

মানুষের জ্ঞান ও ভাবকে বইয়ের মধ্যে সঞ্চিত করিবার যে একটা প্রচুর সুবিধা আছে, সে কথা কেহই অস্বীকার করিতে পারে না। কিন্তু সেই সুবিধার দ্বারা মনের স্বাভাবিক শক্তিকে একেবারে আচ্ছন্ন করিয়া ফেলিলে বুদ্ধিকে বাবু করিয়া তোলা হয়।

—রবীন্দ্রনাথ ঠাকুর

ভারতের একটা mission আছে, একটা গৌরবময় ভবিষ্যৎ আছে, সেই ভবিষ্যৎ ভারতের উত্তরাধিকারী আমরাই। নূতন ভারতের মুক্তির ইতিহাস আমরাই রচনা করছি এবং করব। এই বিশ্বাস আছে বলেই আমরা সব দুঃখ কষ্ট সহ্য করতে পারি, অন্ধকারময় বর্তমানকে অগ্রাহ্য করতে পারি, বাস্তবের নিষ্ঠুর সত্যগুলি আদর্শের কঠিন আঘাতে ধূলিস্যাৎ করতে পারি।

—সুভাষচন্দ্র বসু

Any system of education which ignores Indian conditions, requirements, history and sociology is too unscientific to commend itself to any rational support.

—Subhas Chandra Bose

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PREFACE

In the curricular structure introduced by the University for the students of Post Graduate degree programme, the opportunity to pursue post Graduate course in a subject is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in artificial differentiation. I am happy to note that this University has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade 'A'.

Keeping this in view, the study materials of the Post Graduate level in different subjects are prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analysis.

The accepted methodology of distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholarship is indispensable for a work on this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing and devising of a proper layout of the materials. Practically speaking, their role amounts to an all-out involvement in layout of the materials and an involvement in 'invisible teaching', as well. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other.

The more a learner would seriously pursue these study materials, the easier will it be for him or her to reach out to larger horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that they may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms throughout the counseling sessions regularly available at the network of study centers set up by the University.

Needless to add, a great deal of these efforts is still experimental-in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. However, these do admit of rectification and further improvement in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all concerned.

Professor (Dr.) Subha Sankar Sarkar

Vice-Chancellor

Netaji Subhas Open University
Post Graduate English Language
Teaching Programme (PGELT)
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Course Title: Syntax in English

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Module No	Unit No	Course Content Writers	Course Editor
1	1-4	Dr Rajat Ghosh <i>Senior Fellow, Higher Education Academy, UK</i>	Dr Sumana Bandyopadhyay <i>Assistant Professor of ELT,</i> NSOU
2	5-8	Dr Rajat Ghosh	
3	9-12	Dr Rajat Ghosh	
4	13-16	Dr Rajat Ghosh	

Dept. of English Language Teaching, NSOU

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NSOU*

Dr Sathuvelli Mohanraj

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NSOU*

Mrs Syamashree Chakraborti

*Former Head of the Department of
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(External Member)*

Dr Manan Kumar Mandal

*Professor, Director
School of Humanities, NSOU*

Dr Swapan Kumar Banerjee,

*Professor, Former Director,
Humanities & Social Sciences, NSOU*

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Course Code: PGEL-07

Course Title: Syntax In English

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Introduction to the course:

Syntax is one of the specialized areas of linguistic analysis. Since we are beginners to the study of linguistics, it requires us to have only a basic understanding of English syntax. To elaborate, if we are able to remember accurately our grammar lessons in classes IX and X we should be able to cope with this course. It is anyway a good opportunity for us to make a fresh start. This module aims to consolidate all of what we have studied in grammar so far in a more comprehensive and interrelated manner. It is customized for an English language teacher of India, who needs this knowledge to do the following with his/her students:

- a. We need to ensure that our English students at school know the appropriate terminology of English grammar.
- b. We also need to ensure that (a) through their language performance in speaking and writing,
- c. Further, make sure they develop and demonstrate progressive steps towards achieving accuracy.

For all these to happen, we need to spell out what our students should be able to do and what we should develop in ourselves (teachers) to enable them to do so. Please have a look at this list:

At the end of a course in syntax, the learners:

- ◆ should have basic knowledge of the grammatical terms,
- ◆ should be able to show an understanding of the relation between words, sentences and meaning,
- ◆ should be able to understand the structure of phrases of all major grammatical categories with a knowledge of their 'heads' and 'modifiers',
- ◆ should be able to see how phrases are related across categories in terms of modification, coordination and subordination,
- ◆ should be able to understand all the major clause types and sentence types,
- ◆ should be able to relate sentence structures with the functions they play in real-life communication,
- ◆ should be able to see differences between complex and simple sentence structures,
- ◆ Finally, they should be able to correct their own errors (deviant sentences in writing or inappropriate utterances in speech) to a large extent when we revise their writings and justify the accuracy of structures used by them.

Module 1 : Sentences of English

Unit 1 □ Syntax in English

Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Discussion-Structure of a sentence
- 1.4 Parts of a Sentence
- 1.5 Combination of components in clauses
- 1.6 Summary
- 1.7 Review Questions
- 1.8 References
- 1.9 Reading List

1.1. Introduction

What is a sentence and how does syntax relate to the sentence?

In this introductory unit, we will study the basics of English Syntax. Syntax, in general, is the study of sentences. The syntax of any language, as we know from our introduction to linguistics, deals with the rules governing the ways words are combined to form phrases, clauses and sentences. We will study the same in the context of the English language. Here we need to bear in mind that a language has a hierarchical structure in which a higher-level unit such as a clause is made up of units immediately below them in the hierarchy, for example the phrases. In other words, larger units are formed out of smaller units. It also comes under the purview of syntax how words as smaller units are combined by rules to make phrases and how phrases are joined by rules to make clauses and sentences.

1.2. Objectives

In this unit, we will study the following:

- ◆ How words form larger units of syntax called phrases,
- ◆ How phrases combine into clauses,
- ◆ How clauses make sentences,
- ◆ The components of a clause in terms of Subject, Verb, Object and Complement.

1.3. Discussion-Structure of a Sentence

Syntax, as a branch of study, looks after how words are combined into phrases which are accurate and appropriate, how phrases are combined into accurate clauses and clauses lead to the formation of accurate sentences. Let us look at an example:

(1) The green book on the table is a historical novel on Kolkata's past.

This is an accurate sentence, Right? Let us see what makes it accurate. Please read the following statements and see if you agree with them:

- ❖ This whole sentence can be divided into three parts as below:
 - a. The green book on the table
 - b. is
 - c. a historical novel on Kolkata's past
- ❖ Each part is accurate and acceptable by anyone who uses English as his/her mother tongue or uses it as good as his/her mother tongue.
- ❖ Each part is composed of more than one units.

One would probably not agree that the part (b) has more than one units since what is 'visible' is just one word, "is". We will sort this out in a minute.

Now let us see if we accept the following statements on the sentence in (1) above:

- ❖ The part "the green book on the table" has 2 parts inside it, "the green book" and "on the table"
- ❖ The part "is" may be one word, but it has more than one units of information, i.e. it says that the verb is "be", the verb is used in the present tense in this

sentence and the entity which appears to be the subject of the sentence (a), is a singular one.

- ❖ The part, "a historical novel on Kolkata's past" has two parts inside it: "a historical novel" and "on Kolkata's past".
- ❖ The parts "a green book" and "a historical novel" are similar in structure in terms of word order: Article-Adjective-Noun. Any other order would result into an inaccurate structure such as *book a green or *novel a historical.
- ❖ The parts "on the table" and "on Kolkata's past" are similar structures. They follow the word order Preposition-Determiner-Noun (both article "the" and possessive "Kolkata's" are treated as determiners). They are accurate and if this order is changed, the words will generate inaccurate structures, such as *the table on or *Kolkata's past on.

As we understand and accept the above statements, we are now in a position to understand the scope of syntax in English. Syntax of English seeks to understand the following:

- ❖ How words such as the, green and book make a larger unit "the green book".
- ❖ What is the rule that generates (make) the above unit? - Answer: It is a rule that says for this larger unit to be grammatically accurate, the words should follow the order Determiner-Adjective-Noun and therefore any other order is ungrammatical.
- ❖ The same rule can be applied on the words a, historical and novel to generate the part "a historical novel".
- ❖ The word 'on' can be combined with another combination of two words such as "the table" and "Kolkata's past" and while combining, it must stay on the left-hand side of the second combination. And finally,
- ❖ No word in the sentence in (1) above can change its position. If it does, the sentence will become ungrammatical.

We can now summarize what our knowledge of syntax does:

- a. It explains how larger units called phrases are made up of words following certain rules.
- b. It shows that the **rules are very small in number and their scope for**

application is very vast, for example it is the same rule that generate 'the green book' and 'a historical novel'. One can generate numberless expressions such as these using the same rule.

- c. It explains how larger phrases can be made out of phrases. For example, the portion "is a historical novel on Kolkata's past" (traditionally known as the predicate) is made up of two phrases, "is" and "a historical novel on Kolkata's past".
- d. It determines how the portion "the green book on the table" can be combined with the rest (mentioned in c) i.e. it must appear in the subject position of the total sentence.

To sum up, syntax is the study of organization of words into phrases, phrases into clauses and sentences. Here, the term 'organization' has four major aspects:

- ❖ The categories of the words that form an accurate sentence,
- ❖ The order in which they appear in an accurate sentence,
- ❖ The rules that determine the order,
- ❖ The internal relations between the words and phrases which determine an accurate sentence.

Syntax also deals with other larger aspects such as the following:

- ❖ What are the rules that are responsible to generate a sentence like "Is the green book on the table a historical novel on Kolkata's past?"

The discussion will unfold the issues in phases.

1.4. Parts of a Sentence

In this sub-unit, we will discuss parts of a sentence in English. Recalling from the grammar books we studied in school, we can close our eyes and say that a sentence has three parts, namely, subject, verb and object. This is not absolutely false but on the other hand it is not complete in itself. To start the discussion let us look at the four sentences given below in the set no (2):

(2)

- a. The children greeted everyone during the festival.
- b. Stop that non-sense.

- c. My father is sleeping.
- d. The evolution of music through the ages is quite a spectacular phenomenon because ever since man has lived, there has been evidence of music being around and ever since the era of globalization began everything has been recorded on the Internet making the computers almost like a time capsule for anyone who would want to go back in time and live the era through the music, and they will find themselves truly travelling through space and time.

If we accept all four of them as sentences, our school grammar lessons' definition of a sentence will not work. Let us see why it may or may not work:

- ❖ In the first sentence (a) there is a clear subject, verb and an object.
- ❖ In the second sentence (b) the subject is not present, but understood as 'you'.
- ❖ In the third sentence (c) there is no object.
- ❖ And in the fourth sentence (d) there are so many subjects, verbs and objects and many other components!

In other words, we need to develop a clear idea of what a sentence is and what it is not. Then we will study its basic components.

Now let us look at the following set and see how many of the expressions can be treated as simple sentences in the set no (3):

(3)

- a. The evolution of music through the ages is quite a spectacular phenomenon.
- b. Everything has been recorded on the Internet.
- c. They will find themselves.
- d. Making the computers almost like a time capsule for anyone.
- e. Who would want to go back in time.
- f. Truly travelling through space and time.

Let us remind ourselves that a simple sentence is the one which has only one verb group. A verb group is a combination of a verb and some auxiliaries. Keeping that in mind, we would confirm that the first three (a, b and c) are simple sentences and the next three (d, e and f) are not.

Let us examine why -

- ❖ (d) has a verb group (making) but not a subject.
- ❖ (e) has a subject (who) but it is not accurate as long as the sentence is intended to be a declarative (non-question) sentence.
- ❖ (f) has a verb-group (travelling) but no subject.

In other words, we are able to distinguish a simple sentence from a 'non-sentence' by saying the following:

- i. A simple sentence must have a verb group.
- ii. A simple sentence will have a subject, if the verb requires it.
- iii. A simple sentence may have an object, if the verb requires it, otherwise not.
- iv. A simple sentence has a verb group where the auxiliary 'tense' is clearly understood as either 'present' or 'past'.
- v. If the verb group's 'tense' is not clearly understood as either 'present' or 'past', it is not a sentence.
- vi. A simple sentence may have components other than a subject, a verb and an object. It may have a complement or an adjunct.

Now let us try to match the following sentences (a-f) with the statements above (i - vi). As it is an exercise, the order in set no (4) has been jumbled up.

(4)

- a. Making the computers almost like a time capsule for anyone.
- b. They will find themselves.
- c. Everything has been recorded on the Internet.
- d. The evolution of music through the ages is quite a spectacular phenomenon.
- e. My father is sleeping.
- f. Stop that non-sense.

This exercise will be discussed in the Contact classes.

From the discussion above, we understood that a simple sentence can have the following components:

- a. A Verb-group (referred to as V sometimes)
- b. A Subject (referred to as S sometimes)
- c. An Object (referred to as O sometimes)
- d. A Complement (referred to as C sometimes)
- e. An Adjunct (referred to as A sometimes)

1.5. Combination of components in clauses

Having understood this, let us look at the following combinations of V, S, O, C and A and try to say which among them are compulsory and which ones are optional for a simple sentence to stand on its own.

(5)

- | | | |
|----|------|--|
| a. | V | Verb group only |
| b. | VO | Verb-group + Object |
| c. | SV | Subject + Verb-group |
| d. | SVO | Subject + Verb-group + Object |
| e. | SVOO | Subject + Verb-group + Direct Object + Indirect Object |
| f. | SVC | Subject + Verb-group + Complement |
| g. | SVOC | Subject + Verb-group + Object + Complement |
| h. | SVOA | Subject + Verb-group + Adjunct |

Note that in this list, one constituent (part of a sentence) is common to all. This means, it is an important constituent.

The common constituent is none other than V, i.e. the Verb-group. So it is the obligatory constituent of a sentence. The rest are optional. Whether they will be there or not in a sentence, will be decided by the meaning of the verb. We will explain this in a minute.

Now let us look at the following expressions each of which is regarded as a sentence.

(6)

- a. **Halt !**

- b. **Stop** this nonsense.
- c. My father **is sleeping**.
- d. My father **teaches** linguistics.
- e. My father **gave** me a book by Chomsky.
- f. My mother **was** happy.
- g. The authorities **made** my mother the principal of the college.
- h. They **called** my mother in the morning.

Let us have a look at the sets (5) and (6) again and try to match the pieces of information. In (6), all the Vs are typed in bold. It should now be possible to label the rest.

To wind up this unit, we have just started a discussion of basics of a sentence. At this point, we can only say that a simple sentence is a syntactic construction that necessarily has a finite verb-group and a few optional constituents. Which optional constituents will be there in a sentence would depend on the meaning of the verb or the structural requirements of the verb.

1.6 Summary

In this unit, we discussed the following terms: simple sentence, phrase, verb-group, subject, object, complement, word, auxiliary. What we did not discuss so far and we will discuss in course of time are the following:

- ❖ Types of sentences in terms of their internal structure: Complex sentence, compound sentence and complex-compound sentence.
- ❖ Types of sentences in terms of their overall structure and function: Declarative, Interrogative, Imperative and Exclamatory sentence.
- ❖ Components of a sentence in terms of phrases: Noun Phrase, Verb Phrase, Adjective Phrase, Adverb Phrase, Preposition Phrase etc.

Please use an online glossary to be familiar with the terms before you read the next units.

In the next part of this module, we will also see that the syntactic structure of English follows predictable patterns which can be formulated quite easily into rules.

We will learn how to make generalizations across different grammatical categories. For instance, we will see that the apparent differences that exist between noun phrases, verb phrases, adjective phrases, adverb phrases and prepositional phrases are only superficial. Underneath these phrases they have more common properties than we can apparently expect. We will also see that the difference between the notion of a phrase and a clause is actually very thin. These generalizations will enable us to take a fresh look at the grammar we have learned so far in school and college.

1.7 Review questions

- a. What is a simple sentence?
 - b. What are the possible components of a simple sentence?
 - c. What are the necessary components of a simple sentence?
 - d. What are the optional components of a simple sentence?
 - e. Give an example of a sentence in which the subject is not present but understood as "You".
 - f. If you have 'knowledge of syntax', how will it help you as a teacher of English language in your classroom?
-

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-

Unit 2 □ Clauses vs Utterances

Structure

- 2.1 Introduction**
- 2.2 Objectives**
- 2.3 Basic Notions that we have - Utterances**
 - 2.3.1 Boundaries**
 - 2.3.2 Dialogicity or Responsivity**
 - 2.3.3 Finalization**
 - 2.3.4 Generic form**
- 2.4 Comparison of Sentences, Clauses and Utterances**
 - 2.4.1 Modality**
 - 2.4.2 Signal Specificity**
 - 2.4.3 Completeness**
 - 2.4.4 Constituency**
 - 2.4.5 Rule Government**
- 2.5 Clauses vs utterances: Examining data**
- 2.6 Clauses and utterances from the point of view of syntax in English**
- 2.7 Summary**
- 2.8 Review Questions**
- 2.9 References**
- 2.10 Reading List**

2.1 Introduction

In this unit we will study a few aspects related to two significant concepts of syntax in English, clauses and utterances. We will compare them by looking into similarities and differences among them. As we do that, we will examine some data which are close to real-life usage in English language. There will be three exercises to ensure that our understanding of the new information is deep and we can apply what we learn. The exercises will be discussed in the contact class.

2.2 Objectives

In this unit, we will learn about the following:

- ◆ Sentences and utterances,
- ◆ Similarity of structural components in sentences and utterances,
- ◆ Difference between clauses and utterances.

2.3 Basic notions that we have - Utterances

A very renowned scholar of Applied Linguistics today, Scott Thornbury observes that the grammar of spoken English shares the same basic structure as that of written English although there are some significant differences. The reason, he says, is that 'speech is built up clause by clause, and phrase by phrase' as opposed to writing which is built up 'sentence by sentence'.

Taking this notion as a starting point, let us see what we already know about written and spoken language. In writing, the sentence boundaries are very clear, visible even to a basic learner of the language. In written English, for example, the boundaries are visible in the following ways:

- ❖ We know that a sentence is starting if there is a visually discernible space before it. If it is the starting of a paragraph, the space is very clear. If it is following another sentence, the gap is less, but understood as a signal.
- ❖ We know that a sentence is ending if there is a full-stop or a period (.), if it is a declarative or an imperative sentence. For example, The main office of the Netaji Subhas Open University is at Salt Lake. Please visit it when you can.
- ❖ We know that a sentence is ending if there is a question mark (?), in the case of an interrogative sentence. For example, Where is the main office of the Netaji Subhas Open University?
- ❖ We know that a sentence is ending if there is an exclamation mark (!) in the case of an exclamatory sentence. What a magnificent building NSOU main office has!

Until today, these three punctuation marks have been globally accepted standards of 'sentence boundaries' concerning all varieties of written English.

For speech, however, the case is slightly complicated and there is not enough unanimity among scholars as to how to determine the boundaries of a 'spoken sentence' which we will refer to as an 'utterance' in this unit.

Russian scholar Mikhail Bakhtin, who is regarded as a prominent philosopher of spoken language in the 20th century, introduced four distinct properties of utterances in any natural human language:

2.3.1 Boundaries

All utterances are bounded by silence. In other words, there is a pause between two utterances. There can be a change of speech subject after a pause.

2.3.2 Dialogicity or Responsivity

An utterance is usually part of a dialogue, a two way or multi-way interaction between two or more speakers. An utterance must be either responding to another utterance or following a previous utterance or initiating a dialogue.

2.3.3 Finalization

An utterance must have a clear ending which indicates that the speaker has said everything he or she wishes to say at a certain point of exchange of language in spoken mode.

2.3.4 Generic form

The choice of the speech genre (type) is determined based on the specific circumstances and sphere in which the dialogue occurs. For example, a classroom lecture in syntax in English and an informal conversation between a student and a teacher on the same subject in the teacher's office belong to two different genres or speech types. The genre plays an important role in shaping the utterances.

2.4 A comparison of sentences, clauses and utterances

To compare the notions of sentences, clauses and utterances, there are a number of similarities as well as differences. We can mention some of the standards or parameters of comparison:

2.4.1 Modality

Utterance is restricted to spoken mode of language use. In contrast, sentence is restricted to written mode of language use.

2.4.2 Signal specificity

This point is related to the earlier point. Sentence ending is signaled by a punctuation mark, a period or a question mark or an exclamation mark. These belong to the graphology or writing conventions of a certain language. In contrast, ending of utterances are signaled by a pause, the length of which (even in terms of microseconds) is mutually agreeable between the speaker and the hearer as users of a common language. It is often signaled by a change in the tone, depending on the intention of the speaker. Signals of utterance are mainly phonological. There can also be para-linguistic signals such as facial expressions, hand movements etc.

2.4.3 Completeness

Although there is a myth that an utterance can be incomplete whereas a sentence is always complete, it is not logically acceptable. The issue is actually much deeper than it appears. The point is, they observe different parameters of completeness. A sentence is treated as complete only when it is complete at the formal, structural and clausal level - in the case of English language, a clause with a finite verb group (as mentioned in the previous unit) determines a sentence to be structurally complete. On the other hand, an utterance can be treated as complete at a lower level of structuring - one word can constitute an utterance, a phrase can make an utterance, a clause can make an utterance.

Both sentence and utterance require completeness in terms of meaning.

Both sentence and utterance require completeness in terms of their 'intention', i.e. what the writer of a sentence or the speaker of an utterance wants to do with the product of language, written or spoken.

2.4.4 Constituency

This is a standard of deep-level similarity. Both sentence and utterance are made up of words belonging to different categories such as nouns, verbs, adjectives, prepositions etc. The way the words combine with each other are exactly the same for a certain language.

2.4.5 Rule government

Both sentence and utterance are governed by the same set of rules. Some of these rules are universal, i.e. common for all natural human languages and some of them are language-specific. For a certain language, the constituents of sentences and

utterances are formed following the same rules. We may now try to look at some examples of utterances and explore what kind of syntactic study should be relevant for understanding them. Let us do a small activity:

Exercise 1

Categorize the following utterances in various groups and put them in the following table. Name each group.

- ✓ Get your coat.
- ✓ It's time to go!
- ✓ Are you having fun?
- ✓ On the couch?
- ✓ Won't you?
- ✓ You know what?
- ✓ Let's do this inside.
- ✓ You see?
- ✓ Okay?
- ✓ Bring it to me later.
- ✓ Aren't you?
- ✓ I'm busy right now.
- ✓ Right?
- ✓ Remember?
- ✓ Isn't it?
- ✓ Yes, absolutely.
- ✓ No, no, no dear, you can't.

The utterances	Name the group	Why did you put them together?
1. Okay? 2. Right? 3. Remember? 4.	One-word utterance	Each has one word and a question in the end.

5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		

We said before that utterances are restricted to spoken form and sentences are restricted to written form. This, we may note, is a general norm. Sometime, a written text may report spoken language or spoken language may be actually represented in a written text. In our next activity, we will look at 2 texts which are somehow thematically related but one has more of sentences and the other has more of utterances.

Exercise 2 : Identify 10 sentences and 10 utterances from the following (altogether).

Text 1

Eleven years after the Australian Human Rights Commission recommended a formal apology to Australian aborigines, Prime Minister Kevin Rudd has said 'sorry'.

The Human Rights Commission estimated that from 1910 until 1970 more than 50,000 aboriginal children had been taken from their parents.

The children were placed in orphanages and church homes in the white community.

Former Prime Minister John Howard refused to apologise, saying today's Australians should not say sorry for the policies of the past.

Saying 'sorry' was the first order of parliamentary business for the new Labor Government led by Kevin Rudd.

This is a transcript of the apology.

Today we honour the Indigenous peoples of this land, the oldest continuing cultures in human history.

We reflect on their past mistreatment.

We reflect in particular on the mistreatment of those who were Stolen Generations - this blemished chapter in our nation's history.

The time has now come for the nation to turn a new page in Australia's history by righting the wrongs of the past and so moving forward with confidence to the future.

We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians.

We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country.

For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.

To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry.

And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.

We the Parliament of Australia respectfully request that this apology be received in the spirit in which it is offered as part of the healing of the nation.

Apology to Australia's Aborigines

from <http://www.radioaustralia.net.au/news/features>

Text 2

Australian Man: Five thousand years ago?

Chinese Man: May be two thousand five hundred years ago.

Australian Man: Years ago.

Chinese Man: During the Qin Dynasty.

Australian Man: Uh-huh.

Chinese Man: When we had the first Emperor of China. We called him "Qin Shi Huang". That means first Emperor of China.

Australian Man: Uh-huh. Qin Shi Huang?

Chinese Man: Qin Shi Huang. Yeah right.

Australian Man: Not the Yellow Emperor?

Chinese Man: Not the Yellow Emperor. You know? (The) Yellow (one) is a new one.

Australian Man: M-hm. More recent.

Chinese Man: More recent. Yeah. More recent.

Australian Man: Uh-huh.

Chinese Man: The Yellow Emperor is the... we call him the original emperor of China.

Australian Man: Uh-huh.

Chinese Man: But at that time it was only regional.

Australian Man: M-hm. China was very small.

Chinese Man: Qin Shi Huang was the first emperor to control the whole (of) China.

Australian Man: Uh-huh.

Chinese Man: And...But he..When he...When he (it was recorded) occupied all the Chinese lands; he said he wanted to live forever.

Australian Man: M-hm

Chinese Man: You know he wanted to live for ever.

Australian Man: M-hm. Forever.

Chinese Man: He wanted to live forever.

Australian Man: Forever. To be immortal.

Chinese Man: Right.

Australian Man: You understand that word? Immortal.

Chinese Man: I don't know (it)

Australian Man: It means "to not die".

Chinese Man: Not die! Yes.

Australian Man: I want to be immortal.

Chinese Man: Right. Exactly. He wanted to be immortal.

Australian Man: M-hm.

Chinese Man: And so he dispatched somebody.

Australian Man: He sent somebody.

Chinese Man: He sent somebody.

Australian Man: He dispatched somebody to..

Chinese Man: He dispatched somebody to "Go find me the long live grass!" Herbs!

Australian Man: In English we say "Elixir of Immortality".

Chinese Man: "Elixir".

Australian Man: "Elixir" is like "medicine".

Chinese Man: Ok. Elixir. Yes

Australian Man: The elixir of immortality.

Chinese Man: Of immortality..

Australian Man: If you drink the elixir of immortality you can live forever.

Chinese Man: Right. exactly.

The Elixir of Immortality from: <http://englishconversations.org/>

2.5 Clauses vs utterances: Examining data

Now with the help of the examples you collected from the two texts above, write a short text in your notebook with some observations. Try to accommodate a few crucial points given here:

- ❖ Find examples of a few simple sentences which has only one clause. You may go back to unit 1 and select any one of the 6 types of simple sentences.
- ❖ Establish that each one is a complete clause by saying that they have an easily identifiable finite verb group and the information related to the main verb is complete.

Exercise 3

Now find examples of a few utterances which are not complete clauses. In order to do that, you may look for the following:

- ❖ Utterances with just 1 word, for example "Right".
- ❖ Utterance with a phrase such as, "During the Qin Dynasty"
- ❖ Utterances which are not to be regarded as words, for example, "Uh-huh".
- ❖ Utterances which are identical to simple sentences, for example, "That means first Emperor of China. (It is an SVO type of sentence)"
- ❖ Find examples of an utterance which conveys meaning completely but falls short of a grammatical unit, for example: "You understand that word?" This is complete as a question but it lacks a "Do" auxiliary in the beginning if it has to be treated as a sentence.
- ❖ Find examples of an utterance which is a word, a very frequent word that we use all the time, but we usually do not use it in a crucial position of a sentence, such as Subject, Verb or Object. For example, the word "OK/Okay" - we use it so many times in our daily conversations, but we do not usually make a sentence with it, by keeping it in the S, V, or O positions of a clause.
- ❖ Find an expression which is a combination of 4 words, (now read carefully...) but should be treated as two utterances because of their functions. Your clue: One is a question and the other is an assertion. Again, both are made up of the same words written in the same order.
- ❖ Find some utterances which have been repeated in the conversation.

The above exercise, even if we do not complete it, will help us understand the following points better.

2.6. Clauses and utterances from the point of view of syntax in English

We assume that it is the same 'syntax' that governs the well-formedness of the clauses and utterances in the English language. This means a number of rules are the

same to determine that a clause or an utterance is accurately structured. Let us see what does not change for both:

- ❖ The words and their basic dictionary meaning.
- ❖ The words and their category such as N, V, A, P, etc.
- ❖ The words and how they combine to each other in a phrase.
- ❖ The phrases and how they combine in a clause.

However, there are a number of differences between a clause and an utterance, especially where the utterances are distinct from clauses:

- ❖ Utterances can be repeated in spoken language, clauses in sentences in written language are usually not repeated. See the examples below:

Australian Man : He sent somebody.

Chinese Man : He sent somebody.

- ❖ The same set of words following the same sequence can make two different utterances, one a question and the other an assertion, See the examples below:

Australian Man : Not the Yellow Emperor? (Question)

Chinese Man : Not the Yellow Emperor. (Assertion)

Spoken language has the power to change the effect (called illocution in Linguistics) of an utterance by changing the tone.

- ❖ One word such as "Right" or "OK/Okay", on its own, can constitute an utterance, but not a clause. For a word to work as a clause, one 'grammatical constituent' must be attached with it. For example, the word "Halt" cannot be treated as a clause unless it is recognized that it has the grammatical function Tense embedded into it.
- ❖ A phrase can constitute an utterance, but it cannot constitute a sentence except in the case of an imperative sentence with a verb phrase. Look at the following examples -

More recent

To be immortal

Years ago

Of immortality

We will end this section by citing a pair of examples used by John Lyons a famous linguist of the 20th century. He says that the combination of words "I saw him yesterday and I shall be seeing him again tomorrow" can be treated in two different ways. First, in written language, it is one sentence with two clauses [I saw him yesterday] and [I shall be seeing him again tomorrow.] joined by the coordinator "and". Second, in the study of spoken language, they are treated as two distinct utterances, "I saw him yesterday" and "And I shall be seeing him again tomorrow." He said that the factors that distinguish the two utterances are a potential pause and intonation. This point will be elaborated further during the contact class.

2.7 Summary

To sum up, this unit sensitized us about a relatively new dimension of understanding syntax in English by looking at examples of spoken language expressions in English. It insisted upon the fact that the grammar governing the accurate structures of spoken and written language are basically the same.

2.8. Review Questions

- a. What are some of the features that the grammar of spoken English shares with that of written English?
- b. What are some of the significant differences that written English shows with the spoken English?
- c. Give an example of a phrase that can constitute an utterance to reply to a question in a conversation.
- d. Collect 4 complete sentences from Exercise 1. Why do you consider them as complete sentences?
- e. Write in a few sentences what exactly you learnt from exercise no 2 and 3.

2.9. References

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Unit 3 □ Types of Sentences-Simple, Complex and Compound Sentences

Structure

- 3.1 Introduction**
- 3.2 Objectives**
- 3.3 Definition of a Sentence**
- 3.4 Simple Sentences**
- 3.5 How Sentences are Related**
 - 3.5.1 Conjoining**
 - 3.5.2 Embedding**
 - 3.5.3 Recursion**
- 3.6 Compound Sentences**
- 3.7 Complex Sentences**
- 3.8 Complex-compound sentences**
- 3.9 Summary**
- 3.10 Review Questions**
- 3.11 References**
- 3.12 Reading List**

3.1. Introduction

The title of this unit does give us a scope to wonder, "What is there in it? We all know about simple, complex and compound sentences. We have studied them all in school. We even remember the teachers who taught us, etc." We, as practising or potential English language teachers, must be equipped with our own clarity of understanding the differences so that we don't feel confused in the presence of our students, perspiring to explain the difference between a complex and a compound sentence. In other words, this is a very serious unit and clarity of understanding it will pave our ways to understand a number of critical syntactic concepts discussed in the later units of the course.

3.2 Objectives

The objectives of this unit are the following:

- ◆ To know the basic difference between simple, complex and compound sentences.
- ◆ To develop a competency of describing simple, complex and compound sentences by using the appropriate grammatical terms, which determines clarity of understanding.
- ◆ To be able to explain why a sentence should be treated as a simple, complex or compound sentence by using our faculty of argumentation which is an academic attribute of high order.

3.3. Definition of a sentence

In the last two units we did not look at a definition of a sentence, simply because it is extremely difficult to accommodate all the known facts about a sentence within a single definition. Ironically, languages of the world are so diverse in terms of their sentence structure that they always show data that defy a single definition. However, for English language, we may consider a definition offered by an eminent scholar, Michael Swan:

A sentence is a group of words that expresses a statement, command, question or exclamation. A sentence consists of one or more clauses, and usually has at least one subject and verb. In writing, it begins with a capital letter and ends with a full stop, question mark or exclamation mark.

We need to note one word here, "usually". This means that there are exceptions to the generalization that a sentence needs to have a subject. In the previous unit this has been mentioned. In the next unit, we will see that imperative sentences do not 'show' a subject. The subject is only 'understood'. The difference between what is 'shown/seen' in written words and structures and what is 'not seen but understood' will be discussed in another unit on deep and surface structures.

3.4. Simple sentences

The sentences discussed here are of the basic type. That means they are all assertive, affirmative, non-interrogative, non-imperative and non-exclamatory sentences.

This has been done deliberately so that whatever is learnt here is done with maximum clarity. The other sentence types, namely interrogative, imperative and exclamatory will be discussed in the next unit.

Here we need to maintain that a simple sentence is made up of one clause. A clause is made up of a verb group (a combination of a main verb and its auxiliaries), and some phrases which may have grammatical roles such as a subject, an object or a complement.

Unit1. Section 2. (5)

- a. V Verb group only
- b. VO Verb-group + Object
- c. SV Subject + Verb-group
- d. SVO Subject + Verb-group + Object
- e. SVOO Subject + Verb-group +Indirect Object + Direct Object
- f. SVC Subject + Verb-group + Complement
- g. SVOC Subject + Verb-group + Object + Complement
- h. SVOA Subject + Verb-group + Adjunct

Now, let us try to identify the constituents of these simple sentences. Please see the following example in (1) below. You may fill in the tables below on your own. Please note that for each simple sentence, there are exactly the same number of boxes as the number of constituents. In number (1) below, there are three boxes for three constituents, S, V and O and the fourth box is to write the clause type, which is nothing but a sequence of the constituents, SVO.

(1) The dog chased the cat.

S	V	O	Type
The dog	chased	The cat	SVO

(2) Snow White greeted Grumpy.

			Type

(3) He loves them.

			Type

(3) Betsy borrowed some money from Christopher.

(Be careful how you handle 'some' and 'from')

			Type

(5) The team played badly.

			Type

(6) The bank manager laughed.

			Type

(7) They have two children.

			Type

(8) The duckling became a swan.

			Type

(9) Ahmed's brother's sister-in-law arrived today.

			Type

(10) The police will arrest the violent demonstrators.

			Type

It is anticipated that we may have some issues related to identifying objects and complements and distinguishing them from each other. This will be taken up during the discussions in the contact classes.

At this point, we need to ponder upon a few questions that inspired scholars to investigate into the syntax of languages more and more:

- ❖ What makes it possible to convert two or more simple sentences into one compound or one complex sentence?
- ❖ What makes it possible to retain the sense/meaning even after structural changes from 2 simple sentences into one complex or compound sentence?
- ❖ Are the clause structures fundamentally different in simple, complex and compound sentences?

Well these questions take us into a level of deeper understanding of rules of syntax in a universal perspective, that is applicable for all natural human languages.

3.5 How the Three types of sentences are related

Let us not be surprised to note that simple, complex and compound sentences have fundamentally the SAME structure. The difference that we observe are only at the surface and sequential level. It is the same set of rules that apply for all the three types of sentences. Then what makes the difference? Well, the differences are caused by three structural principles, namely conjoining, embedding and recursion. Let us see what they mean:

3.5.1 Conjoining means any two clauses can be combined in a linear order with the help of a conjunction, for example, [I am not going] but [my sister is keen to go]. Here two simple sentences shown by brackets are joined by the conjunction 'but' producing a compound sentence.

3.5.2 Embedding means a clause (equivalent to a simple sentence) can become part of a phrase which may be the subject of a sentence. For example, in the sentence, [My sister who is a movie-maniac] is keen to see [Dil Keya Kare.] Note that it is a combination of two simple sentences:[My sister is keen to see Dil Keya Kare] and [she is a movie maniac]. The principle of embedding makes it possible to be attach the clause [she is a movie-maniac] to the phrase "my sister". Thus, in the new complex sentence, the subject becomes [My sister who is a movie-maniac]. The predicate then follows just as it

would do in a simple sentence.

3.5.3 Recursion is what makes embedding possible to operate in syntax. It allows the same structural rules to work time and again to make new constructions. To elaborate, in the above sentence, the structure SVC appears two times as in My sister is a movie-maniac and in the entire sentence. Please see the boxes below:

S	V	C	Type
My sister	is	a movie-maniac	SVC

S	V	C	Type
My sister who is a movie-maniac	is	keen to see Dil Keya Kare	SVC

The point will be discussed further in the contact classes.

3.6. Compound sentences

A compound sentence can be thought of as a clear combination of two simple sentences as it is a combination of two cases. But there is one important point that needs to be kept in mind always. The conjunction that joins the two clauses must be a coordinating conjunction, as opposed to a subordinating conjunction. Let us see the following compound sentences:

- a. We studied all day for the test **and** now it is time to rest.
- b. We may rest at home **or** we may go to the park.
- c. We may go to the park **but** we should not move around too much.

Let's take note about the conjunctions typed in bold. The first one, and, is called an additive conjunction as it adds two propositions or ideas. The second one, or, gives an alternative between two propositions and it is called an alternating conjunction. The third one, but, clearly establishes a contrast between two propositions. It is called a contrasting conjunction. These are of course aspects of meaning that we may bear in mind while considering the compounding sentences. Apart from the three distinct aspects of meaning, what is structurally important is that the two clauses on two sides of the conjunction are independent clauses. That means they can stand on their own

as simple sentences. Let us have a look at the following set:

- a. We studied all day for the test.
- b. Now it is time to rest.
- c. We may rest at home.
- d. We may go to the park.
- e. We should not move around too much.

Each one of them is a simple sentence and each one of them is a complete clause that can be joined by conjunctions to make compound sentences.

3.7. Complex sentences

A complex sentence is a sentence which has more than one clause. It is distinct from a compound sentence since the way the clauses are related is different. In a complex sentence, one clause is treated as the main clause or matrix clause. The second one is called a subordinate clause or an embedded clause. It may take us some time to fully understand the difference. Until then, we need to keep studying sentences. Let us have a look at the following sentence:

Someone mentioned that you played basketball.

Now let us underline the main verb of the main clause and put the subordinate clause within brackets:

Someone mentioned [that you played basketball.]

Now let's compare this structure with a simple sentence:

Someone mentioned it.

If we analyze the constituents of this sentence using the table of section 3.2., we will get:

S	V	O	Type
Someone	mentioned	it.	SVO

Isn't it interesting and intriguing then, that the complex sentence also can be understood in terms of the same three components?

S	V	O	Type
Someone	mentioned	that you played basketball.	SVO

Well, how do we put the two facts together? It's actually very easy. All we need to say is that the structure of the matrix clause is SVO, where the O (object) position is occupied by another clause, which is called an embedded clause.

In the following sentence, we notice that the embedded clause is in the front part of the matrix clause.

[Although it is tempting,] we are not going to the mountains during winter.

Thus, we notice that the position of the embedded clause may change. It may occupy any of the positions of the matrix clause such as S, O, C and A. Here it is an Adjunct.

In the following sentence, there are two clauses as shown by the brackets - One principal and one subordinate clause:

[The instructions from the Director are required][so that the notice can be prepared by the secretaries.]

The first one is the principal clause and the second one is the subordinate clause. Usually the subordinate clause has a semantic function. It offers more information on the principal clause and thereby it modifies it.

We will end this section by looking at two complex sentences from a very famous text:

- a. If there is anyone out there who still doubts that America is a place where all things are possible, who still wonders if the dream of our founders is alive in our time, who still questions the power of our democracy, tonight is your answer.
- b. It's the answer told by lines that stretched around schools and churches in numbers this nation has never seen, by people who waited three hours and four hours, many for the very first time in their lives, because they believed that this time must be different, that their voice could be that difference.

(From the first Presidential Speech of Barack Obama, January 20, 2009.)

These two historically famous sentences which are worth reading time and again, tell us the following about complex sentences:

- ❖ The principal or main clause can be at the end of the sentence as in (a), tonight is your answer.
- ❖ The principal or main clause can be at the beginning of the sentence as in (b), It's the answer told by lines -
- ❖ There can be more than one embedded/subordinate clauses in a sentence. Just see how many times the word 'who' have been used. Every use of who has brought in an embedded clause into the complex sentence such as:
 - who still wonders if the dream of our founders is alive in our time
 - who still questions the power of our democracy
 - who waited three hours and four hours.
- ❖ A complex sentence can show recursion by embedding as one subordinate clause may contain within it, another subordinate clause as in the following:
 - [*because they believed (that this time must be different)*]

An exercise to distinguish between compound and complex sentences:

a. Write a prose paraphrase of this poem with minimum changes.

To Jane

The keen stars were twinkling,
And the fair moon was rising among them,
Dear Jane,
The guitar was tinkling,
But the notes were not sweet till you sung them
Again.
As the moon's soft splendour
O'er the faint cold starlight of Heaven
Is thrown,
So your voice most tender

To the strings without soul had then given
Its own.
The stars will be awake,
Though the moon sleep a full hour later
To-night.
No leaf will be shaken
Whilst the dews of your melody scatter
Delight.
Though the sound overpowers,
Sing again, with your dear voice revealing
A tone
Of some world far from ours,
Where music and moonlight and feeling
Are one.

(Percy Bysshe Shelley, *Poetical Works*, ed. Mary Shelley (London: E. Moxon, 1839).

- b. Now look at the sentences that you have written. Decide which one is a complex sentence and which one is a compound one.

3.8. Complex-compound sentences

So far as the English language is concerned, it is possible that one sentence may have properties of both complex and compound sentences. Such sentences are called 'complex-compound' sentences. Let us look at the constituents following sentence:

[When the teacher gave the tasks to the students], [they were all happy] and [they did it in minimum time].

Here two clauses are joined by a coordinating conjunction 'and' and the subordinate clause is joined with them with the wh-word 'when'.

Now it will be easy for us to underline the clauses inside the following long sentence and see how they make it a complex-compound sentence:

Once upon a time, there was a child who was always sad and she never said what was wrong with her, but one day at school, her teacher tried to ask her what was wrong with her and she then said that she had lost her toy when her young brother was playing with it outside.

A Comprehensive exercise:

The exercise in this section involve our ability to apply our knowledge of simple, complex and compound sentences.

Convert the following sentences as per the instructions given in the brackets.

- a. The driver was so tired that he fell asleep after the trip.
(Make it compound.)
- b. The team must practise regularly or they will not win the next match. (Make it complex.)
- c. The boy was sick, but he wanted to watch the movie. (Make it simple.)
- d. The student was too clever to be caught for plagiarism. (Make it compound.)
- e. I don't know about his arrival. (Make it complex.)
- f. My cousin, who is a journalist, went to see the Olympics in 2016. (Make it a simple sentence.)

3.9 Summary

This unit discussed properties of simple, compound and complex sentences. It also showed that one sentence can have properties of both complex and compound sentences. We avoided writing stereotypical definitions and rather looked at varied examples to see for ourselves that we can analyze all types of sentences in terms of their constituents and their interrelations.

3.10. Review Questions

Examine the structure of each of the following sentences and decide if it is a simple, complex or a compound sentence. Show reason in support of your judgment.

- a. Birds of the same feather flock together.
- b. The rich must help the poor and the poor must bless the rich occasionally.

- c. Avinash, the driver, also sells phone cards in the supermarket.
- d. The wild mosquitoes do not appear in summer because it is too hot then.
- e. In the film, the heroine admired the hero after he won the battle.

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Unit 4 □ Types of Sentences Declarative, Interrogative, Imperative and Exclamatory Sentences

Structure

4.1 Introduction

4.2 Objectives

4.3 Propositional content, grammatical content, communicative content and sentence types

4.4 Declarative sentences

4.4.1 Simple Declarative sentences

4.4.2 Compound Declarative sentences

4.4.3 Complex Declarative sentences

4.5 Interrogative sentences

4.5.1 Simple Interrogative sentences

4.5.2 Compound and Complex Interrogative sentences

4.6 Imperative sentences

4.6.1 Simple Imperative sentences

4.6.2 Compound Imperative sentences

4.6.3 Complex Imperative sentences

4.7 Exclamatory sentences

4.7.1 Simple Exclamatory Sentences

4.7.2 Exclamatory clauses in complex sentences

4.8 Consolidated exercise: Converting sentence types

4.9 Summary

4.10 Review Questions

4.11 References

4.12 Reading List

4.1. Introduction

The title of the unit is very transparent and it gives us a clear idea of the content. But unlike what is usually expected from such a title, we are not into taxonomy of sentence types. Rather, we need to expand the scope of the unit so that it adds value to our common understanding of these four types of sentences. As potential or practising English language teachers pursuing this degree, we must go beyond the issues such as 'what is a declarative sentence?' or 'what is the difference between a declarative sentence and an interrogative sentence?'. In fact, this unit will presuppose that we, the participants know the 'what-s' of the four types of sentences mentioned in the title. So, the question now is, What more?

4.2. Objectives

The objective of this unit is to build a general awareness of sentence types in the target language as well as in the first language so that as teachers we can explain better to our students.

As students of applied linguistics, we need to ponder upon a few questions related to types of sentences which we should keep active while we go through the sections of the unit:

- ◆ Why are there various types of sentences in English language?
- ◆ Are there various types of sentences in our first language (Bengali/Hindi) also?
- ◆ Do they correspond? (i.e. if an interrogative sentence of Bengali is translated into English, do we generate an Interrogative sentence in English?)
- ◆ Can it be done in any other way?

For example the Bengali question, /tomar nam ki?/ can be translated as "What is your name?" But while reporting the same, one can either say The teacher asked me, "What is your name?" or The teacher asked me my name. In such a situation, what happened to the question? Vanished? How?

- ◆ When we go to the classroom, what exactly are we to teach our students about the various types of sentences?
- ◆ What do we do, if they ask us for the rules? How many rules shall we teach? Or, should we talk about some principles that underlie all rules?

Questions such as these may not have ultimate or absolute answers, but more we investigate and explore, more we know what to do with them in the classroom. And obviously, one teacher's ways of handling them is definitely going to be different from the other.

4.3. Propositional content, grammatical content, communicative content and sentence types

Before we proceed towards the various types of sentences, let us ask ourselves, "What are the different elements in a sentence?" In other words, when we read or hear a sentence, how can we describe our knowledge about it? Let us take this issue forward with a simple example:

(1) Did my son give your daughter some money?

Let's take a notebook and a pencil and list all that we know from this sentence before we read further.

Now let's see if our notes match the following:

- a. We know that there are 2 entities in the sentence - 'my son' and 'you', who are related through an action, 'give'. There is one more entity 'some money' which links the 2 entities and 1 action. It is our interpretation of the basic meaning of the sentence which we do with the help of our knowledge of the English language, especially our knowledge of the words, 'my', 'son', 'give', 'your', 'daughter', 'some' and 'money'. But what the sentence denotes is not the mere sum total of the meanings of these lexical items or words. Then what else?
- b. We know that the words 'my' and 'son' are linked first, merging into a phrase, 'my son' which acts as the agent of the action denoted by the verb 'give' and the words 'your' and 'daughter' merge into a phrase 'your daughter' which act as the 'recipient' of the action 'give'. In the same way, the words 'some' and 'money' merge into a phrase and act as the 'goal' of the action.

Besides, we also know from this sentence that this sentence is fundamentally different from "Did your daughter give my son some money?" - How? That is because if the roles of these two entities change, the sentence would generate a different word order and the meaning of it will be reversed.

We also know that the action took place in the past time, from the tense of the auxiliary 'did'.

- c. Our knowledge of the sentence is not restricted to what we 'read' physically with our eyes on the page where it is written or printed. We also have a few facts registered in our minds.

We know that there is a person who is saying this sentence and there is another person to whom this sentence is said to. We presume that this is a part of a two-way communication.

We know that this sentence is a question from two signals: a. the question mark and b. the word order.

The point we noted in (a) above constitutes the propositional content of the sentence.

The point we noted in (b) above constitutes the grammatical content of the sentence.

The point we noted in (c) above constitutes the communicative content of the sentence.

The type of a sentence is related to all the three in the following (reverse) order:

- (c) Communicative content: What is the intention of the speaker/writer towards the hearer/reader? Does he or she intend to ask a question or state a fact or request for something? (or mean it as a threat)
- (b) Grammatical content: How would the grammar of the language allow the speaker/writer to frame the sentence corresponding to the intention? What grammatical rules would he/she call in for action?
- (a) How would he/she choose the words from the lexicon (say the speaker's mental dictionary) to denote the basic meaning.

In short, sentence types are to be studied in relation to the communicative, grammatical and semantic contents of a sentence. Please note that each content can have both affirmative and negative aspects. For constraints of space, negative sentences are not discussed in this unit.

4.4. Declarative sentences

Declarative sentences are those that 'state a fact'. Well, that is their function. We need to have some concrete idea about their structure also. Structurally, they follow

the basic phrase order such as S-V-O or S-V-C etc. (see Unit 3). In other words, all the basic clause types that we studied in the previous unit are applicable for the declarative sentences.

The sentences in this section are repeated (with slight modification) from the exercise 2 of unit two, helping us to bridge better between units.

4.4.1. Simple declarative sentences are those which have only one clause in them. For example, let us look at the following sentences:

- (2) This is a transcript of the apology.
- (3) We reflect on their past mistreatment.
- (4) The children were placed in orphanages and church homes.

4.4.2. Compound declarative sentences are those in which a coordinating conjunction joins two clauses and the overall product is a compound sentence and functionally it still states facts. The following sentence is an example:

- (5) A former Prime Minister refused to apologize, and he said that today's Australians should not say sorry for the policies of the past.

4.4.3. Complex declarative sentences are those that are complex in their structure, but they still state facts, for example, the following:

- (6) The Human Rights Commission estimated that from 1910 until 1970 more than 50,000 aboriginal children had been taken from their parents.
- (7) We the Parliament of Australia respectfully request that this apology be received in the spirit in which it is offered as part of the healing of the nation.

4.5 Interrogative sentences

We all know that an interrogative sentence is the one that asks a question. It is true to a great extent. Have we thought about the issue from different angles? To elaborate, have we thought about the following?

- ❖ Are questions asked only by using interrogative sentences?
- ❖ What are the other ways of asking questions?
- ❖ Are interrogative sentences used only for asking questions?

These issues will be discussed in the contact class as well as in later modules.

Keeping aside the communicative content of the interrogative sentences, we may look into their structural properties. All interrogative sentences share their propositional content with a corresponding declarative sentence. It is believed by many grammarians that an interrogative sentence is generated by 'moving' some of the grammatical units of a declarative sentence which forms the foundation of it. Let us look at the following examples.

4.5.1. Simple interrogative sentences can be generated in two different ways. Let us study the following sets of sentences and say what structural changes are observed:

- (8) a. The dog chased the cat.
b. Did the dog chase the cat?
c. Who chased the cat?
- (9) a. He loves all his students.
b. Does he love all his students?
c. Whom does he love?
- (10) a. Betsy borrowed some money from Christopher.
b. Did Betsy borrow some money from Christopher?
c. From whom did Betsy borrow some money?

Looking at (8), (9) and (10) above, it is possible to distinguish between the (b) sentences from the (c) sentences. The sentences in (b) are called Yes-No type interrogative sentences and those in (c) are called Wh-type interrogative sentences. The issue will be discussed further in another unit.

4.5.2. Compound and complex interrogative sentences:

Compound interrogative sentences are those in which two interrogative clauses are joined by a conjunction, for example:

- (11)
d. Didn't we study all day for the test and now isn't is time to rest?
e. Should we rest at home or should we go to the park?

Complex interrogative sentences are those which are complex, that is, there is a

main clause and a subordinate clause, but it is the main clause which does the job of interrogation. For example, in the following sentence,

(12) [Did someone mention [that you played basketball]]?

The subject-auxiliary inversion, the grammatical marker of the interrogative happens in the first clause which is the main clause.

4.6 Imperative sentences

We generally know what imperative sentences are - we have been told that they are the ones, without a subject. But that is not correct. The best way to describe an imperative sentence is that it is a type of sentence in which the subject is compulsorily understood as "you". There are a few other aspects as well which we often overlook:

- ❖ Imperative sentences are rich in their communicative content. They are used to convey request, command, etc., a very wide range of communicative functions that the speaker intends to do towards the addressee of the sentence.
- ❖ Regarding their grammatical content, they necessarily show the verb in its present tense and the subject is understood to be "you".
- ❖ They can allow a politeness marker such as "Please" in all the positions of adjunct such as - Please do it for me, or Do it for me, Please.

4.6.1. Simple imperative sentences are those which have only one clause, for example;

(13) Kindly close all the windows in this room.

4.6.2. Compound imperative sentences are those that contain two clauses and each clause has an imperative structure, for example;

(14) [Kindly close all the windows in this room] and [please switch on the AC.]

4.6.3. Complex imperative sentences are those where there are two clauses but only the main clause is in the imperative, for example in the following complex sentence,

(15) Kindly open the windows in this room so that we can get some fresh air.

Only the main clause is in the imperative. The subordinate clause (underlined portion) has the structure of a declarative sentence with a clear SVO structure.

4.7 Exclamatory sentences

Exclamatory sentences or clauses are also called exclamatives and scholars have investigated two of their properties very extensively, namely the structural properties or how they are formed and their communicative properties or how they function in natural communications in English. In this section we will look at examples with both the aspects in mind. Examples in this subsection are collected from a famous scholarly work on exclamatives by Peter Collins.

4.7.1 Simple exclamatory sentences

(16) How exclamatives:

And how right he was!

But how little love we give him!

How very true that was, how very true!

(17) What exclamatives:

What a place that is!

Oh, Grand-dad, what big words you use!

What determination it had aroused!

What a fuss the papers have made about me!

4.7.2. Exclamatory clauses in complex sentences

(18) Principal or main clause

["What evil lurks in the heart of man?"] he said in a bass whisper.

(19) Subordinate clause

(a) I never realized [what a big deal this boat race has developed into.]

(b) You can't believe [how many bowls and pans he's gone through.]

4.8. Consolidated exercise: Converting sentence types

Read each of the following sentences and try to convert its type. After the conversion, note what grammatical changes are involved in converting the sentences. The first one is done as an example:

a. He asked me angrily, "What's your name?" (Make it a statement.)

Converted sentence: He asked me angrily my name.

- b. My mother asked the carpenter about the time he would finish the work in the kitchen. (Write it in direct speech with a question.)
- c. Shouldn't the administration think of raising the salary? (Make it an affirmative statement.)
- d. We saw a very beautiful performance last evening. (Make it exclamative.)
- e. What a beautiful scene it was to see the moon rising between the sea and the mountain! (Make it a statement.)
- f. Everyone wants to be praised by the spouse. (Make it a negative Wh-type question.)
- g. Couldn't you have thought of some other person instead of Ali to play as goalkeeper? (Make it an affirmative statement.)
- h. We suffered quite a lot during the power cut last year. (Make it an exclamative.)
- i. What a lovely patch of green we can see from the terrace. (Make it a statement.)
- j. Who wants to be let down in front of others? (Make it a negative statement.)
- k. The confusion seems to be due to a lack of communication. (Make it a negative question.)

4.9. Summary

We may now sum up the contents of this unit by keeping in mind that the issues discussed here only opened up new avenues of exploration. Some of them will be taken up in the unit on transformation of sentences. Whatever has been said here is said with no intention of being prescriptive, i.e. this unit has not told us 'what is correct' and what is not. It only sensitized us about the fact that it is universal that all human languages show diversity in types of sentences and in that regard, English only follows some universal principles. Regardless of languages and linguistic structures, there are certain universal communicative needs human beings have such as having to

state facts, ask questions or having to request or instruct. A certain language only tunes its structural properties to allow its speakers to meet their communicative needs by optimizing its structural inventory.

4.10 Review Question

We have read this famous poem sometime in our English courses. This time we will read it from a different perspective. We will look into the sentence types used in this poem. After reading the poem, we will identify as many types of sentences as we can.

The Solitary Reaper
By William Wordsworth
Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overflowing with the sound.
No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings?
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?

Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;-
I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

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Module 2 : Clauses of English

Module Introduction:

In the previous four units (units 1-4) we discussed various types of sentences. Next, taking the basic assumption that a sentence is made up of a clause or a number of clauses, the discussions now will concentrate on the clausal level.

In units 5-8, different types of clauses will be introduced from with two aspects in mind: one, the structure of the clause and two, their function inside the sentence.

Our knowledge of English grammatical terms will be extremely important at this stage and we need to revise our grammar lessons to have control on the relevant terminology.

As we are aware, distance education has its own constraints and limitations. This is mainly because the teacher is not in sight. Hence, we have to be 'close' to the learning material. We need to really concentrate in the lessons. But let us not worry - this is not going to be a very stressful process. Let's just relax mentally and stop thinking of anything else that is not of prime importance to the lesson. And, let's stop worrying if we would pass the examination or whether we will be able to memorize everything as they are written in the study materials. In short, let's engage ourselves in the learning process. We will have to participate in a number of exercises to be done individually to ensure that learning is complete. Let's take note of the items which seem to be difficult in the exercises so that they can be discussed in the contact classes.

Two of the main sources from where iconic examples of definitional statements are taken for this module are Oxford Dictionary of English Grammar and A Communicative Grammar of English, henceforth mentioned as ODEG and CGE respectively.

Unit 5 □ Types of clauses - noun/adjective/adverb

Structure

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Clauses and Sentences
- 5.4 Noun Clauses
- 5.5 Noun Clauses vs Noun Phrases
- 5.6 Adjective Clauses
- 5.7 Adverbial Clauses
- 5.8 Summary
- 5.9 Review Questions
- 5.10 References
- 5.11 Reading List

5.1. Introduction

A clause is a grammatical unit that operates at a level lower than a sentence and higher than a phrase (ODGE). Traditionally those constituents of a sentence are treated as clauses which have a subject of their own and a finite verb and yet they are parts of larger sentences. For example, in the sentence, I was ten years old when I got my first scholarship has two clauses, "I was ten years old" and "when I got my scholarship". Some modern grammars do away with the distinction between clause and sentence and prefer to treat all complete sentential structures as clauses where one clause can embed (contain) another. What is interesting about clauses is that they often behave like words in two ways - they have a categorial identity such as Noun, Adjective and Adverb just like words and phrases have, and their ways of relating to one another is consistent with how they behave as words or phrases. In other words, the following are observed and confirmed by grammarians across structural levels:

- ◆ A noun (usually) does not modify,
- ◆ An adjective modifies a noun,

- ◆ An adverb modifies a verb,

While examining sentences, grammarians have understood that a clause behaves in a sentence the same way a phrase behaves. Therefore, the following statements are true not only for English language but also for almost all natural human languages:

- ◆ A noun clause acts as a subject or object or complement in a sentence, just the way a noun phrase does.
- ◆ A noun clause acts as a complement to a preposition just the way a noun phrase does.
- ◆ An adjective clause modifies a noun just an adjective phrase does.
- ◆ An adverbial clause modifies a verb or another clause just the way an adverbial phrase does.

This deep level similarity between a clause and a phrase has given some grammarians the scope to treat clauses also as phrases, but in this module, we will not follow that course of thinking.

5.2. Objectives

After going through the unit, you will be able to:

- ◆ Understand roles of clauses in sentences.
- ◆ Learn on nominal clauses,
- ◆ Know about adjectival and adverbial clauses.

5.3 Clauses and sentences

Almost all grammarians agree that sentences are made up of clauses. One clause or more than one clauses may constitute a sentence. In module 1 we have seen that if a sentence has one clause it is surely a simple sentence whereas if it has more than one clauses, it is either a complex or a compound sentence. CGEL (A Comprehensive Grammar English Language) distinguishes clauses in three different ways. They are the following:

- ❖ On the basis of clause elements such as subject, verb, object, complement etc. which construct the clauses - thus we have SV, SVO, SVC, SVOO types of clauses.

- ❖ On the basis of clause functions - considering what the clause is doing in a sentence, i.e. is it functioning as a subject, object, complement or an adjunct.
- ❖ On the basis of finiteness - considering if verb inside the clause is finite or non-finite - thus distinguishing all clauses into types such as finite and non-finite clauses.

5.4. Noun Clauses

Noun clauses are also called 'nominal clauses' as the word 'nominal' is an adjective of the noun 'noun'. Let us study the following 4 sentences from CGE (page 325) and ask ourselves why the structures under consideration are called nominal clauses:

- a. Whether I pass the test or not does not matter very much.
- b. I don't know whether we really need a new car.
- c. What our friends really worry about is whether to stay here or move elsewhere.
- d. This raises the question as to whether we should abandon the plan.

To make sure that we understand the interrelations of the clauses in the sentences above, let us do a small activity:

- ❖ Underline the common word in all the sentences
- ❖ Look at the right-hand side of the word and see until the end of the clause
- ❖ Now, let us underline the following portions in (a)-(d) above:
 - e. Whether I pass the test or not
 - f. Whether we really need a new car
 - g. Whether to stay here or move elsewhere.
 - h. Whether we should abandon the plan

Now let us try to match the columns A and B in the following table:

A. Clause number	B. Role in the sentence	Write a reason, why?
e.	Object	
f.	Complement of a preposition	
g.	Subject of the sentence	
h.	Complement	

It is not true that all noun clauses start with the word 'whether'. The authors of CGE probably have the aspect of clarity in mind with which they approach a student who may not have a teacher by him/her at the time of reading. To summarize the outcome of the activity above we can say that a Noun clause (or a nominal clause) is the one which can act as a subject, an object, a complement or a complement of a preposition in a sentence.

5.5. Noun clauses vs noun phrases

The distinction between noun clauses and noun phrases is very subtle, but let's not worry, it is not difficult. Basically, we need to keep in mind that a clause must have a verb group, that is a combination of a main verb and an auxiliary. Well then, how does it become a noun clause? The simple answer is, it behaves like a noun phrase. In other words, from structural point of view it is a clause, but it behaves like a noun phrase. To repeat, how does it behave like a noun phrase? Answer is, it takes up one of these roles - subject, object, complement of a verb or complement of a preposition. We will see each of them in the following examples. Please take a pencil and write the role of the underlined clause in the bracket given:

Set A

- a. Which of the candidates will be elected is quite unpredictable. []
- b. We regret that the plan is impracticable. []
- c. Some historians believed that Napoleon was poisoned. []
- d. Mary told him how brave he was. []
- e. Today he is what his father wanted him to be. []
- f. They deviated from what their original position was previously. []

Let us quickly make sure that we wrote the write answer:

- a. SUBJECT
- b. OBJECT
- c. OBJECT
- d. OBJECT
- e. COMPLEMENT OF THE VERB 'BE'(IS)
- f. COMPLEMENT OF THE PREPOSITION

Now let us look at some Noun Phrases (underlined portions) similar in content in the same positions:

Set B.

- a. The election of candidates is quite unpredictable. (subject)
- b. They rejected the impractical plan. (object)
- c. Some historians speculated the cause of Napoleon's death. (object)
- d. Mary admired his bravery. (object)
- e. Today he is a famous social worker. (complement)
- f. They deviated from their original position. (complement of the preposition)

Now let us do this small exercise:

Write 1 sentence stating why in set A the underlined portions are treated as noun clauses.

- a.
- b.
- c.
- d.
- e.
- f.

If there is still some confusion about this distinction, let us wait for the contact classes to discuss further.

5.6. Adjective clauses

Having understood the noun clauses, it is not too difficult to understand the notion of an adjective clause. Basically, it is a clause, i.e. it is an embedded simple sentence and it is adjectival in nature, i.e. its main job is to modify a noun phrase. Let us look at the following examples:

- a. They accept the theory that the group proposed.
- b. The medicine which we were waiting for has finally hit the market.

- c. Please study the diagram that is given in the next page.
- d. Burgers, which many youngsters adore, have high calorie.
- e. People who are careful wear masks to protect themselves.
- f. My grandfather can remember the time when telephones didn't exist.
- g. Mohua has a friend whose sister still lives in Ladakh.
- h. The rasogolla that Haldiram's sell in Delhi is not cheap.
- i. The reason why Pratik went to medical college is that he wanted to be a doctor.

Just to make sure that we understood the concept of an adjective clause and to accept each of the underlined clauses as adjective clauses, let us do this small activity:

Let us fill in the following table identifying the noun phrases that the adjective clauses modify (Let us note that the modern grammarians treat a one word expression like 'burgers' also as a noun phrase):

Sentence number	The noun phrase modified by the adjective clause
a.	The theory
b.	
c.	
d.	
e.	
f.	
g.	
h.	
i.	

5.7. Adverbial clauses

Any clause that functions like an adverb to express notions such as time, place, reason, condition, purpose, result, comparison etc. can be treated as an adverbial

clause. Its main function is that of modification - it is always a subordinate clause modifying the main clause.

Let us see the following examples:

Set A: From ODEG (Oxford Dictionary of English Grammar) (page 14)

- a. I will come when I am ready.
- b. They succeeded because they persevered.
- c. Don't do it, unless you are sure.
- d. Although he was injured, he struggled on.
- e. While he was travelling, he contracted jaundice.
- f. Make it Thursday please, if it is possible.

Now let's take a pencil and divide the sentences above in two parts in this way:

(a) I will come / when I am ready.

Having done that, we should be able to agree with the following observations:

- (b) [because they preserved] modifies [They succeeded].
- (c) [unless you are sure] modifies [Don't do it]
- (d) [Although he was injured,] modifies [he struggled on.]
- (e) [While he was travelling] modifies [he contracted jaundice]
- (f) [if it is possible] modifies [Make it Thursday please]

Now we should be able to fill in the following table to write our observations on the specific way one clause modifies another:

Example number	Modifying clause	Nature of modification
a	When I am ready	Time
b		
c		
d		
e		
f		

In the following sentences, we will see how an adverbial clause can be identified and how it can be distinguished from other clauses or phrases. We really need to pay attention to the discussion. We have just seen that the adverbial clauses indicate time, place, manner, comparison etc. while modifying another constituent. Let us look at the three sentences below:

- a. They were trying to decide where to go on holiday. [place]
- b. We still have the issue of how we are to raise the extra funds. [manner]
- c. Ashok asked me when I would be ready for the snap. [time]

It is a kind of overgeneralization to think that any clause that contains information on time, place or manner are adverbial clauses. In fact, among these three sentences, none of the underlined portions are adverbial clauses. All of them are actually noun clauses. We need to make sure, why. It is because in (a), where to go on holiday is a complement to the verb 'decide'. In (b), how we are to raise the extra funds is a complement to the preposition 'of' and in (c) when I would be ready for the snap is the direct object of the verb 'ask'. We have seen before that a clause that assumes the role of complement or object can only be a noun clause.

Since childhood we have been taught that adverbs indicate time, place and manner. That is only one side of the fact. The other side is about the interrelation of constituents which we need to turn to now. Let us see the following three sentences:

- a. When I was getting ready for the snap, Ashok spilled some tea on my dress.
- b. My sister cooks exactly how my mother used to cook when she was young.
- c. They danced where they conducted the party.

Clearly, in (a) the underlined clause is an adverbial clause indicating time of action of the verb 'spilled'. In (b) there are two adverbial clauses: the first one indicates 'manner' and the second one 'time'. And in (c), the underlined adverbial clause indicates 'place' of the action 'dance'.

To make sure we understood how to distinguish an adverbial clause from any other types, let us take a pair of sentences from above - one of which is an adverbial clause and the other isn't, and try to describe the difference. It will take just a couple of minutes.

5.8 Summary

In this unit, we looked at three types of clauses, noun clause, adjective clause and adverb clause. We included in our discussion the position of each of these clauses and the roles they assume in the sentences. We will conclude with an open-ended question: Why isn't there a verb clause or a prepositional clause in English or in any human language? Let us start researching until we meet in the contact classes.

5.9 Review Questions

1. Write the role of the underlined clauses:
 - a) The arrival date doesn't matter.
 - b) He told them the truth.
 - c) The main thing is that she's happy.
2. Name the type of clause for the following:
 - a) Whether it rains, it doesn't matter.
 - b) I moved to the city after I changed jobs.
 - c) Please turn out the lights before leaving the room.
 - d) It's warm and comfortable in front of the fire.
3. What is the distinction between a noun phrase and a noun clause?
4. Write adjectival and adverbial clauses with the following structures:
 - a) They are looking for people who are skilled in design.
 - b) They have widely differing views.
 - c) We are only watching a movie.

5. Write 6 adverbial clauses indicating manner, time and place.
6. Discuss the criteria for distinguishing different types of clauses.
7. Study the following noun clauses. What is the common factor between them?
 - a) If it is a holiday the bank is closed.
 - b) When you know nothing it's a lie.
 - c) Who came in it doesn't matter.
8. Study the following noun clauses. What is the common factor between them?
 - a) I told them that it could rain.
 - b) And then I wondered whether the parcel would reach in time.
 - c) He came in time if the shop opened just now.
9. Study the following adverbial clauses. What is the common factor between them?
 - a) As I was reading the book, the phone rang.
 - b) Before I have tea, I go for a walk.
 - c) When I was a child we lived in that city.
10. Study the following adjectival clauses. What is the common factor between them?
 - a) I'll get the dishes ready.
 - b) Do I make you angry?
 - c) Let's paint the room yellow.

5.10 References

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Answers to Review Questions

- 1a) Subject, b) object, c) complement

Unit 6 □ Main clause and subordinate clause

Structure

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Sentence Types and Clause Types
- 6.4 Main Clauses
- 6.5 Subordinate Clauses
- 6.6 Summary
- 6.7 Review Questions
- 6.8 References and Reading List

6.1. Introduction

The terms main clause and subordinate clause are also known as independent clause and dependent clause. The basic idea behind this distinction is whether a clause can 'stand on its own' if it is extracted out of a frame of a sentence. Thus, in the sentence "It is inevitable that there are risks on the way" there are two clauses and only one of them can stand on its own if it is taken out the sentence - "It is inevitable." The clause "that there are risks on the way" cannot be treated as a sentence on its own. This is only a very simple test of which one is the main clause and which one is the subordinate or dependent clause. The rationale for studying this distinction is that in many of our students' writings we see incomplete or inaccurate sentences. While treating them, we need to focus our attention to a student's composition of new sentences and see which aspect needs more instructions.

6.2. Objectives

After going through the unit, you will be able to:

- ◆ Learn about main clause and subordinate clause,
- ◆ Know more about complex sentence,
- ◆ Understand the functioning of multiple subordinate clauses.

6.3 Sentence types and clause types

Sentence types are deeply related to the two clause types that we are discussing here. Before we proceed further, let us please revisit Unit 3 and collect 2 simple sentences, 2 compound sentences and 2 complex sentences. Please write them down here:

a. Simple sentences:

b. Compound sentences:

c. Complex sentences:

Now let us do the following:

- ❖ Indicate the clause boundary, for example - /Sita likes cold water/, /although her husband likes warm water/ etc.
- ❖ Let us make sure in the simple sentences, there is only one clause in each sentence. This is the main clause. In other words, a simple sentence does not have a dependent/subordinate clause.
- ❖ Let us notice that in the compound sentences, there lies a coordinating conjunction between the two clauses, for example, /The weather is pleasant/

but /the roads are muddy. The two clauses on both sides of the conjunction 'but' are independent clauses or main clauses because they can stand on their own as simple sentences.

- ❖ Let us also notice that in the two complex sentences, there is one clause which is independent, i.e., it can stand on its own as a simple sentence and the other one cannot. The one that cannot is the subordinate clause.

Please remember to show your notes to the lecturer during the contact classes.

6.4 Main clauses

In this subsection, let us focus on the main clauses only. ODEG offers the simplest description of it - "A clause that is not subordinate to any other" (p. 232). The source mentions 3 very important points as given below:

- ❖ It is traditionally contrasted with the subordinate clause.
- ❖ It can stand on its own as an independent sentence.
- ❖ In some models, a main clause can contain a subordinate clause. In that case the entire sentence is the main clause and the subordinate clause is embedded inside it.

The three points mentioned above need to be elaborated more with the help of the following examples. Please read the examples and answer the questions that follow:

- I was ten. I got a scholarship.
- I was ten and I got a scholarship.
- I was ten when I got a scholarship.

Questions:

- ✓ Identify the main clauses.
-

- ✓ Identify the subordinate clause.
-

✓ Look at sentence number (c) once more and decide which type of a sentence it is: SV, SVO, SVC or SVCA.

If we refer to unit 1 of module 1 in paper-7, we would easily identify (c) as an SVCA type of sentence.

S	V	C	A
I	was	ten	when I got my scholarship.

To quote ODEG: "The whole sentence I was ten when I got my scholarship is a main clause of the pattern SVCA, with the subordinate clause supplying the adverbial element." (p.232)

Now let us do the following exercise where we identify the main clause only. Take a pencil and underline the main clauses in the following sentences:

- a. Kristy went out and she forgot to switch off the gas fire.
- b. We know that Dr. Ghosh wrote several poems but he threw them away.
- c. The journalists who ignored the ban and printed the report might find themselves in jail.
- d. If you go walking on the hills in winter and you do not take proper equipment, you are asking for trouble.

Now see what remains outside the underlined portion. List those words here:

6.5 Subordinate clauses

The easier way to do this section is to go back to the previous set of sentences and study them once more. The clauses which are not main clauses are the subordinate clauses. But we need to do a little more with this information. We need to remember just one point: A subordinate clause always depends on a main clause. That is the reason they cannot stand on their own as a sentence. We will understand their nature more if we study the subordinate clauses in following sentences. By the way, each of

the sentences is a complex sentence. Read the following sentences and fill up the table that follows:

- a. They are pioneering a new geography in which they will establish when new races settled in particular regions.
- b. A geneticist says the Pacific islands are an ideal testing ground for the theory that the Pacific was colonized from west to east.
- c. The history begins with the day when the chief medical officer for Vanuatu noticed that a large number of people there suffered from anemia.
- d. He was advised to treat them with iron supplements so he contacted scientists at Oxford who found that half of the donors suffered from alpha-thalassemia, which is usually linked to the presence of malaria.
- e. It seems that the gene protects against malaria, since carriers of the alpha 3.7 mutant will not die of malaria even if they contract a severe bout.
- f. Although anthropological studies have been inconclusive, previous biological research has suggested that there was no contact while the Melanesians were moving East.

Number	The main clause	Subordinate clause 1	Subordinate clause 2	Subordinate clause 3
a.				
b.				
c.				
d.				
e.				
f.				

These sentences will be taken up again in the next module, where syntactic tree structures will be practiced to demonstrate the interrelations between constituents.

6.6 Summary

While we learn about a number of grammatical concepts, we should always keep in mind that they are not isolated ideas - they are interrelated. Subordinate clauses occur only in complex sentences where one clause needs to depend on another. The main clauses occur in simple sentences and compound sentences. A subordinate clause

can also be considered as a part of the main clause such as an adjunct in an SVOA type of sentence.

6.7 Review Questions

1. Name the type of clause from the following:
 - a) If you travel by air, it may be costly.
 - b) How you would solve the problem is your business.
 - c) The salesman who had come is from my village.
2. Identify the subordinate clause from the following sentences
 - a) Like a express train speeding on the tracks, he went through the door.
 - b) She went home straight from here because she has to study for her class test.
 - c) My uncle Hari who lives in America is coming home for the vacation.
3. State whether the following is MC (Main clause) or SC (Subordinate clause).
 - a) Is grammatically correct as a sentence.
 - b) Cannot make a complex sentence.
 - c) Adds more information to a sentence.
 - d) Is also known as a dependent clause.
 - e) Is a complete sentence.
4. Identify the main clause from the following:
 - a) Despite the wind and the rain, Smita searched for her dog.
 - b) I earned an A in my language test after I spent a whole night studying.
 - c) She was telling us that she knew the secret.
5. Mention the type of sentence from the following: SV, SVO, SVC, SVCA
 - a) He succeeded.
 - b) I knew that he would succeed.
 - c) He succeeded because he worked hard.
 - d) He was twelve when he succeeded.
6. Add subordinate clauses to the following sentences.
 - a) I would do this.
 - b) The children were playing.

- c) He was contended.
7. What are the differences in structure and punctuation for the following complex sentences?
- a) After the singing class started, Lily arrived.
b) Lily arrived after the singing class started.
8. What is the difference between the clauses from the two sentences?
- a) I know he lives in Kolkata.
b) I know where he lives.
9. Write the main clause.
- a) I gave him the book he was looking at.
b) I made a mistake in giving him my address.
10. Why do we get a complex sentence from a main clause and a subordinate clause?

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Unit 7 □ Relative Clauses-Restrictive & Non-Restrictive

Structure

7.1 Introduction

7.2 Objectives

7.3 Relative Clauses

7.4 Restrictive Relative Clauses

7.5 Non-Restrictive Relative Clauses

7.6 Summary

7.7 Review Questions

7.8 References

7.9 Reading List

7.1 Introduction

This unit plans to discuss a few aspects of relative clauses. Previously we looked at the adjective clauses. Relative clauses are basically adjectival in nature. Their primary grammatical task is to modify a noun phrase. Depending on the nature of modification, the relative clauses are divided into two types, restrictive and non-restrictive relative clauses.

7.2 Objectives

After going through the unit you will be able to:

- ◆ Learn more on subordinate clause,
 - ◆ Learn on essential and on-essential information in a sentence,
 - ◆ Understand types of relative clauses.
-

7.3 Relative Clauses

Let us keep in mind a few facts about relative clauses in English:

- ❖ All relative clauses are subordinate clauses.
- ❖ They all have a relative pronoun such as who, which, where and even that to start with. Sometimes it can be absent but can be 'felt'.

- ❖ Category wise, they are adjectival in nature.
- ❖ Hence each relative clause modifies a noun phrase.

The following examples from Swan (2016) are considered as canonical examples of relative clauses:

- a. Have you ever spoken to the people who live next door?
- b. Those who are not yet registered should do so at once.
- c. There is a programme on tonight which you might like.
- d. He has got a job in a new firm where they don't work much long hours.
- e. Here is the book that you were looking for.

Let us do a small activity with these five sentences.

- ❖ Let us identify the relative pronouns in the sentences in (a) to (e) above and circle them.
- ❖ Let us underline the subordinate clauses that start with the relative pronouns.
- ❖ Let us now look at the constituent left to the relative pronoun and put a bracket around it - this is a noun phrase modified by the relative clause.

As we are able to do the above three, we will be able to fill in the following table now:

Sentence	Noun phrase modified by the relative clause	Relative pronoun	Relative clause
a.	the people	who	who live next door
b.			
c.			
d.			
e.			

7.4. Restrictive Relative Clauses

The first point to keep in mind in the distinction between restrictive and non-restrictive relative clauses is that, we must not give too much importance to the literal meaning of the word 'restrictive'. These two are only two grammatical terms denoting two debatably distinguishable grammatical behaviours of relative clauses. The terms have been being used by convention, the origin of which is difficult to trace. Restrictive clauses seem to contain information which are considered essential to the meaning of the sentence in which it is embedded. The sentence seems to be semantically incomplete as it does not make much sense without the clause. In the examples below, we would note how the clauses give information to describe and define the nouns which precede it.

- a. He is the journalist who interviewed the leader of the opposition.
- b. That is the seat where I lost my purse.
- c. We are talking about a time when rice was two rupees a kilo.
- d. She is the heroine whose father was a great actor.

In all the sentences above the underlined relative clause give 'essential information' for which the sentence is composed. The main/principal clauses here do not convey much information as we can note if we read them separated from the subordinate relative clause:

- a'. He is the journalist _____
- b'. That is the seat _____
- c'. We are talking about a time _____
- d'. She is the heroine _____

If we imagine a context of a conversation where these sentences occur, the information given in the main clauses (a' to d') seem to be known both by the speaker and the hearer. It is the information in the subordinate relative clause that the speaker has to give the hearer. This is the grammatical context of the restrictive relative clauses. And let us keep in mind that no constituents 'restrict' anything in these clauses.

By convention, users of standard English language all over the world do not use a comma before a restrictive relative clause.

7.5. Non-restrictive Relative Clauses

Naturally, a non-restricted relative clause is the one which contain non-essential information for the sentence.

- e. Mr. Jatin Pal, who lives in my locality, is the MLA of our constituency.
- f. His whole family went on a holiday to Mandarmoni, which is in East Midnapur district.
- g. Priyanka, whose mother is a school principal, is very knowledgeable in online learning.
- h. The New Market, which was an icon of Calcutta city, has now lost its glory because of the modern shopping malls and multiplexes.

By convention, commas are used on both sides of a non-restrictive relative clause.

In the examples from (e) to (h) it is noticed that the underlined relative clause gives information which can be considered 'additional' to the main information that is conveyed through the main clause.

For want of space here, let us keep it for more discussion during the contact classes.

Exercise

Join the following simple sentences into complex sentences, turning one of them into a relative clause. Try to examine if the relative clause is restrictive or non-restrictive.

- a. Ten families went to the beach. Their children had a sandcastle competition.

- b. Sarala Aunty is my mother's friend. She is a great cook and a salad designer.

- c. The car broke down yesterday. It is running perfectly well today.

- d. The marketing team wrote a report. It was presented in today's Board meeting.

- e. Kolkata is the capital of West Bengal. It is called the City of Joy.

7.6 Summary

The unit 7 discussed the grammatical distribution of relative clauses and their nature of modifying noun phrases. We should now go back to the section on adjective clauses once more in unit 6 and make sure that we understood all the points clearly. Work on the following questions to check your comprehension.

7.7 Review Questions

1. Find relative clauses from the following:
 - a) I like people whose company makes me happy.
 - b) This is the duplicate key which opens the back door.
 - c) Have you got anything that belongs to him?
2. Name the type of relative clause for the following:
 - a) What is the name of the old lady who just came in?
 - b) People who maintain a balanced diet are fit for the tour.
 - c) Have you got something that will drive away the flies?
3. Name the relative clause for the following.
 - a) This is Ms Sen, who's joining us on Monday.
 - b) He married someone, whom he met on a bus.
 - c) I poured him a drink, which he drank at once.
4. What is the basic difference between the sentence structures in Question 2 and Question 3?
5. State whether the following statements are True or False.
 - a) Restrictive relative clause restricts the noun it is talking about.
 - b) Non-restrictive relative clause provides more unnecessary information to understand a whole sentence.

- c) Restrictive relative clause is not essential to the meaning of a sentence.
d) Non-restrictive relative clause is an adjective clause.
6. Decide whether the following relative clauses are restrictive or non-Restrictive.
- a) My sister who is 25 years old spent her holiday in France.
b) My sister, who is 25 years old, spent her holiday in France.
7. Write the main clause of the following sentences.
- a) The monument which we visited is very old.
b) My brother who lives in Tokyo came to see me last month.
8. Define restrictive relative clauses with examples.
9. Define non-restrictive relative clauses with examples.
10. Explain the difference in clauses from the sentences:
- a) The man who lives next door won the lottery.
b) Mr Spencer, who lives next door, won the lottery.

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Unit 8 □ Ambiguity in sentences, IC Analysis

Structure

- 8.1 Introduction**
- 8.2 Objectives**
- 8.3 Ambiguity in sentences**
- 8.4 IC Analysis**
 - 8.4.1 Modification**
 - 8.4.2 Predication**
 - 8.4.3 Complementation**
 - 8.4.4 Subordination**
 - 8.4.5 Coordination**
- 8.5 Summary**
- 8.6 Module Conclusion**
- 8.7 Review Questions**
- 8.8 References and Reading List**

8.1 Introduction

Ambiguity is an essential property of a human language. We know that the process of linguistic communication involves two stages; formation of a structure (such as a sentence) by a speaker or a writer and its interpretation by the hearer or a reader. When one structure gives scope for more than one interpretations, ambiguity is created. For example, the expression "an Indian Economics teacher" can have two meanings, a. A teacher of Economics who is an Indian citizen and b. A teacher of Indian Economics. This kind of multiple interpretation is possible since the grammar of English allows two types of linking of the constituents of this expression: a. an Indian [Economics teacher] and b. an [Indian Economics] teacher.

In this unit, we will first discuss how different ways of linking syntactic constituents result in ambiguity. In the second part we will discuss immediate constituent analysis or IC analysis.

8.2 Objectives

After going through the unit, you will be able to:

- ◆ Understand the concept of 'ambiguity'.
- ◆ Learn about IC analysis.
- ◆ Know about ambiguity and IC analysis.

8.3 Ambiguity in sentences

1- The hatred of the killers could mean either : 2- Someone hated the killers or
3- The killers hated someone.

Let us notice the nature and scope of ambiguity in the following two sentences

- a. I like syntax more than my colleague.
- b. Babu kicked Raju, and he broke his leg.

In the first sentence (a), there are two possible meanings that a speaker may intend to convey, let us call them 'paraphrases':

- ❖ "I like syntax more than my colleague likes syntax".
- ❖ "I like syntax more than I like my colleague."

The two paraphrases are possible since the grammar of the English language two different ways of interrelating the constituents of this sentence (a). Similarly, the second sentence (b) also has two possible paraphrases:

- ❖ "Babu kicked Raju and Babu broke his leg."
- ❖ "Babu kicked Raju and Raju broke his leg."

These two paraphrases are possible since both the proper names (Babu and Raju) share their PNG features (Person-Number-Gender) with the possessive pronoun "his". This ambiguity will not arise if, the speaker and the hearer belong to a culture where either Babu or Raju is a feminine name.

Whereas in (a) and (b) ambiguity arises out of two possible syntactic relations, it can also arise out of two meanings of a given lexical item (word) as seen in the following pair of sentences:

- c. I saw a bat.
- d. Shakespeare is fascinating to understand.

In (c), a speaker may mean s/he has seen any one of the following two:

- ❖ A long and flat wooden object used for hitting the ball in games such as cricket or baseball.
- ❖ A small animal that flies at night and looks like a mouse with two wings (Dictionary meanings of 'bat' from Macmillan English Dictionary).

In case of (d) the word Shakespeare may mean either of the following two:

- ❖ The character of Shakespeare.
- ❖ The works of Shakespeare.

This type of ambiguity is called lexical ambiguity since the seed of the ambiguity is in a certain word.

Now let us quickly check if an ambiguous sentence and one of its meanings are given, we can infer the second meaning.

- e. Didi hit a policeman with an umbrella.

- ❖ Paraphrase 1: Didi hit a policeman who held an umbrella.

- ❖ Paraphrase 2: _____

- f. Flying planes can be dangerous.

- ❖ Paraphrase 1: The act of flying planes can be dangerous.

- ❖ Paraphrase 2: _____

Ambiguity can also occur due to different ways of relating the immediate constituents of a sentence. Let us study the following sentences closely.

- g. The parents of the bride and the groom were waiting.

- h. Small dogs and cats are all over the place.

The first sentence (g) may mean 'the parents of BOTH the bride and the groom are waiting' or 'the parents of ONLY the bride, and the groom' are waiting. These two meanings are derived due to two different ways of relating the constituents of the same sentence. The ways are shown with the help of square brackets here:

❖ Paraphrase 1: [The parents of [the bride and the groom]] were waiting.

❖ Paraphrase 2: [[The parents of the bride] and [the groom]] were waiting.

Here small and large size square brackets are used for ease of understanding.

Similarly, for the next sentence (h) there are two possible ways of relating the adjective 'small' to the nouns 'dogs' and 'cats'.

❖ Paraphrase 1: [The small [dogs and cats]] are all over the place.

❖ Paraphrase 2: [The [small dogs] and [cats]] are all over the place.

We will come back to the issues in ambiguity once we complete the next subsection on IC analysis. Before that, let us quickly test our intuition on ambiguity for the following sentences:

i. He went to the bank.

❖ Paraphrase 1: _____

❖ Paraphrase 2: _____

j. They are watching dogs.

❖ Paraphrase 1: _____

❖ Paraphrase 2: _____

k. I'll tell you when they arrive.

❖ Paraphrase 1: _____

❖ Paraphrase 2: _____

8.4. IC Analysis

IC-analysis is a method of syntactic analysis and it expands as "immediate constituent analysis". The constituents of a sentence namely phrases and clauses relate to one another in different ways. Each constituent has an immediate relation with another constituent. For example, in the sentence, "The most intelligent student in my class comes from a very poor but hard-working family" the constituents relate to one another in different ways. To understand, let us read the following questions, then read sections 8.3.1 to 8.3.5 and finally come back to answer the questions:

- ❖ What is the relation between "The most intelligent student in my class" and "comes from a very poor but hard-working family"?
-

- ❖ What is the relation between "most" and "intelligent"?
-

- ❖ What is the relation between "poor" but "hard-working"?
-

- ❖ What is the relation between "in" and "my class"?
-

We must have noticed that these constituents which are kept under quotes relate to each other in different ways.

8.4.1. Modification

Modification is a semantic relation in which one constituent modifies another constituent. They can be called 'modifier' and 'modified'. If we study the following sentence closely:

The President was [quite][upset] at [the reception][that he received].

We would agree that in the phrase "quite upset", 'quite' is the modifier and 'upset' is the modified. Similarly, in the noun phrase "the reception that he received", 'the reception' is the modified and the relative clause 'that he received' is the modifier. In English, there is no fixed rule about the directionality of these two items. In other words, a modifier can either precede or follow the modified.

8.4.2. Predication

This semantic relation is based on the very traditional idea that a sentence or a clause is a combination of a subject and a predicate. The relation that exists between a subject of a clause and its predicate is called predication. Let us look at the following two sentences:

- [We][are going to take a vacation before the airfares go up.]
- [All the people][enjoyed the dinner and the concert that followed it.]

In (a), 'We' is the subject and in (b) 'All the people' is the subject. The remaining part of each sentence is the predicate.

8.4.3. Complementation

The semantic relation of complementation exists between a verb and its object or complement. It also exists between a preposition and its complement. In the following sentence there are three sets of complementation:

If they [got] [a carpet], [at] [first] they had to [decide][where was the best place to put it.]

- ❖ "a carpet" complements the verb "got",
- ❖ "first" complements the preposition "at",
- ❖ "where was the best place to put it" complements the verb "decide".

8.4.4 Subordination

Subordination is a semantic relation in which a constituent (a clause or a phrase) 'depends' on another 'constituent'. In the following sentence :

He walked [as if] [someone was following him.]

The clause "someone was following him" depends on the subordinator "as if". Without "as if" the clause cannot be related to the first part of the sentence "He walked".

8.4.5 Coordination

The notion of coordination is the simplest among all the relations and it is very easy to identify too. If two constituents, phrases or clauses are joined by a coordinator or a coordinating conjunction, there is a coordination relation among the immediate constituents. In the first sentence below, two clauses are coordinated:

[I have eaten two pizzas] but [I am still hungry].

On the other hand, in the second sentence, two pairs of phrases are coordinated:

I [like] and [admire] [pizzas] and [pastas].

- ❖ Like and admire - coordination of verb phrases
- ❖ Pizzas and pastas - coordination of noun phrases

Task 1.

In each set below, one constituent is identical. With the help of IC analysis, establish the similarity or difference between the sentences in each set:

Set A

1. I wondered when the plane would leave.
2. I would take a video when the plane would leave.

Set B

1. John asked me whether I was ready yet.
2. I myself did not know whether I was ready yet.

Set C

1. They accept the theory that the world is flat.
2. They accept the theory that the group proposed.

Set D

1. We still have the problem of how we are to fund the extra resources.

2. How we are to fund the extra resources is still a problem for us.

Task 2. Ambiguity and IC Analysis (Mainly for contact classes)

Study the following sentences and decide if they are ambiguous. With the help of IC analysis show the reason for the ambiguity:

- a. John lost his friend in the overcrowded subway station.
- b. Shakespeare is fascinating to understand.
- c. Annie whacked a man with an umbrella.
- d. We saw the man with the telescope.
- e. Visiting aunts can be a nuisance.
- f. The parents of the bride and the groom were waiting.

8.5 Summary

This unit has been developed keeping in mind that our study of English syntax must not be restricted to knowing the "what" aspects of certain grammatical terms. We should be able to identify constituents of novel sentences, analyze their parts and justify our analysis with the help of the notions learnt in this unit.

8.6 Module conclusion

Let us keep in mind that we are not studying this module only to know about the "what" aspect of clauses and their categories. Our main objective is to gain competency in the "how" and "why" aspects of clauses. In other words, we are not going to stop with just knowing what a noun clause or a relative clause is, but we need to know how they are distributed in sentences.

Besides, we need to be in a position to apply our logic to establish why, in a sentence so far unfamiliar to us, a clause can be categorized as a noun clause, an adjective clause or an adverbial clause. At the end of the day, we are English language

teachers and we need to impart in our students a life-long skill of critical thinking which they can use to understand the composition of new sentences beyond their contact with us as their English teachers.

8.7 Review Questions

1. What is IC analysis?
2. What is ambiguity? Illustrate.
3. Analyse the structure of Predication for the following:
 - a) I am giving a presentation.
 - b) Poor John ran away.
 - c) The girl is happy.
4. Analyse the modifier and the modified for the following:
 - a) The children found a white puppy.
 - b) Barking dogs seldom bite.
 - c) The old man sold an old car.
5. Analyse the structure of co-ordination.
 - a) My friend ate apples and oranges in the morning.
 - b) It was getting late and they were hungry.
 - c) We can go swimming or we can stay here.
6. Analyse the structure of complementation.
 - a) He didn't give any reasons for the changes.
 - b) The dog hated the thought of leaving the man in the park.
 - c) The pupils in the class were made to read aloud all together.
7. Analyse the structure of Subordination.
 - a) Although it was not dark, the stars were visible in the sky.
 - b) They started the welcome song as soon as he came.
 - c) I won't respond unless you make a patch up with me.

- d) They were here because they know her.
8. Analyse the ambiguous sentences.
- a) The professor's appointment was shocking.
- b) I could not sleep because of the cricket.
- c) John drove his car to the bank.
9. Explain two problems that ambiguous sentences can create in communication.
10. How many interpretations can you list for the sentence - Put the book on the table by the window in the bedroom.

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Module 3 : Transformations of Sentences

Unit 9 □ Nature of Sentence-Deep Structure, Surface Structure 1

Structure

- 9.1 Introduction**
- 9.2 Objectives**
- 9.3 Deep Structure and Surface Structure**
- 9.4 Competence and Performance**
- 9.5 Rules of Generative Grammar**
- 9.6 The Standard Theory**
- 9.7 Summary**
- 9.8 Review Questions**
- 9.9 References**
- 9.10 Reading List**

9.1 Introduction

This unit introduces a very crucial distinction of concepts in the study of syntax of English as well as of all natural human languages -Deep Structure and Surface Structure. These concepts were used extensively in the Standard and Extended Standard Theories of Transformational Generative Grammar which was founded by Noam Chomsky with his path-breaking publication *Syntactic Structures* (1957). This model of grammar had two broad objectives - one, to account for fundamental similarity among languages despite their apparent diversity and two, the ability of a natural learner of a language to gain control over its grammar reflected in his/her successful identification of grammatical as well as ungrammatical sentences. Both the concepts were hypothetical in nature, used in order to explain the phenomenon of how a finite set of grammatical rules can generate an infinite number of new meaningful grammatical sentences in a language.

9.2 Objectives

After going through the unit you will be able to :

- ◆ Know about deep structure and surface structure.
- ◆ Enhance your understanding of the system of English language in the context of deep structure and surface structures.
- ◆ Approach the task of language teaching in a better way.

9.3 Deep structure and surface structure

This topic has been debated upon among linguists from different schools of thought for a very long time. In this module we will try to bring in the aspects of it which are relevant to understand how sentence structures can be conceptually related to their meanings. These understandings are considered as crucial since we are language teachers and are monitors of our learners' learning of language. It is highly relevant to note that we handle sentences in their Surface Structures and we all refer to their Deep Structures - often we do it subconsciously as long as we have not been introduced to these two terms.

The purpose of this module is to allow the language teachers to apply these two notions in their understanding of language structures, especially syntactic structures. In layperson's terms, Surface Structure is the structure that we see while we read and Deep Structure is the structure that underlie it, that we understand the meaning of. For example, in the sentence, "Open the door, please." the surface structure is "Open the door, please." which we read in print or we hear in sounds. But don't we understand it as, "YOU open the door, please"? The meaning component YOU is very much part of this proposition contained in the frame of information of the sentence, but it does not surface. It is only understood. Hence, to start with, we will understand deep structure as the structure of a sentence that we understand.

Now the question is, why do we need to focus our attention to the Deep Structure? Or why is the Surface Structure alone not enough to study syntax?

This can be understood well only if we take note of the theoretical background of a tradition of linguistic analysis called Transformational Generative Grammar which was consolidated in two famous books by Noam Chomsky, namely *Syntactic Structures* (1957) and *Aspects of the Theory of Syntax* (1965). There were other important

publications too before and after these two works which have also contributed to the new tradition of linguistic inquiry.

Let us see what was 'new' in the approach of Chomsky and other generative linguists. Professor S.K. Verma and Professor N. Krishnaswami, who taught in the Central Institute of English and Foreign Languages, Hyderabad (at present English and Foreign Languages University or EFLU) for many decades gave a very comprehensive account of the theoretical background of generative grammar in a very reader-friendly way in their book *Modern Linguistics: An Introduction*. Some of the points considered by them are elaborated here with examples:

Generative grammar assumes that there is a 'mental reality' underlying the 'actual linguistic behaviour'. For example, in the sentence "Open the door, Please", the actual linguistic behaviour is what is written or heard "Open the door, Please" but the mental reality is that the sentence is understood as "YOU open the door, Please". Clearly, the representation in the mental reality goes slightly beyond the actual linguistic behaviour. It accommodates the logically plausible information mutually understood between the speaker and the hearer, the two participants in an exchange of language. The term Deep Structure was a tentative name given to represent the mental reality of a sentence. Generative grammarians insisted that the aim of sentence analysis or for that matter language analysis should be the Deep Structure. Hence, we can say that they wanted to link how language functions with how the human mind functions in processing language or linguistic structures.

9.4 Competence and Performance

Generative grammar also made a distinction between two fundamental concepts related to the knowledge and use of language in a universal perspective - competence and performance. Competence is the knowledge of the core grammar of a speaker's language which gives him/her the ability to 'see through' structures and relate the structures with the meaning that would generate. Performance, on the other hand is the speaker's actual use of language. All that we read or hear, speak or write are linguistic expressions in performance. But what makes it possible especially what enables a user to speak or write grammatically correct sentences and to give judgment on the grammatical correctness of a sentence is his/her Competence - the core knowledge of the system of a language. This knowledge is invisible and inaudible but its very existence is discernible from written or spoken language which are expressions

of performance. For example, when an English speaker says "Open the door, Please", it is his/her performance in speech. What enables him/her to say it correctly is his/her knowledge of the English grammar which employs information beyond what is said. To elaborate further, the speaker knows that in this sentence the subject is YOU which is not pronounced but is meant. This information is part of his/her competence. Now, approaching this sentence from the hearer's side, the hearer too understands this sentence as "YOU open the door please". Again, it is his/her part of his/her competence which allows him/her to accept this sentence as grammatically correct. One can relate performance to the surface structure and competence to the deep structure.

A speaker gains competence in a language by mastering its grammar which, according to the generative grammarians, is a 'finite set of rules'. This means that the grammar of a language has a limited number of rules. However, this does not mean that the language has a limited number of sentences. In fact, a language potentially has infinite number of sentences.

Task 1. Consider the following sentence:

'*We speaked at the café this week end.'

Is this error due to competence or performance?

Your answer:

9.5 Rules of Generative Grammar

When the grammatical rules operate on the lexical items or words, they can generate infinite number of sentences. A generative grammarian would endeavour to propose a model of grammar that can account for the strange phenomenon of how a finite set of rules can generate an infinite set of sentences. In the first two decades of the development of generative grammar the scholars made use of two types of rules, namely Phrase Structure Rules or PS-Rules and Transformation Rules or T-rules. In the theoretical models called Standard Theory and Extended Standard Theory, PS-rules were used to generate the Deep Structure and the T-rules were used to generate the surface structure. It was generally assumed that a native speaker's competence relies upon his/her knowledge of both these types of rules. For a more elaborate description of how they work, one can read the chapter on Syntax in the book *The Study of Language* by George Yule.

9.6 The Standard Theory

We must keep in mind that the generative grammar was not intended to be a mere grammar of syntax only. It had its purview three elemental aspects of the system of language - sound, meaning and (syntactic) rules. These three were also considered as primary aspects of linguistic ability. A speaker who has the knowledge of a language actually has the knowledge of its sound system, the logically constructed meaning system and the rules of sentence formation. The Standard Theory of generative grammar hence proposed three components—

- a. Syntactic component
- b. Phonological component
- c. Semantic component

The syntactic component was meant to be the central part of the grammar which had two subcomponents - the base subcomponent and the transformational subcomponent.

The base was comprised of PS-Rules (Phrase Structure Rules) and a lexicon (the mental vocabulary). The base was to generate infinite set of sentences in their deep structures with the help of a finite set of Phrase Structure rules.

The Transformational subcomponent was made responsible for generating the surface structures with the help of a finite set of Transformational Rules.

The semantic component was related to the Deep Structure of a sentence - it was thought of allowing the speaker obtain a logical interpretation of a syntactic structure.

The Phonological component was related to the Surface Structure of a sentence - it was thought of allowing the speaker to obtain the phonetic representation from the surface structure. Here we need to mind that the Surface Structure was also meant to be abstract until the phonological rules of the Phonological Component would generate the actual utterance spoken by the speaker.

9.7 Summary

In this unit (no 9) we were introduced to the basic notions of deep and surface structure of sentences as outlined by Chomsky and his associate generative linguists. We learnt that the Transformational Generative Grammar intended to account for the

native speaker's ability to perform the following mental activities related the system of language—

- a. the ability to understand syntactic structures and their interrelations
- b. the ability to relate structures with meaning
- c. the ability to pronounce the actual utterance at the time of communication

It is quite natural that we will have questions in our mind. For that let us do two short exercises:

Task 2. List all the new words (terminology) which need further clarification.

Task 3. Write a few wh-type questions arising in the mind while reading the unit.

9.8 Review Questions

1. Define Competence. Illustrate.
2. Why it is important to make a distinction between competence and performance?
3. Discuss the three components of Standard Theory.
4. What is the surface structure (SS) composed of?
5. What are the rules of Generative grammar?
6. What does deep structure (DS) represent?
7. What is the distinction between the following pairs of sentences? SS or DS?
 - a. The children broke the window.
 - b. The window was broken by the children.
8. State whether the following are true or false.
 - a. Deep structure is the meaning of a sentence.

- b. Surface structure is how a sentence is worded.
 - c. Speaking involves transforming Deep Structure into Surface Structure.
9. What is Generative Grammar?
10. Write Competence (C) or Performance (P) for the following statements.
- a. Is the real world linguistic output.
 - b. May be flawed because of memory limitations, distractions or shift of attentions.
 - c. Represents only a small sample of possible utterances.

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Answers to Task 1 and Review Questions.

Task 1 The error is due to performance. The speaker may be aware of the verb conjugation but had failed to perform.

2. It is important to distinguish between competence and performance because it allows to differentiate between a not knowing something and a speech error.

7. For the two sentences, the Deep Structure is same. There is difference in the syntactic forms. So the Surface Structure is distinct.

8. All true.

10. a. P; b. P; c. P.

Unit 10 □ Nature of Sentence-Deep Structure, Surface Structure 2

Structure

10.1 Introduction

10.2 Objectives

10.3 Deep Structure and Surface Structure of English Sentences

10.4 Nature of Sentences in the Context of a Language

10.5 More on Deep Structure

10.6 Conclusion

10.7 Review Questions

10.8 References

10.9 Reading List

10.1 Introduction

In this unit we will try to find answers to some of the questions that came to our mind while reading the previous unit. We will discuss points with the help of examples. One crucial characteristic of traditional grammars that we read in school or college is that while prescribing rules, they look at sentences "as they appear" in speech or in writing. Transformation Generative grammar approaches sentences as they are constructed and interpreted in the mind. This is the basic motivation for positing the complementary levels of structuring sentences in terms of Deep and Surface structures.

10.2 Objectives

After going through the unit, you will be able to—

- ◆ Learn on the nodes of parsing sentences
- ◆ Understand sentence analysis according to Deep Structure
- ◆ Work with Subject-Verb-Complement structures

10.3 Deep structure and surface structure of English sentences

Mathews (2007) describes deep structure as "a representation of the syntax of a sentence distinguished by varying criteria from its surface structure." For example, if we consider the surface structure of the following sentence,

- a. Children are hard to please.

We note the following:

- the subject is 'children'
- the infinitive 'to please' is the complement of the adjective 'hard'.

But in its deep structure, the word 'hard' would have as its subject a subordinate sentence in which children is the object of please. Therefore, the way we understand the constituents of the sentence is this: [to please children] is hard."

We would understand the need for a deep structure representation if we bring in a sentence to compare with a similar structure. Let us look at both of them:

- a. Children are hard to please.
- b. Children are eager to please.

What we see in the structural organization of the two sentences is that both of them have the same linear structure. In other words, both of them have the same sequence of constituents which is the following:

[Subject Children] [be-verb are] [Adjective hard/eager] [Infinitive phrase to please]

But the way we (who are standard users of English and who can intuitively judge English sentences as grammatically correct or incorrect) understand the two sentences are different. Our understanding of the meaning of the two sentences are the following:

- a. [To please children] is hard.
- b. Children are eager [to please someone].

Both the sentences have SVC structure i.e. both have three components in them, Subject-Verb-Complement. But the position of the infinitive phrase is asymmetric. Let us look at these two tables:

Subject	Verb	Complement
To please children	is	hard
Subject	Verb	Complement
Children	are	eager to please someone

This is what we understand. But what we see on paper or what we hear are slightly different. Generative grammarians intend to focus their attention of sentential analysis on the level of understanding and not on the level of what is read or heard. To reinforce what was said, let us try to generate two different representations of this famous pair of sentences, originally constructed by Chomsky:

- c. John is easy to please. (Meaning "For someone to please John is easy.")
- d. John is eager to please. (Meaning "John is eager to please someone.")

Task 1 : Looking at the two tables above, let us fill in the following table to understand the sentences given in italics above:

Subject	Verb	Complement
	is	
Subject	Verb	Complement
	is	

We clearly note that both c and d have the same word order and the same sequence of grammatical constituents Subject-Verb-Adjective-Infinitive Phrase. But as the sentences in italics would indicate, their internal relations are different. That is because they have different deep structures.

10.4 Nature of sentence in the context of a language

Burton-Roberts (2011) in Chapter 11 of his book *Analysing Sentences: An Introduction to English Syntax* raised the canonical question - What is a language? In answering the questions, he put forward two answers:

- A language is a system of communication.
- A language is a set of sentences.

Needless to say, that we are quite familiar with the first statement. It is the second statement which lead us to thinking in a different or rather a new way.

The author attributed the idea to Noam Chomsky who, according to him, "opened up a fruitful avenue of thought more interesting and accurate than any other idea around at the time".

Ray Jackendoff, a renowned generative grammarian who has been following the tradition of inquiry and analysis since 1957, wrote in 2007 that the first chapter of Chomsky's *Aspects of the Theory of Syntax* (1965) was remarkable as it set the agenda for everything that has happened in next half a century. There were three theoretical pillars that supported the enterprise: mentalism, combinatoriality, and acquisition. A fourth major contribution of the *Aspects of the Theory of Syntax* is, that attracted most attention from the wider academic community, concerned the notion of Deep Structure. A basic claim of the 1965 version of generative grammar was that in addition to the surface form of sentences (the form we hear), there is another level of syntactic structure, called Deep Structure, which expresses underlying syntactic regularities of sentences.

For example, if the following two sentences are considered,

- a. The bear was chased by the lion.
- b. The lion chased the bear.

a passive sentence like (a) was claimed to have a Deep Structure in which the noun phrases are in the order of the corresponding active (b).

Similarly, if a pair of an interrogative sentence and an assertive sentence is considered,

- c. Which martini did Harry drink?
- d. Harry drank that martini.

It is understood that a question such as (c) was claimed to have a Deep Structure that closely resembles that of the corresponding declarative sentence in (d).

Chomsky's *Aspects of the theory of Syntax* made the striking claim that the relevant level of syntax for determining meaning is Deep Structure, following a hypothesis first proposed by Katz and Postal (1964).

This claim was only that regularities of meaning are most directly encoded in

Deep Structure, and this can be seen in the above pairs of sentences. What encouraged generative grammarians to follow the idea of Deep Structure is that the techniques of transformational grammar could lead one to represent meaning in linguistic structures. This was a large step towards uncovering the nature of human thought.

Generative grammarians argued that a number of grammatical operations take place in the Deep Structure. They are the following:

- Semantic interpretation - a speaker understands the meaning of a sentence when s/he has access to the Deep Structure.
- Assignment of grammatical relations - it is at the Deep Structure that the grammatical relations and subject and object are assigned to constituents. The fact that the meaning of 'The rat chased the cat' and 'The cat chased the rat' are different because they have DIFFERENT Deep Structures. On the other hand the meaning of 'The cat chased the rat' and 'The rat was chased by the cat' are the same because they have the SAME Deep Structure. In fact the semantic interpretation of a sentence is possible for the speaker because s/he intuitively understand the grammatical relations at the Deep Structure.
- Insertion of lexical items to their grammatical frames - It is at the Deep Structure that the speaker intuitively recognizes the category features of a given lexical item (a word). In other words, every speaker intuitively knows if a word is a noun or an adjective or an article. If the syntactic structure is "the green tree", the speaker recognizes the word 'the' as an article/determiner, 'green' as an adjective and 'tree' as a noun. Having done this, the speaker then places them in the right order to understand the aspects of meaning such as, the referent is a tree, it is green in colour and the tree is a definite one.

10.5 More on the Deep Structure

We must always keep in mind that Deep Structure is a level of mental representation - it was intended to be theoretical in nature. Of course, we have every right to ask, Why? The reason is, there are several mysteries in language and its structures which need adequate explanation from a grammarian. To elaborate, let us think about the following and ask, Why?

- An active sentence and its passive counterpart have the SAME meaning.

We know that. But can we explain, why it is so?

- The Subject-Verb-Object/Complement relation in an affirmative sentence and its negative counterpart are the SAME. It has been observed, but it needed explanation.
- The Subject-Verb-Object/Complement relation in an assertive sentence and its interrogative counterpart are the SAME. The grammar needs to explain this.

Task 2

To confirm these 3 statements let us do a short exercise in steps.

Step 1.

Convert the following sentence into passive:

- A. Uttamkumar gave a bouquet of flowers to Suchitra Sen. (Active)
- B. _____ (Passive)

Now if we compare the two sentences, we can answer the following questions:

- In A. who gave the bouquet of flowers? _____
- In A. who got the bouquet of flowers? _____
- In B. who gave the bouquet of flowers? _____
- In B. who got the bouquet of flowers? _____

Isn't it interesting that i and iii as well as ii and iv have the same answers?

A grammarian needs to explain, why the answer is the same.

Step 2

Let's look at the following two sentences and answer the questions -

C. Amitava broke the window. (Assertive sentence)

Make it into an interrogative sentence (ask a Yes-No question):

D. _____ (Interrogative sentence)

Now let's answer the following questions -

- In C, the action indicated by the verb is _____
- In C, the agent (who did the action) is _____

iii. In C, the goal (which was affected by the action) is _____

iv. In D, the action indicated by the verb is _____

v. In D, the agent (who did the action) is _____

vi. In D, the goal (which was affected by the action) is _____

Again, what we notice here is that there is striking similarity between C and D. Just to confirm, please put a tick mark (?) next to the statements below:

- i and iv have the same answer _____

- ii and v have the same answer _____

- iii and vi have the same answer _____

We are now in a position to deeply understand the rationale for constructing a level of representation called Deep Structure. It is a tentative explication of how a speaker understands the interrelations of the basic components of a sentence, regardless of the sentence types. If we look at A, B, C and D above we will reconfirm that the basic constituents of A and B are the same and those of C and D are also the same. Any standard speaker of English can confirm this without referring to a grammar. The grammar has to answer why they are the same. The answer now is that both A and B as well as C and D have the same Deep Structure.

10.6 Conclusion

In this unit, we had a detailed discussion of the notion of Deep Structure and tried to understand how it is distinct from the Surface Structure of sentences. The examples showed us how the constituents of what we read and hear are understood differently from their mere surface appearances.

10.7 Review Questions

1. Analyse the Subject-Verb-Complement of the following:
 - a. Flowers bloom.
 - b. She closed her book.
 - c. I and my brother have visited the gardens.
2. Discuss the Deep Structures from the following:

- a. Old table and chairs.
- b. The small boy chased the large dog.
3. Give two Surface Structures for the following:
 - a. The dog saw the girl.
 - b. The runner broke the world record.
4. Mention the type of sentences and their S-V-C.
 - a. The sun is the brightest star in the universe.
 - b. Do you think I should buy a school bag?
 - c. He met them after a long time.
 - d. This is not a correct approach.
 - e. My grandmother tells me interesting stories.
5. Write three assertive sentences and discuss their multiple Deep Structures.
6. Write three affirmative sentences and their negative counterparts and analyse them into S-V-C.
7. Write the Deep structure representations for the following:
 - a. The news is so good that it cannot be true.
 - b. She is too tired to speak.
 - c. He is the best boy in the class.
 - d. She did not accept the proposal.
 - e. We like pizza.
8. Write surface structures of the following pattern.

Subject	Verb	Complement
Object	Verb	Complement

9. Give two surface structures for each of the following:
 - a. Small boys and girls are on the play ground.
 - b. The tourist saw the man with a telescope.
 - c. The lady bumped into the man on the pavement with an umbrella.
10. Can a single Deep Structure be the source for many Structures? Why?

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Unit 11 □ Transformation of Sentences 1

Structure

11.1 Introduction

11.2 Objectives

11.3 Writing conventions in syntactic analysis with rules

11.4 Phrase Structure Rules

11.5 Transformation Rules or T-rules

11.6 Conclusion

11.7 Review Questions

11.8 References

11.9 Reading List

11.1 Introduction

We always associate grammar with rules. But what exactly are rules? Are they actually written anywhere? If yes, are they written in the same way in different sources? Can the same rule be written in different ways? Are rules exclusive entities or are they related to each other? In the context of grammar, if a sentence requires more than one rules to be used how should they be ordered? These are some of the fundamental questions that perpetually keep scholars engaged in new inquiries. The Transformational Generative Grammarians also sought answers to them. In their theoretical framework, they introduced various types of rules. A rule is nothing but an objective, explicit expression of some sort of generalization observed in the system of a language. Once expressed, it is expected to generate grammatically correct expressions attestable by the native speakers of the language.

11.2 Objectives

After going through the unit, you will

- ◆ Know the conventions of rule writing
- ◆ Learn on Phrase Structure Rules (PS-rules) and generation of deep structures.

- ◆ Learn Transformational Rules (T-rules) and generation of surface structures.
- ◆ Understand how the PS-rules and T-rules work.

11.3 Writing conventions in syntactic analysis with rules

Before we proceed further to discussing the rules, we need to acquaint ourselves with some of the conventions in syntactic rule writing.

- ❖ The use of abbreviations - it is commonly assumed that a student of syntax is familiar with the abbreviations of names of syntactic constituents. Some of the very frequent standard abbreviations are the following:

S = Sentence

NP = Noun Phrase

VP = Verb Phrase

AdjP = Adjective Phrase

AdvP = Adverb Phrase

PP = Preposition Phrase

Art = Article

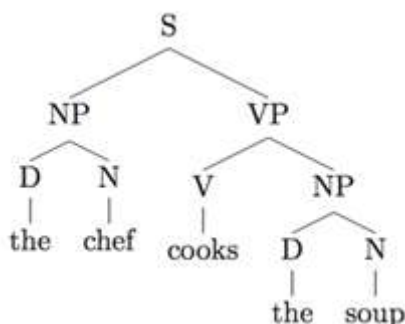
Det = Determiner

Aux = Auxiliary

- ❖ Use of an arrow (\rightarrow) The symbol of arrow is conventionally read as "goes to" and understood as "consists of". For example, the expression in the PS-rule $NP \rightarrow \text{Art } N$ is read as "NP goes to Article and Noun" and understood as the Noun Phrase consists of an article and a noun. This rule describes the possible structure of a Noun Phrase.
- ❖ Use of brackets (): A pair of first brackets are used to indicate an optional constituent in a phrase. For example, the PS-rule $NP \rightarrow \text{Art } (\text{Adj}) N$ is understood as the NP consists of an article, an adjective and a noun and among these three, the adjective is optional. This rule also describes the possible structure of a Noun Phrase.
- ❖ Use of brackets { } : A pair of second brackets are used to indicate that only one of the constituents inside it can be used at one time. For example,

the PS-rule Modal \rightarrow {shall, will, can, could} is understood as only one of the 4 modals can be used within a verb phrase.

- ❖ Use of the symbol star (*): The star symbol is used to indicate that a syntactic construction is ungrammatical and hence not a sentence. For example,
 - * The unfortunately bird could not fly rain due to.
- ❖ Tree-structures and its branches: The detailed labeled analysis of a sentence is called a Tree-structure and its parts are analogically called 'branches'. For example, the constituents of the sentence 'The chef cooks the soup' can be represented as the following:



In this representation, the entire structure is called a 'tree'. Each part is called 'a branch'. We must note with care that each branch is actually a visual representation of a PS-rule.

In this tree there are two branches which are identical - one in the left hand side and the other is in the right hand side:



This is nothing but another representation of the same rule written as $NP \rightarrow D N$ and is understood as the Noun Phrase consists of a determiner and a noun.

Let's also note that this branch is also seen in the same tree, two times, because the same rule has been applied two times to describe two different NPs - "the chef" and "the soup". One of the properties of rules is that they are "recursive" i.e. the same rule can be applied again and again.

Task 1 Give the tree structures for the sentences:

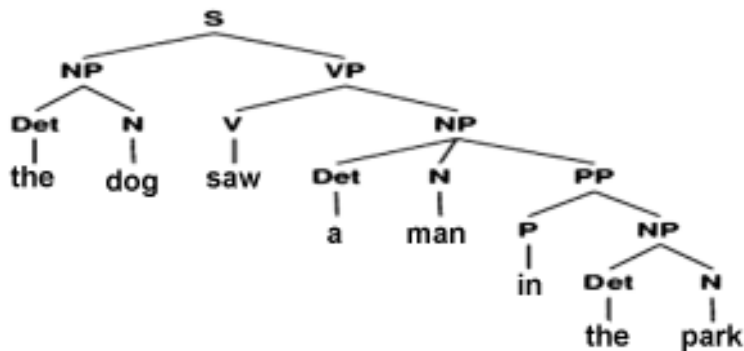
- Peter works in Gujarat.
- She is very intelligent.
- We reached home.
- My last name is Jones.
- You are single.

Your answer:

11.4 Phrase Structure Rules

We mentioned in the previous unit that in the generative grammarians' analysis, the system of language consists of a finite set of rules that can generate an infinite number of sentences. With this in mind, let us see if we can identify a few rules of English language.

Let us take a sentence, The dog saw a man in the park. If we draw a tree structure in the same manner as shown in the previous page, we will get the following:



Now let us understand each of the branches of this tree with the help of the following statements.

Task 2 Let's tick (✓) the box next to the statement as we understand the statement.

- The dog saw a man in the park. - This is a sentence. It is represented by the capital letter S.
- This sentence is made up of two parts - NP and VP. NP stands for Noun Phrase and VP stands for Verb Phrase. NP and VP are labels for constituents traditionally known as Subject and Predicate.

3. NP (Noun Phrase) is made up of two constituents, Det and N. Det stands for Determiner (Article) and N stands for Noun.
4. VP (Verb Phrase) is made up of a Verb and another NP (Noun Phrase). This time this NP is the object of the sentence.
5. The object NP is made up of a Det, an N and a PP (Prepositional Phrase)
6. The PP is made up of a P (Preposition) and an NP.
7. The last NP is made up of a Det and an N.

These statements are true observations of a grammatically correct English sentence. Are they rules? - No, they aren't. So where are the rules? A generative grammarian would say that the rules governing these statements are to be written in a specific manner which will reflect economy of expression i.e. written in a very short form, almost mimicking mathematical expressions. The following table gives the rules in formalized expressions and explains what each rule means.

Task 3 Let's tick the last box as we understand the rule.

Rule no.	Rule	Meaning of the rule	Sentence/part where it works	Put ✓ if clear
1.	$S \rightarrow NP VP$	The sentence is made up of an NP and a VP.	[NP The dog] [VP saw a man in the park]	
2.	$NP \rightarrow Det N$	The NP is made up of Determiner(article) and Noun.	[NP [Det the] [N dog]	
3.	$VP \rightarrow V NP$	The VP is made up of V (verb) and an NP.	[VP [V saw [NP a man in the park]]]	
4.	$NP \rightarrow Det N PP$	The NP is made up of Determiner(article) a Noun and a PP (Prepositional Phrase).	[NP [Det a [N man [PP in the park]]]	
5.	$PP \rightarrow P NP$	The PP is made up of a P (preposition) and an NP.	[PP[Pin [NP the park]]]	
6.	$NP \rightarrow Det N$	The NP is made up of Determiner(article) and Noun.	[NP [Det the] [Npark]	

Let's notice something very interesting here. The rule numbers 2 and 6 are identical - NP → Det N. It means the same PS-rule is applied twice in the sentence. The generative grammarians attribute this to a property of rules in general called Recursion. This property allows a particular rule to be applied any number of times to generate new sentences or sentential components.

The purpose of the PS-rules is to generate the underlying Deep Structure of a sentence. In other words, a speaker of English, with his/her access to the Deep Structure of the sentence have understood the 7 statements listed above with the help of which s/he processes the meaning of the sentence which essentially requires him/her to understand the interrelation of all the components of the sentence.

Having accepted that the underlying Deep Structure represents the level of understanding of the grammatical and meaning content of a sentence, we need to explore how to reach the Surface Structure. It was proposed that a set of Transformational Rules or T-rules are responsible to generate the Surface Structure.

11.5 Transformation Rules or T-rules

While the PS-rules generate the deep structure, they do so in a rather fixed manner in a specific word order which is often different from the word order of the Surface Structure. Let us look at the two sentences illustrated in the book *The Study of Language* by George Yule:

- a. Mary saw George recently.
- b. Recently Mary saw George.

A native speaker of English would not see any difference either in the meaning or in the grammar or these two sentences. They are just the two different representations of the same content. The generative grammarian would like to account for this reality in terms of a rule, which is different in nature and operation from the PS-rules. This type of a rule is called a Transformation rule or T-rule. Its task is to generate the Surface Structure from the Deep Structure. The sentence in b above is generated through the T-rule of Adverbial Movement. The rule allows an adverbial to be moved from its original position (in the end of the sentence) to another position (in the beginning of the sentence) which the native speaker of English would approve as grammatical. This how we get the following:

Mary saw George recently. → T-rule [Adv-Movement] → Recently Mary saw George.

This T-rule by default does not generate the following since it is ungrammatical by the judgment of a native speaker:

*Mary saw recently George.

Now to understand the process of transformation in other types of sentences let us consider another pair of sentences:

c. The dog chased that girl.

d. That girl was chased by the dog.

A native speaker of English would say that both the sentences mean the same. In both the cases 'the dog' is the agent of the action 'chase' and 'that girl' is the patient, who bears the consequence of the action. Both of them hence have the same Deep Structure. Now the issue is to account for a different surface structure for the sentence in d. This is where a T-rules comes into operation. The relevant T-rule here is Passivization, which alters the phrase order of Subject NP 'the dog' and the object NP 'that girl', inserts an additional auxiliary 'was', internally changes the verb from past 'chased' to past participle 'chased', and introduces a preposition 'by' to carry the object NP. This entire description of grammaticality can be economically expressed as the following:

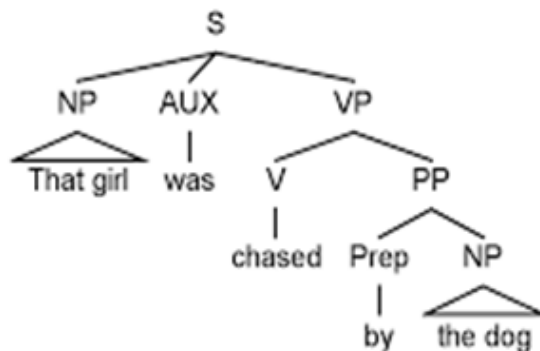
The dog chased that girl. → T-rule [Passivization] → That girl was chased by the dog.

As T-rules are held responsible for any changes in word order in the Surface Structure, we can look at one more process of Transformation. Let us look at the following pair of sentences now:

e. That girl was chased by the dog.

f. Was that girl chased by the dog.

If we write the constituent order of e here as - [NP - Aux - V - PP] as we can see in the following tree,



We are surely in a position to see the change in the word order in f. It is [Aux - NP - V - PP]. What is the effect of this change? It transforms the assertive sentence in e into an interrogative sentence. A Transformation rule called Aux-inversion is responsible for this change. The operation now can be economically written as the following:

That girl was chased by the dog. → T-rule [Aux-inversion] → Was that girl chased by the dog?

To repeat, in this section we saw how three different types of T-rules can operate to transform one type of sentence to another. We will remember them as the following points:

- ❖ T-rule [Adv-movement] can change the position of an adverb in the sentence transforming one grammatical sentence to another.
- ❖ T-rule [Passivization] can transform an active sentence into a passive sentence.
- ❖ T-rule [Aux-inversion] can transform an assertive sentence into an interrogative sentence.

11.6 Conclusion

In this unit, we discussed two types of rules used in the Transformational Generative Grammar, the PS-rules and the T-rules. The PS-rules are responsible for generating the Deep Structure of a sentence and the T-rules are responsible for transforming one sentence into another. Both the types of rules are abstractions of the inherent mental reality of a native speaker of English who judge grammatical sentences by his/her intuition and not by explicit knowledge of grammar. Before we proceed to the next unit, let us do this small activity:

Task 5 List the new words (terminology) which need further clarification.

Task 6 Write a few questions arising in the mind while reading the unit.

Task 7 Write 3 pairs of sentences to show the scope of 3 T-rules discussed in the unit:

T-rule [Adv-movement]

a.

b.

T-rule [Passivization]

c.

d.

T-rule [Aux-inversion]

e.

f.

11.7 Review Questions

Give the Tree diagrams for the following sentences:

1. She is my mother.
2. I have been to Singapore.
3. People want more money.
4. The girl in the blue dress is my student.
5. You may take something to read for a while.
6. She got the idea.
7. A moderately short programme.
8. Her English has really improved over the years.
9. The government has become more interested in science education.
10. The decision to study abroad was celebrated by his friends.

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Unit 12 □ Transformation of Sentences 2

Structure

12.1 Introduction

12.2 Objectives

12.3 Active-passive transformation

12.4 Imperative transformation

12.5 Interrogative transformation through Sub-Aux Inversion

12.6 Interrogative transformation through Wh-movement

12.7 Topicalization transformation

12.8 Conclusion

12.9 Review Questions

12.10 References

12.11 Reading List

12.1 Introduction

In this unit, we will try to consolidate our knowledge of Deep Structure, Surface Structure and Transformation of sentences through taking part in exercises. We will also study some of the structural conditions under which transformations can take place.

12.2 Objectives

After going through the unit, you will be able to

- ◆ Understand transformation of sentences
 - ◆ Learn on different types of transformations
 - ◆ Learn to write PS-rules
-

12.3 Active-passive transformation

In this subsection, we will see that we are able to apply what we learnt in the

previous units in addressing some new issues related to the two types of rules. Here is a set of 10 sentences. Given on the right hand side column the PS-rules that generate the deep structure of each. Now let's try to answer the following questions:

Task 1

- a. What is the common type of all the sentences?
- b. Which of the following sentences can be transformed into passive sentences using the T-rule [Passivization]? Put ✓ or ✗ in the third column.
- c. What prevents the rule from working in the other cases?
- d. Which PS-rule is present in the sentences that can be passivized?
- e. Which PS-rule is present in the sentences that cannot be passivized?

Sentence	PS-rules	Put ✓ or ✗ for Passivization
1. The dog chased the cat.	$S \rightarrow NP VP$ $NP \rightarrow Det N$ $VP \rightarrow V NP$	
2. Snow White kissed Grumpy.	$S \rightarrow NP VP$ $NP \rightarrow N$ $VP \rightarrow V NP$	
3. He loves them.	$S \rightarrow NP VP$ $NP \rightarrow N$ $VP \rightarrow V NP$ (Pronoun is treated as N)	
4. Betsy borrowed some money from Christopher.	$S \rightarrow NP VP$ $NP \rightarrow (Q) N$ $VP \rightarrow V NP PP$ $PP \rightarrow P NP$ (Q stands for quantifier 'some')	

5. The team played badly.	S → NP VP NP → Det N VP → V AdvP	
6. The bank manager laughed.	S → NP VP NP → Det N N VP → V	
7. They have two children.	S → NP VP NP → (Q) N VP → V	
8. The duckling became a swan.	S → NP VP NP → Det N VP → V	
9. Someone mentioned that you played basketball.	S → Comp NP VP NP → N VP → V NP(S) (Comp=Complementizer 'that' NP(S) means the object of the V is a sentence/clause.)	
10. The police will arrest violent demonstrators.	S → NP VP NP → Det (AdjP) N VP → V NP	

Before turning the page, let's write our answers here:

a. _____

b. _____

- c. _____
- d. _____
- e. _____

Now let's see if the answers tally with the following. If not, let's keep them for discussion in the contact classes.

- a. All the sentences are assertive and are in active voice.
- b. The sentences that can be transformed into passives are 1, 2, 3, 4, 9 and 10.
- c. In the other cases, that is in the sentences 5, 6, 7 and 8, the object NP is absent. Part of the operation of the T-rule [Passivization] is to move the object NP to the subject position of the passive sentence. In the absence of an object the T-rule cannot be applied.
- d. PS-rule present in the sentences that can be passivized is $VP \rightarrow V NP$
- e. PS-rule present in the sentences that cannot be passivized is $VP \rightarrow V (AdvP)$

Reflecting more on the answers of d and e, we understand how a T-rule is dependent on the structure of the sentence or the PS-rules that constitute the sentence.

12.4 Imperative transformation

Once we have developed an insight into the process of one type transformation of sentences it becomes easy to deal with the other types. If we are to generate the following surface structures—

- a. Close the door.
- b. Get well soon.
- c. Have a nice day.

We need to first consider their deep structures, that is the way we understand them. Then the relevant T-rule can be applied to generate the surface structure in the following manner:

- a. YOU Close the door. \rightarrow T-rule [Subject deletion] \rightarrow Close the door.
- b. YOU Get well soon. \rightarrow T-rule [Subject deletion] \rightarrow Get well soon.
- c. YOU Have a nice day. \rightarrow T-rule [Subject deletion] \rightarrow Have a nice day.

T-rule [Subject deletion] is an economic statement which makes it explicit what a native speaker of English knows implicitly about an imperative sentence - The subject of the imperative sentence is absent in the surface structure and it is understood

to be YOU by default in the deep structure.

Just like the T-rule [Passivization], the T-rule [Subject deletion] is also structure dependent. We will be able to confirm that if we consider the following sentences.

- d. Be studying when I return!
- e. Be gone by daybreak!
- f. Have the dishes washed when I return!
- g. *Must close the door!
- h. *Will eat your vegetables!

Clearly, d, e and f are imperative sentences and g and h are not. A generative grammarian would explain it saying that in g and h, the PS rule related to the VP is different. It is $VP \rightarrow \text{Modal V NP}$ and it poses a constraint to the application of the T-rule [Subject deletion]. This is an example of how the concepts of T-rule and PS-rule can clearly explain a new set of ungrammatical sentences.

12.5 Interrogative transformation through Sub-Aux Inversion

Transformation rules account for changes in sentence types and the interrogative sentences (Yes/No-question types) are analyzed as results of application of T-Rule [Sub-Aux inversion]. The surface structure of the interrogative sentence

- a. Can I have another go?

can be represented as the following:

I can have another go. \rightarrow T-Rule [Sub-Aux inversion] \rightarrow Can I have another go?

We notice that the deep structure of this sentence has the following order of constituents:

[NP I][AUX can] [V have] [NP another go]

The T-rule [Sub-Aux inversion] allows the Auxiliary 'can' to move towards the left-hand side of the subject NP "I". In generative grammar, both nouns and pronouns are treated as part of NPs.

Task 2

We need to apply this rule in the following set of sentences. Let's first get the Deep Structure word order and then apply the T-rule. We need to write the sentences on the line given below:

b. Have you taken the trash out?

Deep Structure order → T-rule [Sub-Aux inversion] → Surface Structure order

c. Are you leaving now?

Deep Structure order → T-rule [Sub-Aux inversion] → Surface Structure order

d. Will you be OK?

Deep Structure order → T-rule [Sub-Aux inversion] → Surface Structure order

e. Were you hurt in the accident?

Deep Structure order → T-rule [Sub-Aux inversion] → Surface Structure order

f. Could I have forgotten my keys again?

Deep Structure order → T-rule [Sub-Aux inversion] → Surface Structure order

12.6 Interrogative transformation through Wh-movement

Having understood the Surface Structure generation of Yes-No type of interrogatives, we would naturally be curious about the other types of questions, the Wh-type interrogatives. These questions are generated through three rules, T-rule [Wh-substitution], T-rule [Wh-movement] and T-rule [Sub-Aux inversion]. For example, the Surface structure of the sentence "Whom will you invite?" can be generated in the following manner:

Deep Structure: You will invite someone. (This is how the content of the sentence is understood. The motivation for the question is the absence of information about the

object of the sentence.)

Sequence of transformations:

1. You will invite someone. → T-rule [Wh-substitution] → You will invite whom.
2. You will invite whom. → T-rule [Wh-movement] → Whom you will invite.
3. Whom you will invite. → T-rule [Sub-Aux inversion] → Whom will you invite?

Task 3

To make sure we understood the stages well, let us work out the 3 stages for the following pairs of Deep and Surface Structure representations.

Deep Structure: You are going home now for some reason.

Surface Structure: Why are you going home now?

Sequence of transformations:

1. _____
2. _____
3. _____

Deep Structure: You are going to the venue sometime.

Surface Structure: When are you going to the venue?

Sequence of transformations:

1. _____
2. _____
3. _____

12.7 Topicalization transformation

Although in the last three subsections we saw that transformations change sentence types, we need to remain aware that transformation does not always change the sentence type. A sentence may retain its type (let's say assertive) but the speaker may intend to read just the information content of the sentence by giving more importance to one of its constituents. The point is, the sentence still remains grammatically correct by the judgment of a native speaker. Let's consider the following pair of sentences:

Deep structure: Bill carried Mary. Surface Structure: Mary, Bill carried.

Deep structure: I like Mary. Surface Structure: Mary, I like.

This type of transformation is called Topicalization which allow a number of constituents to be moved to the front of the sentence or clause so that it gets more attention from the hearer. Following are a few more examples -

I will not go into the valley of death. → T-rule [Topicalize PP] → Into the valley of death, I will not go.

He is not intelligent. → T-rule [Topicalize AdjP] → Intelligent, he is not.

I said Fred would go home, and he will go home. → T-rule [Topicalize VP] → I said that Fred would go home, and go home he will.

Let us conclude this unit by doing a small task on our own. Let's do a Google-search of the following terms:

Active passive truncated passive topicalization it-cleft wh-cleft

Task 4

Let's now try to write the nature of transformation in the following sentences:

- a. The mice ate the pretzels.
- b. The pretzels were eaten by the mice.
- c. The pretzels were eaten.
- d. The pretzels, the mice ate.
- e. What ate the pretzels were the mice.
- f. What the mice ate were the pretzels.
- g. The mice are what ate the pretzels.
- h. It was the mice that ate the pretzels.
- i. It was the pretzels that the mice ate.

12.8 Conclusion

In this unit (unit 12) we discussed how transformation rules are applied to bridge the gap between the Deep Structure and Surface Structure of English sentences. Sufficient number of examples have been included and they were chosen keeping a wide range of variety in mind. In this entire module (Paper 7) we tried to develop our understanding of how Transformational Generative grammarians offered a new outlook into the syntactic structure of languages and how they endeavored to explain how syntactic structures are related to human undertraining in general.

12.9 Review Questions

1. Give the T-rule [Wh-movement].
 - a. Did Lily see someone?
 - b. He has forgotten which problem he can solve how.
2. Give The T-rule [Wh-substitution].
 - a. You will invite him some day.
 - b. They came for some reason.
 - c. Her grandfather arrived by the metro.
3. Give the T-rule [Sub-Aux inversion].
 - a. They have been to Delhi.
 - b. I could use my keys.
 - c. Seema will listen to music.
4. Give examples of three sentences with T-rule [Subject-deletion].

5. State the T-rule [Topicalize...] for the following:
 - a. They came back running.
 - b. She stayed at a hotel.
 - c. We were in the classroom.
 - d. I cook very well.
6. Give examples of five sentences with T-rule [Passivization].
7. Write the PS-rules for the following.
 - a. The boy is funny.
 - b. The cat is in the kitchen.
 - c. I ate the delicious cake.
8. What are the restrictions for passivization transformations?
9. State the type of transformation for the following:
 - a. Have you met someone?
 - b. He should come in the morning.
 - c. I see those children.
10. Discuss the ways you may utilize the transformations and fundamentals of syntax for a language class.

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Module 4 : Tree Diagrams

Unit 13 □ Tree Diagrams - Parsing 1

Structure

- 13.1 Introduction
- 13.2. Objectives
- 13.3. Word and Sentence relationship
- 13.4. Different types of Phrases
- 13.5. Tree Diagrams
- 13.6. Use of Different Phrases in Real life
- 13.7. Summary
- 13.8. Review Questions

13.1 Introduction

This module is about the grammatical system of the English Language, with specific attention to the syntactic structures. Unlike the previous three modules, here we will test our knowledge of the structures with the help of various types of exercises. We have already studied the syntactic structures that are instrumental in producing different phrasal, clausal and sentential patterns in the previous units. We will start with the exercises on categories and functions of syntactic units such as words and phrases. There will be tasks on the analysis of the nominal, verbal, adjectival, adverbial and prepositional structures. After the phrasal analysis, the module will discuss issues related to the clausal level, i.e. the English simple sentence and its components. There will be tasks on clause/sentence structures, modification patterns and combination of clauses. In this module, we will develop the skill of analyzing sentences and their parts. After the sentential parts, we will briefly address the sentential types such as actives, passives, negatives, interrogatives and imperatives. We will also analyze how different aspects of transitivity of the verb have important roles to play in the formation of sentences. Among other issues, we will examine structures related to the areas where majority of EFL learners of English make mistakes while using the language.

13.2. Objectives

After going through this unit, you will be able to:

- ◆ Understand the relation that exists between words and sentences
- ◆ Identify different types of phrases
- ◆ Analyse the components of different types of phrases
- ◆ Draw tree-diagrams on phrases.

13.3. Word and Sentence relationship

In the initial stage we will explore the relationship between syntax, lexicon and semantics, in other words, between words, phrases, sentences and their meaning. It will start from the grammar of words and how they construct and constrain sentential as well as semantic forms at higher levels of linguistic organization. The fundamental idea is that the 'seed' of the sentence is in its words. If we know about words well, we will know about the sentences well. At a practical level, we will see how our knowledge of words guides us to write flawless sentences.

13.4. Different types of phrases

Before we move on to the exercises, we need to remember the following crucial points:

- ❖ A noun phrase consists of one head noun (N) and it may have several modifiers such as an adjective (Adj), a determiner (Det) or a Quantifier (Q)
- ❖ An adjective phrase (AP) may have an intensifier such as 'very' in 'very good' and an AP is usually a modifier of the head noun (N) in a noun phrase (NP). It can also be a complement in a Verb Phrase (VP)
- ❖ A preposition phrase has a preposition (P) as its head and a noun phrase (NP) as its complement
- ❖ A verb phrase (VP) can have an Adverb as its modifier and an NP, PP or an AP as its complement.
- ❖ In our system of tree diagrams, the modifier generally appears on the left-hand side of the head and the complement appears on the right-hand side of the head.

Exercise 1

A. Study the following words and try to classify them. Add other words to them to make possible parts of sentences (phrases).

Accident	Coffee	Many
Apartments	Juice	Community
Active	Milk	Media
Myself	Mathematics	Significant
Western	Atmosphere	Much
Throughout	Linguistics	Representative
Intelligence	Everybody	Narrow-minded
Expensive	Understanding	Hopelessly
Violence	Interesting	Absolutely
Newspaper	Pictures	Home-made
Educational	Activities	Broken-hearted
Theoretical	Trousers	Dangerously
Themselves	Committee	Better
Hospital	Something	Enough
Transport	Reasonable	Knowledgeable
Environment	Constable	Million

Let us use the following table to organize our answers:

	I	II	II
No.	The word	Its category	A phrase using the word
1	Hospital	Noun	A nearby Covid hospital
2	Interesting	Adjective	Some interesting pictures
3	Many	Quantifier	Many famous teachers
4	Broken-hearted	Adjective	A broken-hearted supporter

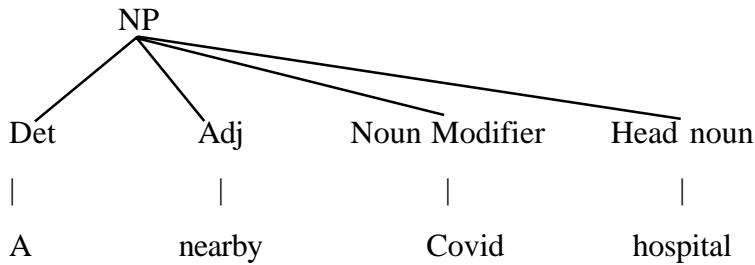
5	Media	Noun	The western media
6	Throughout	Preposition	Throughout my journey
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25			

[Table 1]

13.5. Tree Diagrams

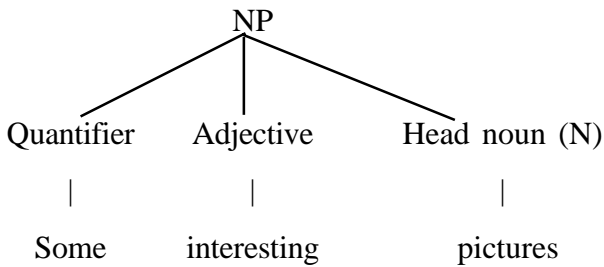
Now let us draw tree structures according to the structural relations of the constituents. Five examples are given here, corresponding to the structures in 1-5 in table 1 above.

A. A nearby Covid hospital



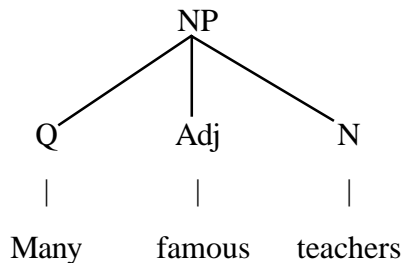
This entire configuration is called a tree structure or a phrase marker. It shows the interrelation between the words, structurally as well as semantically. For example, this tree shows that the head noun hospital (the word which is of most significance in this phrase) is modified by three modifiers, a determiner (article), an adjective and a noun-modifier. A noun-modifier is a noun but it modifies another noun.

B. Some interesting pictures

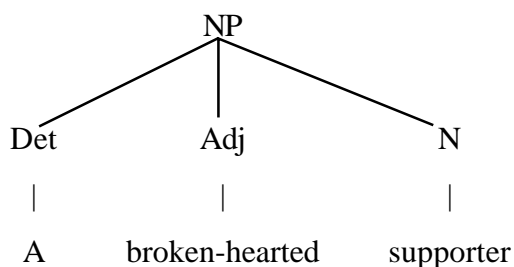


Here the head noun (N) is modified by a quantifier (Q) and an Adjective (Adj). In the next tree, let us use only the short forms.

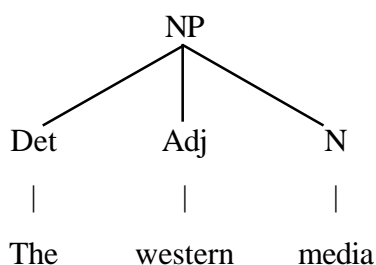
C. Many famous teachers



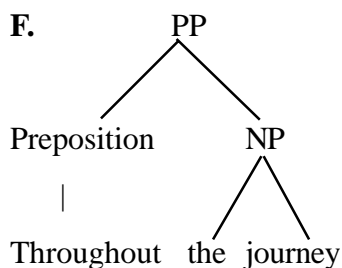
D. A broken-hearted supporter



E. The western media



F.



We should now be able to draw the tree structures of the rest of our phrases from the column III of table 1. Let us use a separate sheet of paper or a notebook.

Exercise 2

Let us try to identify structures similar to the ones we have done in exercise 1. Let us follow the simple steps:

- Some word combinations are underlined in the following text.

- Look at the tree structures used in the list following the text.
- Identify which tree structure would correspond to which word combination.
- Let us find out some new combinations too.

13.6 Use of Different types of phrases in real life

NEW AIRLINE RULES

Attendant: Welcome aboard Ala Carte Air, sir. May I see your ticket?

Passenger: Sure.

Attendant: You're in seat 12B. That will be \$5, please!

Passenger: What for?

Attendant: For telling you where to sit.

Passenger: But I already knew where to sit.

Attendant: Nevertheless, we are now charging a seat locator fee of \$5. It's the airline's new policy.

Passenger: That's the craziest thing I ever heard. I won't pay it.

Attendant: Sir, do you want a seat on this flight, or not?

Passenger: Yes, yes. All right, I'll pay. But the airline is going to hear about this.

Attendant: Thank you. My goodness, your carry-on bag looks heavy. Would you like me to stow it in the overhead compartment for you?

Passenger: That would be nice, thanks.

Attendant: No problem. Up we go, and done! That will be \$10, please.

Passenger: What?

Attendant: The airline now charges a \$10 carry-on assistance fee.

Passenger: This is extortion. I won't stand for it.

Attendant: Actually, you're right, you can't stand. You need to sit, and fasten your seat-belt. We're about to push back from the gate. But, first I need that \$10.

Passenger: No way!

Attendant: Sir, if you don't comply, I will be forced to call the air marshal. And you really don't want me to do that.

Passenger: Why not? Is he going to shoot me?

Attendant: No, but there's a \$50 air-marshal hailing fee.

Passenger: Oh, all right, here, take the \$10. I can't believe this.

Attendant: Thank you for your cooperation, sir. Is there anything else I can do for you?

Passenger: Yes. It's stuffy in here, and my overhead fan doesn't seem to work. Can you fix it?

Attendant: Your overhead fan is not broken, sir. Just insert two quarters into the overhead coin slot for the first five minutes.

Passenger: The airline is charging me for cabin air?

Attendant: Of course not, sir. Stagnant cabin air is provided free of charge. It's the circulating air that costs 50 cents.

Passenger: I don't have any quarters. Can you make change for a dollar?

Attendant: Certainly, sir! Here you go!

Passenger: But you've given me only three quarters for my dollar.

Attendant: Yes, there's a change-making fee of 25 cents.

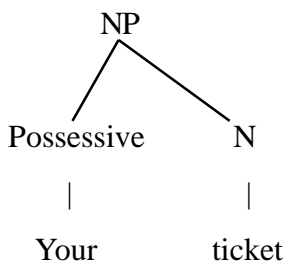
Passenger: For cryin' out loud. All I have left is a lousy quarter? What the heck can I do with this?

Attendant: Hang onto it. You'll need it later for the toilet.

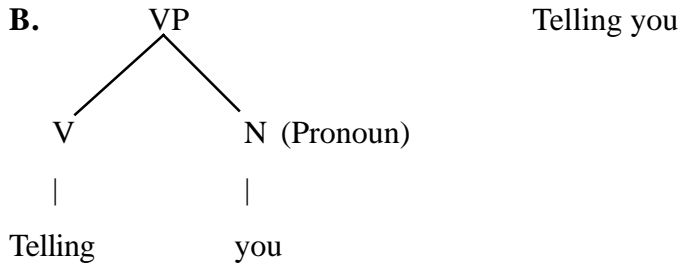
The tree structures:

Write the phrase and complete the tree

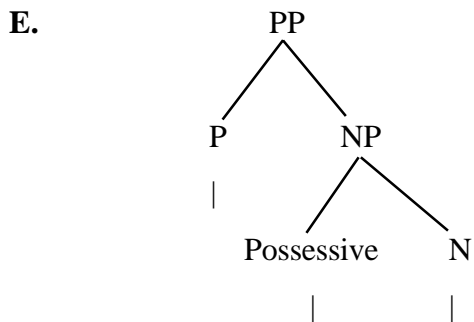
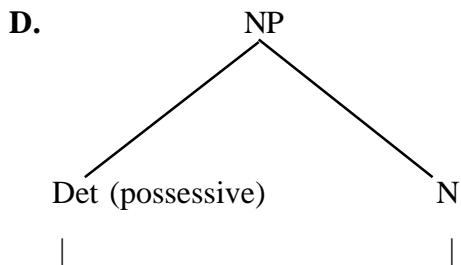
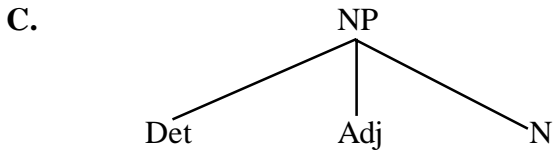
A.

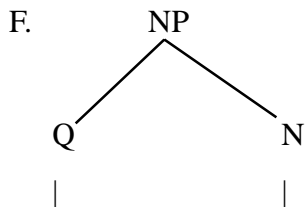


Your ticket



Now let us complete the rest of the tree structures. Please note that there can be more than one phrases that would fit into one tree structure.





13.7 Summary

This unit provided us with the opportunity of drawing as well as handling phrase-level tree structures to represent the interrelation of their constituents. We have noticed that none of the trees in unit one represented a full simple sentence. We have come across four major types of phrases and have seen how they look when their constituents are accommodated into a tree structure. Before we proceed towards the next unit, let us write down our queries and problems here.

13.8 Review Questions

1. What are the major parts of a language you are familiar with?
2. Are these parts connected to each other?
3. What do we understand by the term semantics?
4. Meaning, is it an integral part of the sentence or a word?
5. How are words related to sentences?
6. What rules govern the combination of words into sentences?
7. What are a group of words forming a meaningful unit called?
8. What are the different parts of such word groups?
9. Can you provide some of the labels that you have come across in this unit?
10. Why do we draw Tree diagram?
11. Can you find some phrases in these questions and draw tree diagrams?

Unit 14 □ Tree Diagrams - Parsing 2

14.1 Introduction

14.2 Objectives

14.3 Activity

14.4 Parsed Sentences

14.5 Summary

14.6 Review Questions

14.7 Reading List

14.1 Introduction

In the previous unit we saw how the word level constituents construct phrases. We got familiar with exercises of different phrasal categories: Noun Phrase, Verb Phrase, Adjective Phrase, Adverbial Phrase and Prepositional Phrase. With a fair amount of practice of analyzing the phrase structures with the help of tree diagrams, we will be able to appreciate some of the universal principles underlying the structures of phrases in all natural human languages. We will also be in a position to reflect upon differences in phrase structures among different languages such as English and Bengali or Hindi. This will naturally lead us towards theoretical understanding of structural variations or 'parameters'. In future, this will also help us understand some crucial issues related to Contrastive Analysis and Error Analysis, the two important frameworks to explore structural differences in languages and their impact on learning. Inside and outside our language classrooms we will be able to understand issues of learning difficulty and ease with this knowledge.

14.2 Objectives

After going through the unit, you will be able to:

- ◆ Analyse structures of phrases
- ◆ Revise on the tree diagrams
- ◆ Have hands on experience on parsing

14.3 Activity

Exercise 1

We will now identify various types of phrases from the sentences of the following text and using tree structures, we will see how they construct sentences. In the text 1 that follows, a few simple sentences and a few clauses within sentences are underlined. Let us first read them within the text and then study them in isolation. Let us notice that they are parsed, i.e. their immediate constituents are split. Let us look at the labels and then we should try to label them on our own in a notebook. In the next stage, let us notice the tree structures.

Text 1

Long, long ago there lived, in a village called Keejeejee, a woman whose husband died, leaving her with a little baby boy. She worked hard all day to get food for herself and child, but they lived very poorly and were most of the time half-starved.

When the boy, whose name was 'Mvoo Laana, began to get big, he said to his mother, one day: "Mother, we are always hungry. What work did my father do to support us?"

His mother replied: "Your father was a hunter. He set traps, and we ate what he caught in them."

"Oho!" said 'MvooLaana; "that's not work; that's fun. I, too, will set traps, and see if we can't get enough to eat."

The next day he went into the forest and cut branches from the trees, and returned home in the evening.

The second day he spent making the branches into traps.

The third day he twisted cocconut fiber into ropes.

The fourth day he set up as many traps as time would permit.

The fifth day he set up the remainder of the traps.

The sixth day he went to examine the traps, and they had caught so much game, beside what they needed for themselves, that he took a great quantity to the big town of Oongooja, where he sold it and bought corn and other things, and the house was full of food; and, as this good fortune continued, he and his mother lived very comfortably.

But after a while, when he went to his traps he found nothing in them day after day.

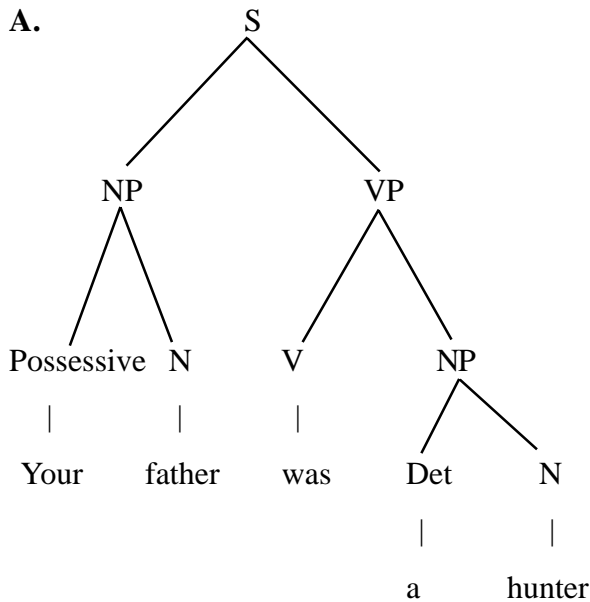
Source: http://www.worldoftales.com/African_folktales/African_Folktale_44.html

14.4 Parsed sentences

- [NPYour father] [VPwas [NPa hunter]].
- [NPHe][VPset [NPtraps]].
- [NP-ADVThe next day][NPhe][VPwent [PPinto [NPthe forest]]].
- [NP-ADVThe third day] [NPhe][VP[Vtwisted][NPhunter fiber]][PPinto ropes]].
- [NPHe and his mother][VPlived [AdvPvery comfortably]].

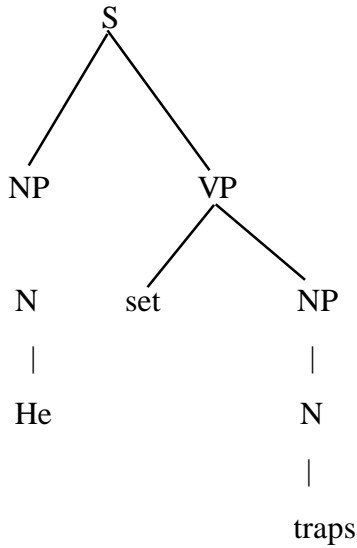
Now let us see how we can represent the same structures into tree diagrams. We can put a tick mark if we understood the tree to our satisfaction. If not we can write down what is not clear in the space provided next to the tree.

A.



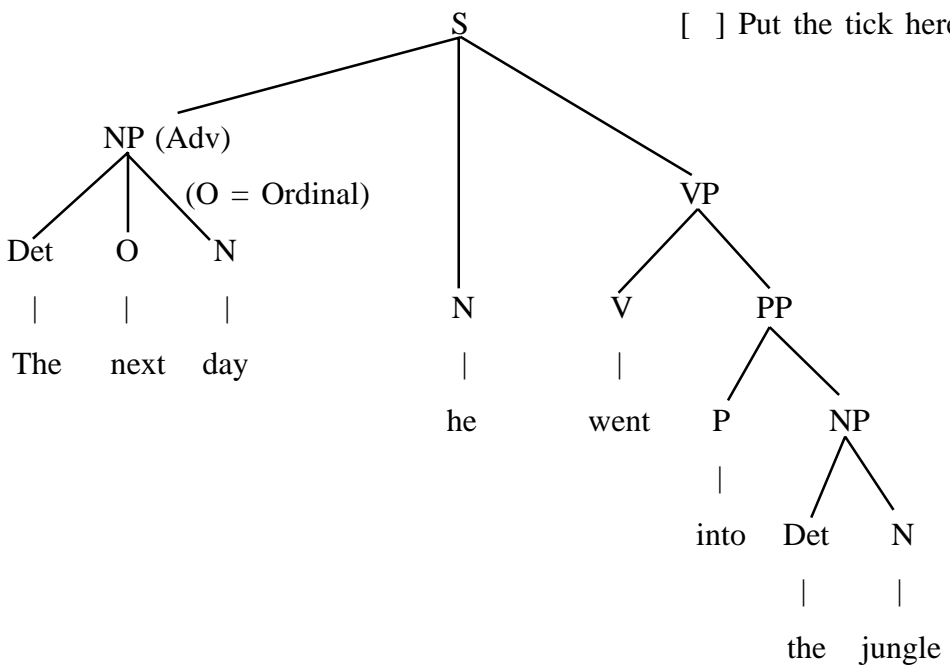
[] Put the tick here.

B.



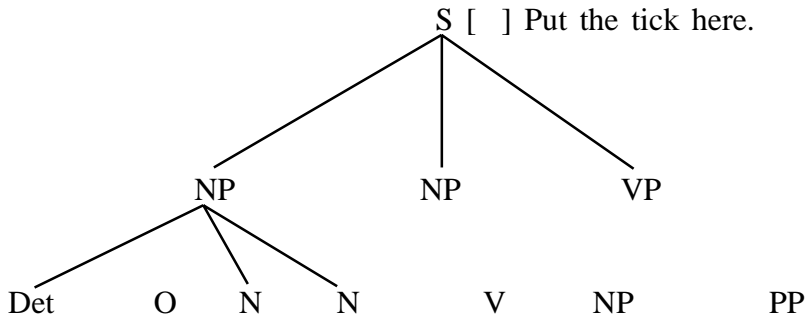
[] Put the tick here.

C.



[] Put the tick here.

D. This time the tree will be empty i.e. the nodes will be there but not the words.
Let us try to put the words.

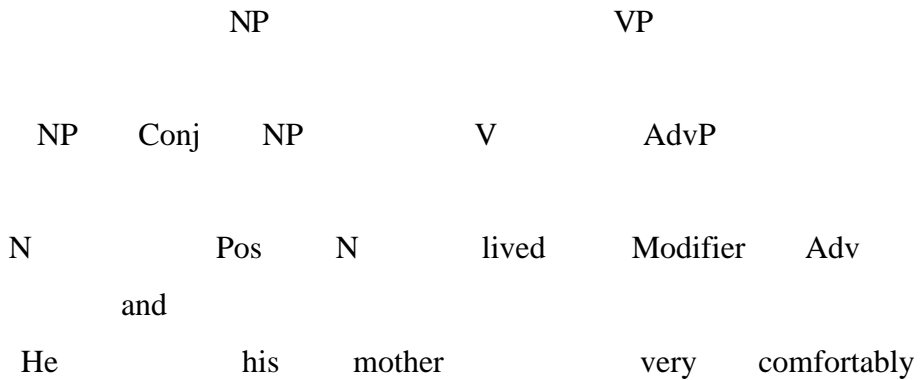


NM N P NP

After writing the words at the end of the nodes, we need to tally them with the parsed sentence in d above.

E. Now the words and the nodes will be given and we need to link with pencil the nodes with lines.

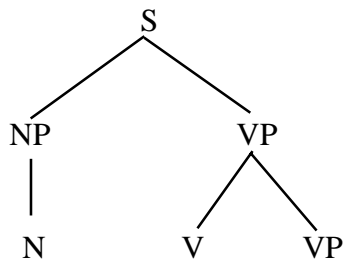
S [] Put the tick here.



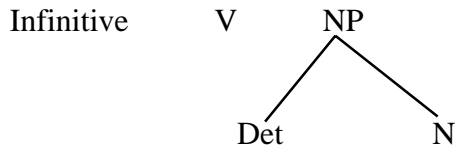
Exercise 2

To gain more confidence, let us try a few more trees analyzing the following clauses taken from the same text. The nodes are given below. We need to join the right nodes with the right nodes above them and the words below them.

A. He went to examine the traps.



[] Put the tick here.



B. The fifth day he set up the remainder of the traps.

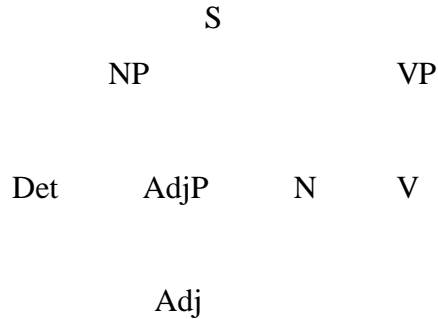
S [] Put the tick here.

NP(Adverbial) NP VP

Det O N N V Particle NP
 Det Q Det N

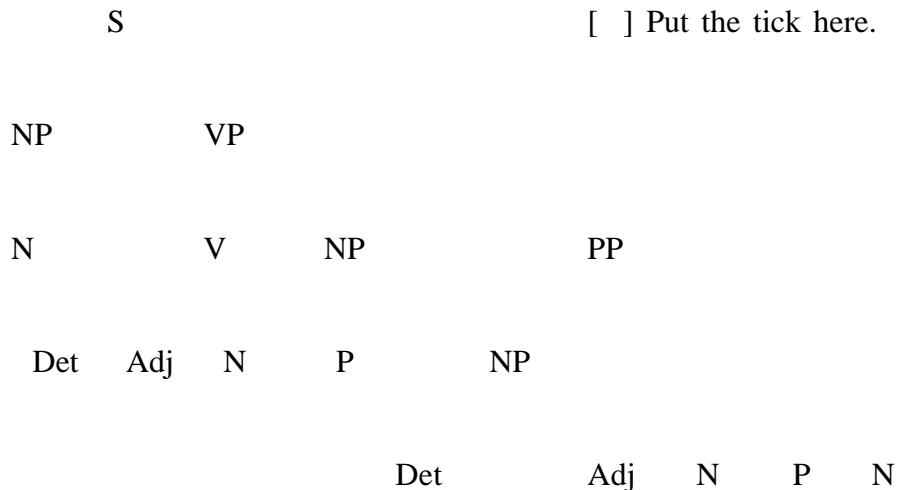
C. This good fortune continued.

[] Put the tick here.



D. He took a great quantity to the big town of Oongooja.

[] Put the tick here.



14.4 Conclusion

This unit challenged us to demonstrate that we understood the interrelation between words in the phrases and between phrases inside the sentences. To recall our earlier lessons in Module 1 Unit 1-4, we realized that each branching of trees is motivated by phrase structure rules. When we draw "S goes to NP VP" in a tree structure we actually represent the PSR ($S \rightarrow NP VP$). Similarly, when each phrasal node branches out, it only shows what the constituents of the phrase are. In the next unit we will see that in many of the phrasal nodes, clauses can be accommodated, and this is due to the universal syntactic property of recursion.

14.5 Review Questions

Give the Tree Diagram for the following NPs.

- a) A glass of water.
- b) The window's unbreakable glass.
- c) Fine wines at very good prices.
- d) A really difficult life.
- e) Some strange experiences last week.
- f) Very interesting conversation.
- g) A lot of flu around at the moment.
- h) The thought of leaving you.
- i) The idea of marriage.
- j) The Queen's arrival.

14.6 Reading List

Azar, B.S. and S. Hagen (2019). *Fundamentals of English Grammar: Workbook*. New York: Longman. (5th Edition).

Unit 15 □ Tree Diagrams - Parsing 3

- 15.1 Introduction
- 15.2 Objectives
- 15.3 Exercises
- 15.4 Phrase Structure Rules
- 15.5 Conclusion
- 15.6 Review Questions
- 15.7 Reading list

15.1 Introduction

Next, the discussions will concentrate on the clausal and sentential levels. It is a good idea that we revise our previous lessons once more to be able to confidently draw the tree structures out of the following sentences which are parsed but without labels. The labels are given in the form of PS-rules next to the sentences and all we have to do is to represent them using a tree structure. One sentence is illustrated fully. Let's see how PS-rules are branched out in the tree.

15.2 Objectives

After going through the unit, you would have;

- ◆ Revised the previous lessons of the module.
- ◆ Practised on tree diagrams.
- ◆ Worked with PS rules.

15.3 Exercises

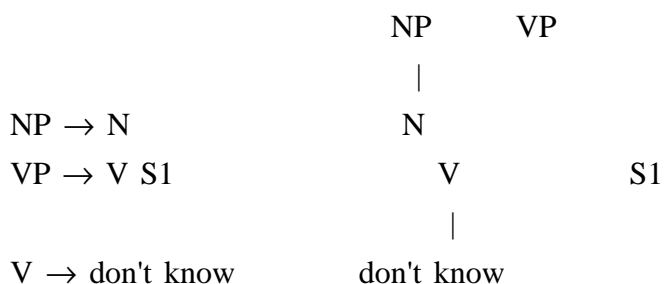
Exercise 1

The specialty of this exercise is that in each sentence there is another sentence (clause) embedded. The embedded clause is labeled as S too. In the embedded S the same PS rule $S \rightarrow NP VP$ is applied. This property in syntax is called recursion.

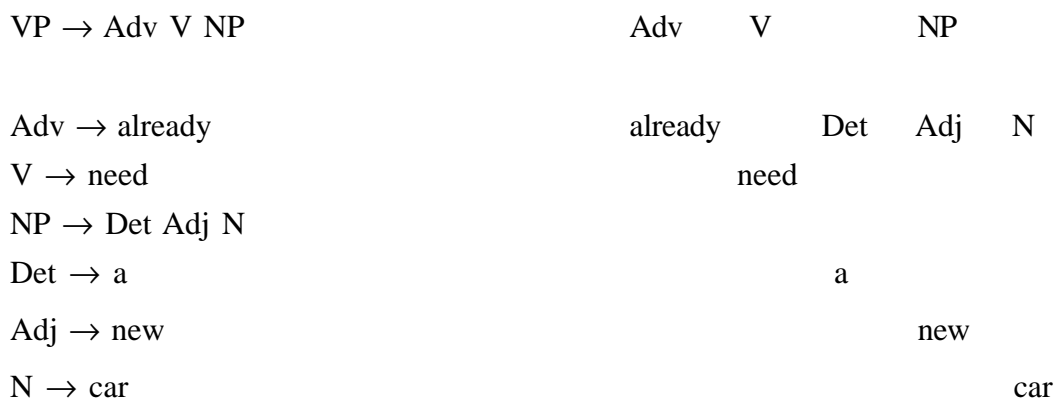
- a. [[I] [don't know] [whether [we][really][need][a new car.]]]

PS Rule Representation in Tree

S → NP VP S [] Put the tick it is clear.



S1 → Comp S2	Comp	S2 (see next page)
Comp → whether	whether	
		S2



15.4 Phrase Structure Rules

Exercise 2

Now, only the PS rules are given next to the sentences. Let us draw the trees step by step. Once more, each ' indicates a new branching in a tree.

b. [We regret][that [the plan][is [impracticable.]]]]

$S \rightarrow NP VP$

$VP \rightarrow V S_1$

$S_1 \rightarrow \text{Comp } S_2$

$\text{Comp} \rightarrow \text{that}$

$S_2 \rightarrow NP VP$

$NP \rightarrow \text{Det } N$

$\text{Det} \rightarrow \text{the}$

$N \rightarrow \text{plan}$

$VP \rightarrow V \text{AdjP}$

$V \rightarrow \text{is}$

$\text{AdjP} \rightarrow \text{Adj}$

$\text{Adj} \rightarrow \text{impracticable}$

c. [Mary [told [him]]] [how brave [he was].]

$S \rightarrow NP VP$

$NP \rightarrow N$

$VP \rightarrow V NP S_2$

$V \rightarrow \text{told}$

$NP \rightarrow N$

$N \rightarrow \text{him}$

$S_2 \rightarrow NP VP$

NP → N

N → he

VP → V AdjP

V → was

AdjP → Modifier Adj

Modifier → how (very)

Adj → brave

d. They accept the theory that the group proposed.

S → NP VP

NP → N

N → They

VP → V NP S (This S is a relative clause.)

V → accept

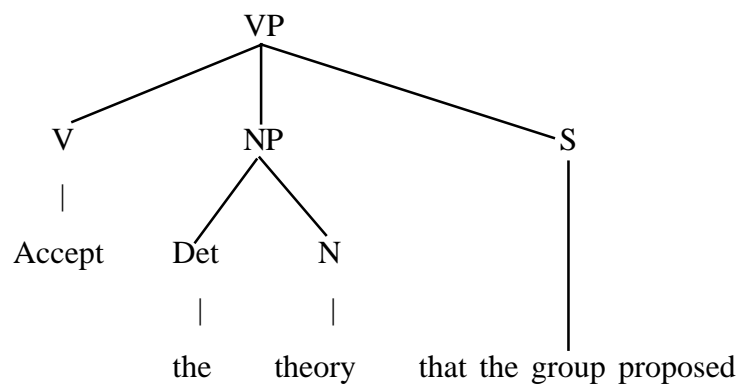
NP → Det N

Det → the

N → theory

S → that the group proposed.

Let us note that an S (clause) inside a sentence can be represented with a triangle too, for example:



e. Mohua has a friend whose sister still lives in Ladakh.

S → NP VP

NP → N

N → Mohua

VP → V NP S1

(S1 here is a relative clause to be shown under a triangle.)

V → has

NP → Det N

Det → a

N → friend

S → whose sister still lives in Ladakh

f. While he was travelling, he contracted jaundice.

S → S1 (Adverbial Clause) NP VP

S1 → While he was travelling (Show it under a triangle.)

NP → N

N → he

VP → V NP

V → contracted

NP → N

N → jaundice

g. Kristy went out and she forgot to switch off the gas fire.

S → S1 Conj S2

Conj → and

S1 → NP VP

NP → N

N → Kristy

VP → V

V → went out (a composite verb and not a V+Adv)

NP → N

N → she

VP → V NF-Cl (Non-finite clause)

V → forgot

NF-Cl → to switch off the gas fire (Can be written under a triangle.)

h. We know that Dr. Ghosh wrote many poems but he threw them away.

S → S1 S2

S1 → NP VP

NP → N

N → We

S2 → Comp S1 Conj S2

Comp → that

Conj → but

S1 → NP VP

NP → N

N → Dr. Ghosh

VP → V NP

V → wrote

NP → Q N

Q → many

N → poems

S2 → NP VP

NP → N

N → he

VP → V NP Adv

V → threw

NP → N

N → them

Adv → away.

i. I will come when I am ready.

S → S1 S2 (S2 is an adverbial clause)

S1 → NP VP

NP → N

N → I

VP → Modal V

Modal → will

V → come

S2 → when I am ready (it can be written under a triangle).

j. They danced where they conducted the party.

S → S1 S2 (S2 is an adverbial clause)

S1 → NP VP

NP → N

N → they

VP → V

V → danced

S2 → where they conducted the party (S2 can be written under a triangle).

15.5 Conclusion

In this unit on tree diagrams, parsing was done mainly to focus on how to represent embedded clauses i.e. clauses which are accommodated within a matrix sentence. The phrase markers (tree structures) gave us an idea of how the property of recursion works inside the structure of sentences. We have noticed that the same PS-rules keep appearing and reappearing in making newer sentential structures.

15.6 Review Questions

A. Give the tree diagrams for the following VPs.

- a) She opened the door.
- b) Do not walk on the grass.
- c) I am looking forward to seeing you again.
- d) I have read your email.
- e) I am waiting for the post office to open.

B. Give the PS Rules for the following

- a) My father and I once made a boat.
- b) We think it is not possible.
- c) We went to the city last month.
- d) I usually watch a movie on Saturday afternoons.
- e) Ann is in the garden.

15.7 Reading List

Azar, B.S. and S. Hagen. (2019). *Fundamentals of English Grammar: Workbook*. New York: Longman. (5th Edition)

Biber, D., S. Conrad and G. Leech. (2003). *Longman Student Grammar of Spoken and Written English*. London: Longman.

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Unit 16 □ Practical Tasks

16.1 Introduction

16.2 Objectives

16.3 Exercises

16.4 Conclusion

16.5 References and Reading List

16.1 Introduction

The exercises in this unit are meant exclusively for the Contact Programme where the resource person will demonstrate, either in a real class or in an online class how to draw the trees flawlessly step by step. To maintain consistency, all the sentences are collected from the previous lessons. It is expected that we complete reading the lessons so that we understand the rationale of taking decisions while we are drawing the trees.

These exercises will also ensure that we have developed confidence in analyzing structures that have been discussed in the entire course (Paper 7). Let us try to draw tree diagrams of some of the sentences that have been used to demonstrate lessons in the modules 1-3. Let us observe the following sets of sentences, take note of the main nodes given as clues next to the sentences and try to complete the trees in a notebook ahead of the contact classes:

16.2 Objectives

After going through the unit you will be able to:

- ◆ Draw tree diagrams on kernel sentences.
- ◆ Draw tree diagrams on transformations.
- ◆ Learn how to transfer strings into tree structures.

16.3 Exercises

Exercise 1

- a. Mr. Jatin Pal, who lives in my locality, is the MLA of our constituency.

S NP VP N S (relative clause) PP P NP

- b. His whole family went on a holiday to Mandarmoni, which is in East Midnapur district.

S NP VP Adj N V PP S (Relative clause)

- c. Priyanka, whose mother is a school principal, is very knowledgeable in online learning.

S NP VP N S (Relative clause) V PP AdjP

- d. The New Market, which was an icon of Calcutta city, has now lost its glory because of the modern shopping malls and multiplexes.

S NP VP N S (Relative clause) V PP AdjP Conj. Adv.

Exercise 2

Each of the following sentences is ambiguous. After reading unit 8, let us try to draw 2 tree structures for each sentence to show that these sentences can actually lend themselves to two interpretations. A clue is given with each sentence.

- Didi hit a policeman with an umbrella. (PP with VP or NP)
- Flying planes can be dangerous. (Adj-NP or V-NP)
- The parents of the bride and the groom were waiting. (P-NP-Conj-NP)
- Small dogs and cats are all over the place. (NP-Conj-NP)
- They are watching dogs. (V-NP or Adj-NP)

Exercise 3

After reading unit 11 once more, let us draw a tree structure for the sentence. **The dog saw a man in the park and try to transfer the following strings into branches of a tree structure:**

1. [NP The dog] [VP saw a man in the park]
2. [NP [Det the] [N dog]]
3. [VP [V saw] [NP a man in the park]]
4. [NP [Det a] [N man] [PP in the park]]
5. [PP [P in] [NP the park]]
6. [NP [Det the] [N park]]

Exercise 4

After reading unit 12 once more let us try to draw the tree structures of the following sentences. This time no clues are given hoping that we are confident to handle trees on our own. Of course, we have the liberty to look at the relevant PS-rules given next the sentences in unit 12.

1. The dog chased the cat.
2. Snow White kissed Grumpy.
3. He loves them.
4. Betsy borrowed some money from Christopher.
5. The team played badly.
6. The bank manager laughed.
7. They have two children.
8. The duckling became a swan.
9. Someone mentioned that you played basketball.
10. The police will arrest violent demonstrators.

Exercise 5

Each of the following sentences is a product of a transformation. Let us recall that transformation applies on a kernel sentence. Draw the tree structures of the kernel sentences that underlie the following sentences.

- a. Close the door gently.
- b. Get well soon.
- c. Have a nice day.
- d. Can I have another go?
- e. Have you taken the trash out from the sitting room?
- f. Are you leaving now?
- g. Will you be OK?
- h. Were you hurt in the accident?
- i. Could I have forgotten my car keys again?
- j. When are you going to the venue?
- k. Into the valley of death, I will not go.

16.4 Conclusion

As potential or practising teachers of English, it is hoped that this module based on the exercises has enabled us to demonstrate the following attributes which are relevant in our classrooms and in monitoring students' progress in learning:

- ❖ Adequate control of English Language grammar,
- ❖ Communicate basic concepts, theories and ideas represented through tree structures,
- ❖ Handle simple specific tasks related to parsing in tree diagrams,
- ❖ Demonstrate knowledge and understanding of fundamental concepts and ideas in specific phrase and clause types, and
- ❖ Retrieve information efficiently from previously read sources,

To conclude, we must keep in mind that making mistakes is an essential step to

learning and acquiring knowledge. We need not be over-sensitive about making mistakes while working out the exercises. The subject lecturer is always with us, just an e-mail away.

16.5 References and Reading List

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