! (someone or something who/which "receives" an action).

Example: *Tom read a newspaper.*

In opossiton to transitive verb stands Intransitive verb which does not need or even cannot take a direct object.

Example of using Intransitive verb: *Tom went out.*

As we can see, no one or nothing received an action!

+ http://en.wikipedia.org/wiki/Transitive_verb
+ http://www.chompchomp.com/terms/transitiveverb.htm

• http://www.k12reader.com/transitive-and-intransitive-verbs/
• http://www.writingcentre.uottawa.ca/hypergrammar/trnsintr.html
(Compiled by Arkadiusz Hojnik)

Verb (n): word which concern lexical category in grammar and it is the term for words such as watch, go, write etc. It is also important part of the sentence or a clause. There are different names for different verbs: main verbs (head words of a sentence i.e *They play the piano*), lexical verb (part of verb chain that suggest the action which was involved f.e They might have cooked the dinner), verbs which refers to the 'state of being' i.e is, *becomes*, *seems*, infinitive form of the verb (the verb is usually preceded by 'to' i.e *They used to be nice*)
-ed participle form (f.e They cooked the dinner), -ing participle form (f.e They were cooking the dinner., They will be cooking the dinner., They used cooking the dinner)
Sources:
• www.englishbiz.co.uk/grammar/main_files/definitionsn-z.htm#Verb
• http:// homepage.ntlworld.com/Vivian.c/Linguistics/LinguisticsGlossary.htm
(Compiled by Dominika Szumilas)

Verb Phrase: (VP) expression in which verb is the head part and 'helpers' such as auxiliary verbs ,noun phrases or prepositional phrases or parts which are related to the particular verb syntactically. So we can cay that verb phrase is a group of a words which have the same function as a verb f.e cook the dinner, do the shopping, see the sky, give the present. In grammar verb phrase mean to include adverbial to modify it and the term verb chain is used for the verb elements alone.
Sources:
• http: // www.englishbiz.co.uk/grammar/main_files/definitionsn-z.htm#Verb-phrase
• "An Introduction to Language" Fromkin, Rodman, Hyams (seventh edition)
(Compiled by Dominika Szumilas)

Verbal Particle: consists of a verb and the preposition. The meaning depends on if the preposition is paired with the verb or not. If preposition are paired to the verb, the meaning of the verb are not changed. When the verb connect the preposition we

can call it phrasal verb.

A particle is the opposition to the preposition so it means that it has the ability to have the preposition on the right side.

Eg. *He go away on holiday.*

He pick his sister up from the airport.

Eg. *They give up with the second part of the work.*

Sources:

• http:// www.sil.org.linguistics/GlossaryOf LinguisticTerms/ What IsAVerbParticle.htm

•" An Introduction to Language" Fromkin, Rodman, Hyams (seventh edition)

(Compiled by Dominika Szumilas)

Wh-questions

These are more complex questions. They starts with "-Wh" . There are 8 types of these questions:

-What – refers to things and stuffs	ex. *What is this?*
-When – refers to time	ex. *When do you celebrate your birthday?*
-Who – refers to people	ex. *Who are you?*
-Where – refers to places.	ex. *Where do you live?*
- Why - refers to reasons.	ex. *Why do you like me?*
- How – refers Directions/Feelings	ex. *How much do you love me ?*
- Whose refers to ownership.	Ex. *Whose jacket is it?*

- Whom we can use as a substitution to Who but who is rather more formal.

Ex. *Whom is it ?*

Sources:

• http://www.learnenglish.de/grammar/questiontext.htm

• http://www.learnenglish-online.com/grammar/whquestions.html

• http://www.englishclub.com/vocabulary/wh-question-words.htm

• http://www.myenglishpages.com/site_php_files/grammar-lesson-wh-questions.php

(Compiled by Arkadiusz Hojnik)

Yes No questions.

Yes - no questions as a linguistic term are also known as polar questions. These are question which demand strict answer (yes or not). Considering different languages, Yes-No questions require proper grammatical order. In english: (verb -sbject-object).

In english answers : (yes or not), can be abiguous.

For example: " *You didn't eat a pie ?*"

  "*Yes, I didn't eat a pie" or " Yes I ate a pie*"

In oposition to Yes-No questions (also known as polar question), stands Content questions which demands more specific answer because they usually contain "wh-questions".

• http://en.wikipedia.org/wiki/Yes%E2%80%93no_question

• http://wals.info/chapter/116

• http://www.eclecticenglish.com/grammar/PresentSimpleToBe1C.html

• http://www.englisch-hilfen.de/en/grammar/frage1.htm

(Compiled by Arkadiusz Hojnik)

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Lecture Notes on Syntax

predicate

tree diagram

verb

clause