UNIVERSITY OF MONTENEGRO
INSTITUTE OF FOREIGN LANGUAGES

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ENGLISH SYNTAX – WORKBOOK

Podgorica, April 2013

NOTE:

This material is a part of the tutorials in English Syntax held at the Institute of Foreign Languages and the Faculty of Arts, University of Montenegro.

The primary aim of the Workbook is to serve as the backup teaching material which accompanies the relevant chapters of the textbook *English Syntax – forms and functions* by Doc. dr Igor Lakić, whose lectures have inspired the creation and modeling of this material.

The Workbook resulted from years of teaching practice and comprises various exercises, some of which have been taken from the syntax books listed in the Literature section. The exercises have been adapted to meet the undergraduate Syntax course requirements and they are aimed at facilitating comprehension of the structure of English and sentence parsing.

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1. CONSTRUCTIONS ACCORDING TO TYPE

ENDOCENTRIC CONSTRUCTIONS

<table>
<tr><th>COORDINATE</th><th colspan="2">SUBORDINATE</th></tr>
<tr><td>ADDITIVE (AND)</td><td colspan="2">ATTRIBUTE FIRST</td></tr>
<tr><td rowspan="5">Jack and Jill (NP)
you and me (NP)
She stayed home and he went out.
(compound sentence)
in and out (PrepP)
beautiful gal and older guy (NP)
quite quickly and pretty strictly(AdvP)
stayed home and watched TV (VP)</td><td>M
+
H</td><td>silly girl, happy hour (NP)
jolly nice, rather slow (AdjP)
fairly cheaply, very well (AdvP)</td></tr>
<tr><td>D+H</td><td>no sugar, the baby, my soul (NP)</td></tr>
<tr><td>comp sent.
(s+m)</td><td>If we buy tickets, we will come.</td></tr>
<tr><td>Vaux
+
Vm</td><td>was preparing, have said (VP)</td></tr>
<tr><td>ALTERNATIVE (OR)</td><td colspan="2">CENTRE FIRST</td></tr>
<tr><td rowspan="3">Steve or Nora (NP)
you or me (NP)
Should I stay or should I go?
(compound sentence)
beautiful girl or handsome guy (NP)
utterly stupid or very sincere (AdjP)
play games or watch TV (VP)
up or down (AdvP)</td><td>V
+
Adv</td><td>work hard, went there (VP)</td></tr>
<tr><td>comp. senten
(m+s)</td><td>We will come if we buy tickets.</td></tr>
<tr><td>H
+
Q</td><td>book on the shelf, house in suburbia (NP)
good enough, bad indeed (AdjP)</td></tr>
<tr><td>APPOSITIVE
(NP)</td><td colspan="2">ATTRIBUTE DISCONTINUOUS</td></tr>
<tr><td rowspan="2">Dr Inaritu
lake Michigan
PhD Rob Sullivan
Cetinje, the royal capital of Montenegro
King Arthur</td><td colspan="2">too honest to be a sailor (AdjP)
a better plan than this (NP)
too good to be true (AdjP)</td></tr>
<tr><td colspan="2">CENTRE DISCONTINUOUS</td></tr>
<tr><td colspan="2">could not leave (VP)
is always trying (VP)</td></tr>
</table>

EXOCENTRIC CONSTRUCTIONS

DIRECTIVE	**a) VERB + OBJECT (VP)**
	missed you, promised to come, wanted to leave immediately, will change the world, saw it
	b) PREPOSITIONAL PHRASES
	in the corner, near the fire, on the cuff, by the way, in front of our house
	c) SUBORDINATE CLAUSE
	as soon as I came even though I cried because you didn't do it
CONNECTIVE (VP →Vc +Pred)	is a huge profit was interested in linguistics seems that she is over you appears confident
PREDICATIONAL (simple sentences)	All these books are for sale. She is leaving today. That man I just don't like! He bought a book and gave it to me. Off we go.

A. IDENTIFY THE CONSTRUCTION TYPES AND THE SYNTACTIC LEVELS TO WHICH THE FOLLOWING CONSTRUCTIONS BELONG. THE FIRST CONSTRUCTION HAS BEEN ANALYSED FOR YOU.

- lives there

ENDOCENTRIC SUBORDINATE CENTRE FIRST VERB PHRASE

- in the evening

_____ _____ _____ _____

- a social ladder

_____ _____ _____ _____

- have exceeded

_____ _____ _____ _____

- is radiant

_____ _____ _____ _____

- Clive arrived safe and sound.

_____ _____ _____ _____

- extremely boring

_____ _____ _____ _____

- This cannot be negotiable.

_____ _____ _____ _____

- to and fro

_____ _____ _____ _____

- was listening

_____ _____ _____ _____

- if you insist

_____ _____ _____ _____

- I arrived safely although we passed through hell.

_____ _____ _____ _____

- She bumped in and we all looked at her.

_____ _____ _____ _____

- fairly quickly and strictly professionally

_____ _____ _____ _____

- about us

_____ _____ _____ _____

- gave a wink

_____ _____ _____ _____

- speaks fluently

_____ _____ _____ _____

- amber eyes

_____ _____ _____ _____

- the Ministry of Justice

_____ _____ _____ _____

- has just come

_____ _____ _____ _____

- was more than enough

_____ _____ _____ _____

- no place to go

_____ _____ _____ _____

- Dorian` s wife

_____ _____ _____ _____

- seems radical

_____ _____ _____ _____

- did not recommend

_____ _____ _____ _____

- If you really want to know, call her.

_____ _____ _____ _____

- will meet all the participants

_____ _____ _____ _____

- Dickens, the author of `Oliver Twist`

_____ _____ _____ _____

- M & S

_____ _____ _____ _____

- 150

_____ _____ _____ _____

- old enough

_____ _____ _____ _____

- took a boat trip along the coast

_____ _____ _____ _____

- was more than enough

_____ _____ _____ _____

- because she disappeared

_____ _____ _____ _____

- started crying incessantly

_____ _____ _____ _____

- Off we go!

_____ _____ _____ _____

- to and fro

_____ _____ _____ _____

- Lake Como

_____ _____ _____ _____

- too green to be red

_____ _____ _____ _____

- you or me

_____ _____ _____ _____

- If you see her, tell her I forgive her.

_____ _____ _____ _____

B. IDENTIFY THE CONSTRUCTION TYPES AND THE SYNTACTIC LEVELS TO WHICH THE FOLLOWING CONSTRUCTIONS BELONG.

us and them

_____ _____ _____ _____

Loch Ness

_____ _____ _____ _____

a good book but a bad film

_____ _____ _____ _____

That day I do not want to remember.

_____ _____ _____ _____

were playing

_____ _____ _____ _____

has never been

_____ _____ _____ _____

If you leave now, you will catch 3:10 to Yuma.

_____ _____ _____ _____

when Harry met Sally

_____ _____ _____ _____

312

_____ _____ _____ _____

before sunrise

_____ _____ _____ _____

has been here

_____ _____ _____ _____

is smiling

_____ _____ _____ _____

is interesting

_____ _____ _____ _____

insisted that he retire

_____ _____ _____ _____

game of thrones

_____ _____ _____ _____

pretty fast and quite efficiently

_____ _____ _____ _____

Off with their heads!

_____ _____ _____ _____

the big bang theory

_____ _____ _____ _____

We went there although we were not invited.

_____ _____ _____ _____

cried incessantly

_____ _____ _____ _____

could unexpectedly leave

_____ _____ _____ _____

might meet all of them

_____ _____ _____ _____

Phd Ross Geller

_____ _____ _____ _____

too pretty to be a detective

_____ _____ _____ _____

2.1. IMMEDIATE CONSTITUENTS
(IC ANALYSIS)

LEVEL	FIRST CUT
SENTENCE	
-simple sentence	separates subject and predicate
	All birds must eat.
-complex sentence (because, although, as, when, even though ...)	between main and subordinate clause
	I feel exhilarated when I pass the exam.
-compound sentence (and, but, or)	in front of and after the conjunction
	I am sleeping and she is awake.

If a sentence contains a sentence modifier (exclamations, vocatives, PrepP, VingP ...) first cut is in front of or after the sentence modifier. After doing that, you can proceed and make the other cuts according to the given rules.

Of course, she IS pretty.

NOTE: Sentence modifiers are usually separated from the rest of the sentence by commas so you should have no trouble whatsoever in detecting them.

SUBORDINATE CLAUSE	after the conjunction
	because she left
	although it was getting late
RELATIVE CLAUSE	after relative pronoun
	who plays in the band
PREPOSITIONAL PHRASE	after preposition
	in the box
INFINITIVE PHRASE	after infinitive
	to raise kids

GERUNDIAL PHRASE after gerund

speaking to him

NOUN PHRASE

Beginning at the end cut off successively each **QUALIFIER** until you reach the noun head.

the girl I met

So, first check whether NP has a qualifier and if it has - make the first cut in front of it and then proceed. After doing this, begin at the front and cut off all prenominal modifiers until you reach the noun head.

the old garden hat in the shed

VERB PHRASE

Modifiers of the verb are cut off from the front, back to the verb head.
There is seldom more than one AM preceding the main verb.

happily jumped on the table

After the preverbal modifiers have been cut off, one begins at the back and cuts off successive modifiers up to the verb head.

happily jumped on the table

Auxiliaries are cut off successively up to the verb head.

may have been eating

N.B. PAY SPECIAL ATTENTION TO:

- **ADJECTIVE PHRASES** FUNCTIONING AS MODIFIERS WITHIN NOUN PHRASES

a very amusing story

- COORDINATE **MODIFIERS** WITHIN NPs JOINED WITH CONJUNCTIONS **AND, BUT** or **OR** .THEY ARE SEPARATED AS FOLLOWS:

beautiful red and white stripes

-IF WITHIN VP THERE IS AN **ADVERB** (not, always, rarely...) INSERTED BETWEEN AUXILIARY AND MAIN VERB YOU ANALYSE THE PHRASE AS FOLLOWS:

was never urging

- WITHIN VP FIRST CUT IS **ALWAYS** MADE IN FRONT OF OR AFTER **ADVERBIAL MODIFIER** (depends on whether it precedes or follows the main verb).

-IF WITHIN VP YOU HAVE **INDIRECT** AND **DIRECT OBJECT** LEAVE THE INDIRECT OBJECT WITH THE VERB (since it is closer) AND CUT OFF DIRECT AND THEN INDIRECT OBJECT:

told her the truth

- **COORDINATE PHRASES** WITHIN VP:

wanted to come and visit me

SUMMARY:

1. IDENTIFY THE TYPE OF SENTENCE (is it simple, compound or complex)
2. CUT OFF ANY SENTENCE MODIFIERS.
3. CUT BETWEEN THE SUBJECT NOUN PHRASE AND THE PREDICATE VERB PHRASE.
4. CUT THESE PHRASES INTO SUCCESSIVE ICs, DOWN TO THE INDIVIDUAL WORDS

A. MAKE AN IC ANALYSIS OF THE GIVEN SENTENCES ACCORDING TO THE GENERAL RULES FOR IC ANALYSIS IN SYNTAX. FOCUS ON DIFFERENT SYNTACTIC UNITS, WITH PARTICULAR EMPHASIS ON NP AND VP CUTTING.

1. Notwithstanding their objections, we will build the raft tomorrow.

2. The little boy has read two novels by Joyce since Monday.

3. Our old friends from Yorkshire came to visit us last weekend.

4. She wants to write literary books which are accessible to a general audience.

5. They said that they had never been to Barcelona before that dreadful day.

6. All those convincing reasons she mentioned were not seen as relevant.

7. Mia and Zoe have never been in that old fashionable café near their school.

8. They will probably buy all the red and green apples in the shop.

9. He did what he wanted and what was the best thing to do.

10. Al went to the book store and bought a very interesting book she talked about.

11. Joe just taught me how to light a fire and how to ride a horse.

12. The boys who broke the highly expensive Ming vase were not duly punished.

13. It is a task which involves exploring the thin borderline between painting and photography.

14. I do not want to waste my time and spend the best years of my life in this hermetically sealed box.

2.2. IMMEDIATE CONSTITUENT ANALYSIS
(PART TWO)

A. DRAW AN IMMEDIATE CONSTITUENT ANALYSIS DIAGRAM OF THE FOLLOWING SENTENCES:

1. He had to read the book because his teacher told him to read it.

2. Duff asked me where her office was as he wanted to warn her about the flood.

3. She felt mortified and embarrassed when he suddenly asked her about her fiancé.

4. When Rick saw his friends wearing white in public, he admitted that he could not handle it anymore.

5. While we were there we met a very nice couple who showed us the town and invited us to their wedding.

6. He accepted the proposal but he changed his mind after a few minutes.

7. I will give you the necessary directions if you insist but the rest is your responsibility.

9. The police interrogated the man with an old and shabby straw hat but did not detect anything suspicious.

10. She decided to go to the city and asked if I could give her a lift.

11. He asked if he might conduct us to the ball dedicated to the memory of our recently deceased princess.

B. DRAW AN IMMEDIATE CONSTITUENT ANALYSIS DIAGRAM OF THE FOLLOWING SENTENCES:

1. Their rather stubborn refusal to see that the protection of the environment should be our first priority today is a great tragedy.

2. A recent survey suggests that the longest stayers are the British who travel to Spain in order to see friends and visit relatives.

3. After many years of teaching undergraduates I have finally realized that development of their understanding and knowledge reflects the development of linguistics and science.

4. A television company did an experiment last year and their idea was to find out how and why people want to live in the conditions of solitude and tranquility.

3. PHRASE STRUCTURE RULES

1. Ross is a student.

2. Joey is very smart.

3. Phoebe is in the hall.

4. Chandler walks in the garden.

5. Rachel loves movies.

6. Poor Chandler washed up the dishes.

7. Monica looks quite stunning in her new dress.

8. Joey dropped the plate on the floor.

9. Ross bought the novel and read it.

10. Ross bought and read the novel.

11. Ross went to the bookstore and bought the novel.

12. Ross went to the bookstore to buy the novel.

13. Ross and Rachel enjoy reading novels.

14. Reading novels is their passion.

15. Clumsy Ross and goofy Rachel went out to buy some food and several bottles of tequila.

16. Monica and Ross frequently meet their old friends from college.

17. What Phoebe did is inexplicable.

18. That was what she wanted.

19. She heard what you said.

20. Monica sold the Porsche that she had repaired and painted without any trouble.

21. She said that that was that cute girl that they had met a week ago.

22. The old woman that you saw in the street fell down and broke her glasses.

23. Joey was sleeping and Monica was writing a letter.

23. a) Their friend Phoebe wanted to leave but she changed her mind after a few minutes.

24. The police were in no way responsible for the theft or for the subsequent murder.

25. Dr Sheldon Cooper appeared quite impressed by what was after all a display of common knowledge.

26. Penny did what she wanted and what was in fact the best thing to do at the time.

27. Going away implied a definite answer to the question of what was eventually to happen.

28. Zoe will come if you invite her.

29. When I stepped into the hallway I passed a maid who was pushing her cart towards the back door.

30. Although he had spent a number of years abroad, the man turned out to be a real specialist in home affairs.

31. You can go if you wish but if you come back you have to tell me how you liked it.

31. The peculiar sound seemed to recall something to his memory and it gave him a shiver as his nerves appeared to be rather weak.

32. Geoff viewed the international scene with great excitement but he rarely discussed what he saw.

33. Nobody heard what the parrot said to the milkman but his reply sounded rather angry and caused some concern.

34. Monica said Rachel believed Phoebe wanted a new husband.

35. What she did or how she did it makes no difference to me.

36. When he got the part in the film he knew a few words of English and he had to spend a lot of free time learning the language.

37. As I stood under the streaming water for a long time, I thought that I had to do laundry and pay some bills.

39. In this riveting novel of unbearable suspense, three very fragile persons become dangerously entangled in an escalating crisis and converge in an explosive collision.

40. In his little, beautiful garden Homer grew cabbage, carrots and other vegetables but he never grew rich by doing that.

41. That night a young man emerged from the small, derelict building and with an air of indecision turned slowly towards the bridge.

42. Sitting in front of the country house, the old man and his wife watched the hardworking peasants do their everyday job with skill and patience.

43. Strangely enough, the guest found his stake tolerable although the restaurant enjoyed poor reputation.

44. Nobody liked the first story they had read but when I pointed out its coherence and literary texture the students admitted it was pretty convincing.

45. Without saying a word, a famous novelist put a new sheet of paper into his typewriter and started retyping all the pages he had just revised but then he realized it was stupid.

46. The experience and the pain it caused transformed Gina's genuine artistic talents in a way which nobody who sincerely admired her rather controversial work could ever understand.

47. The man in the suit finished his phone call, went to the tall deputy, whispered something to him, limped into the kitchen and then came back into the living room.

48. Going to the market, cooking and washing up were three things Chandler hated most passionately.

49. That unfortunate decision put an end to his rather uneventful career and this satisfied his enemies.

50. What was particularly distressing about Sheldon was his inability to make himself clear.

51. The economy of the country that they were visiting depended on timely distribution of the available goods but this caused serious problems under the circumstances.

52. The fact that Howard was overlooking the disastrous effects of his actions seemed to disturb everyone who cared for him.

53. April is the cruelest month, breeding lilacs out of the dead land, mixing memory and desire, stirring dull roots with spring rain.

54. I sat upon the shore fishing and with the arid plain behind me I wondered if I should set my thoughts free.

55. She wanted to ask him how he managed to survive in that wilderness without anyone who could possibly help or soothe him.

56. I thought a thought. Unfortunately, the thought I thought I thought was not the thought I thought I thought. If the thought I thought I thought had been the thought I thought, I wouldn't have thought so much.

57. She had just left the room when suddenly he jumped up and started picking up his clothes from the floor with frantic haste.

58. The politician confessed that he did not know the first name of his press assistant and then suddenly he remembered.

59. Homer implicitly assumed that she still genuinely and passionately loved him and sincerely believed that despite their sudden departure she was still his forever.

60. Standing still in the doorway, she uttered these three words with an almost desperate emphasis and started crying and sobbing.

61. Dr Geller knew that his friends enjoyed walking in the countryside but he decided to stay with his girlfriend and help her with her thesis.

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ENGLISH DEPARTMENT

ENGLISH SYNTAX EXAMINATION PAPER

(mock test)

Student		Index no.	

A. Analyse the syntactic structure of the following sentences:

1. I have to tell the group in Italy where we are because when we get out of the tunnel we will eventually need their help.

2. When he turned back to look at Ursula with her oddly lifted head for the last time, she was crying bitterly and waving to him.

1. _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

****

2. _____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

APPENDIX A

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ENGLISH SYNTAX EXAMINATION PAPER

(mock test)

Student		Index no.	

1. Identify the construction types and the syntactic levels to which the following constructions belong:

1. you and me
   _____ _____ _____ _____
2. Are you rich?
   _____ _____ _____ _____
3. Among school children
   _____ _____ _____ _____
4. when Tess confessed
   _____ _____ _____ _____
5. impose severe restrictions
   _____ _____ _____ _____
6. twist in my sobriety
   _____ _____ _____ _____

12/

2. Explain the ambiguity of the following noun phrase, using immediate constituent analysis and offering a proper interpretation:

an old neighbor's story

an old neighbor's story

4/

3. Draw an immediate constituent analysis diagram of the following sentences:

Alternatively, you and your assistant might want to consider discussing your financial problems with your bank manager.

12/

One does not enjoy having a churning stomach during a game but if you intend to win tournaments you must go through it.

.

12/

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1. _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

****

2. _____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

APPENDIX B

25 THINGS TO HAVE IN MIND BEFORE TAKING A FINAL TEST IN ENGLISH SYNTAX

1. Parts of speech and word classes are a must-know. Be sure you know the difference between adjectives and pronouns. The table below illustrates the difference between these two notorious word classes.

ADJECTIVES	PRONOUNS
Descriptive	**Personal** a) Subjective – *I you he she it we you they* b) Objective – *me you him her it us you them*
Possessive *my your his her its our your their*	**Possessive** *mine yours his hers ours yours theirs*
Demonstrative *this that these those former latter such*	**Demonstrative** *this that these those former latter such*
Distributive *each every either neither both*	**Distributive** *each every either neither both*
Indefinite *some any no* *much more many less most little a little few a few enough all one*	**Indefinite** *some (somebody, someone, something)* *any (anybody, anyone, anything)* *no (nobody, no one, none, nothing)* *much more many less most little a little few a* *few enough all one*
	Reflexive *myself yourself himself herself itself oneself ourselves yourselves themselves*
	Relative *who whose whom which that what whoever whichever whatever*

- **Bear in mind** – in a Noun Phrase pronouns may occur only as a H of a phrase (e.g. *She* is a H of a NP in a sentence: *She* left *him*; *Him* is also H of a NP in the previous sentence, *Someone* is a H of a NP in *Someone* stole my car.) In all other cases, when a Noun is a Head of a phrase what precedes it is **an Adjective** not a Pronoun, because by definition adjectives precede, modify, tell you something more about a Noun! (e.g. *That* in *that* house is a Demonstrative Adjective, *some* in *some* noise is also an Adjective (indefinite). Possessive Adjectives are always placed in front of a Noun as in *his* car, *my* story, *her* dress, *their* insistence. And there is a great chance that if you do not know what something is it is INDEFINITE adjective or pronoun.

2. Be careful with verbs! If you can insert *someone* or *something* after a certain verb, that is an indicator that you are dealing with a transitive verb (Vtr) e.g. *bring* is transitive because you can say *bring something*; *see* is also transitive as you can say *see someone, realize* is also transitive – *realize something*, *decide, try, call* are also examples of transitive verbs.
   Intransitive verbs are followed by Adverbial Modifier and they cannot be followed by *someone or something* e.g. *go someone* or *go something* makes no sense, but what makes sense is *go where* or *why* or *how*.

3. **Copulative verbs are also a must know**. The top on every list of copulative verbs is verb to BE.
   But if verb **to be** is followed by **ING form** (participle) of the verb it is AUXILIARY not Copulative. Verb *to be* as auxiliary is used in forming Present Continuous, Past Continuous and other Continuous or Progressive Tenses.

   Compare:

   She *is* a great gal. (Vcop)
   She *is* always *singing*. (Vaux as it is followed by Participle or ING form).

   Other copulative verbs are listed in the table below:

Copulative verbs		
appear	lie	sound
become	look	stand
come	loom	stay
fall	prove	taste
feel	rank	turn
get	remain	turn out
go	rest	etc.
grow	run	
happen	seem	
keep	sit	
leave off	smell	

Night **<u>became</u>** day.
She **<u>looks</u>** absolutely stunning.
This fruit **<u>tasted</u>** faintly of garlic.
The truth **<u>turned out</u>** to be stranger than we expected.

4. **COPULATIVE VERBS ARE FOLLOWED BY PREDICATIVE!**

5. **COPULATIVE VERBS ARE FOLLOWED BY ADJECTIVES NOT ADVERBS!!!** She seems *happy* (HAPPY is an Adj not an ADV!) Adverbs that can appear after copulative verbs are: *here* and *there* as in: She is *here*.

6. There is a special class of verbs which are known as DITRANSITIVE verbs. Those are verbs that are followed by IO and DO. Typical verbs that belong to this class are TELL and GIVE as in: *tell him the truth* (Vtr + IO + DO) or *give her a wink* (Vtr + IO + DO).

*I **gave** her a mischievous wink.*

Indirect object Direct object

*She **told** Rachel the truth.*

Indirect object Direct object

Other common ditransitive verbs are listed in the table below. Pay attention to shaded ones only!

Ditransitive verbs		
allow	leave	save
ask	lend	**send**
bring	make	serve
charge	**offer**	**show**
envy	order	spare
find	owe	**teach**
fine	pay	**tell**
forgive	**promise**	throw
give	**read**	wish
grant	refuse	etc.
hand	reserve	

They **brought** her some whisky.
I **lent** my niece 20 euros.
She **ordered** them to stop.

7. Don`t be intimidated by OBJECT COMPLEMENT. Object Complement follows transitive verbs and direct object. It tells us something more about that direct object as in *They called him **Tim***. (Tim refers to HIM and that Pronoun functions as DO).
The most common verb which belongs to this subclass of transitive verbs is verb *consider* therefore these verbs are in some textbooks referred to as *Vc verbs*. Complex-

transitive verbs are incomplete and they require further specification to complete their meaning.

They **consider** the Rolling stones old fashioned.

Direct object Object complement

The most common complex-transitive verbs are listed in the table below. Pay attention to shaded ones only!

Complex transitive verbs		
appoint	get	proclaim
baptize	have	pronounce
call	hear	rate
consider	**help**	**see**
christen	hold	send
crown	keep	think
declare	**leave**	turn
deem	let	vote
drive	like	want
elect	**make**	**watch**
entitle	name	etc.
feel	notice	
find	overhear	
get	prefer	

They **declared** the festival a great success.
All that **made** you a slightly different person.
I **had** him mend the fence for me.
I must **keep** her dinner warm.

PAY ATTENTION: VERBS SUCH AS **SEE, WATCH** AND **HEAR** ARE ALSO FOLLOWED BY **OBJECT COMPLEMENT**. What follows these verbs is DO and OC, and OC is usually either VingP or Vinf P:

see her coming home (Vtr + DO + OC; OC = VingP)
watched them bake cookies (Vtr + DO + OC; OC = VinfP)
heard them dancing (Vtr + DO + OC; OC = VingP)
observed them do their work (Vtr + DO + OC; OC = VinfP)

8. Make sure you know the right transcription as we have used it during the semester! Determiner is Det not D, Adjective phrase is AdjP not AdjPhr, Subject is S not Subj. Don't make up new transcription, please!

9. Don`t write more than one action in the same line. Don't write: AdjP → Adj → pretty, all in one line. Instead write:

AdjP → Adj
Adj → pretty

10. **First step is indisputably the most important**! Determining the type of sentence determines your whole analysis.

a) **Simple sentences** are transcribed as follows:

Sent → S + P

e.g. *She called him yesterday to tell him that she was sorry.*
*He invited her and promised her that he would dance with her. (*no two independent clauses so this is a simple, not a compound sentence!)

b) **Complex sentences** have these patterns:

Sent → S + P + AM or
Sent → AM + S + P

In a complex sentence you MUST have MAIN and SUBORDINATE clause!

She will come although she still holds a grudge against him.

(MAIN CLAUSE is independent (therefore S + P, and it can stand on its own: *She will come*, SUBORDINATE clause cannot stand on its own: *although she still holds a grudge against him*)
SUBORDINATE CLAUSES are introduced by connectives when, while, where, because, since, though, even though, if, whether etc. **Make sure the subordinate clause does not answer the question what**, because if it is the case, the sentence is not complex as only ADVERBIAL CLAUSES are a part of complex sentences.

COMPARE:
She will call them when she arrives. (complex sentence)
She asked when they had arrived. (simple sentence, the clause answers the question what – What did she ask? - When they had arrived.)
They wanted to know if he was here. (simple sentence, the clause answers the question what – What did they want to know? - If he was here.)
The would have done it if they had had time. (complex sentence)

c) **Compound sentences** are transcribed as follows:

Sent → Cl1 + conn + CL2

Compound sentences are joined by AND, BUT and OR but what is important is that BOTH sentences are INDEPENDENT.

Compare:

She came in and stole my wallet. (simple sentence - Sent → S + P, because *stole my wallet* is not an INDEPENDENT sentence)

She came in and she stole my wallet. (compound sentence - Sent → Cl1 + conn + CL2, both sentences can stand alone and you can put a full stop after each expression.)

11. Before deciding what kind of sentence you are dealing with go for the **Subject!** Check what subject of your sentence is. If you have something **in front of the Subject** (and that something is not a connective such as *when, where, who, why, although, even though, because*!) that something is SENTENCE MODIFIER and it functions as AM of the whole sentence.

That day he resigned. (Sent → AM + S + P, because *that day* comes before subject!)

COMPARE:

Tomorrow she will buy a new a flat. (Sent → AM + S + P)

But: *She will buy a new flat tomorrow* (Sent → S + P, because AM is not on front of the subject, it belongs to Verb Phrase or Predicate!)

12. Do not mix S and P with DO, IO, PRED as they are not of the same level! DO, IO, AM, PRED typically occur within P or within VP, not with Subject and Predicate. You can only have AM in the same line with Subject and Predicate, as indicated above, in:

a) a COMPLEX SENTENCE - AM + S + P or S + P + AM or
b) if you have something in front of the Subject.

In all other cases AM comes within Predicate. Moreover, there is no such thing as VP + AM or VP + DO, DO and AM appear WITHIN VPs not in line WITH IT.

13. **Predicate** (P) is ALWAYS a VP. But you can have more then one VP in a predicate when the same subject performs more than one action e.g.

The chief warned me not to do it and went away. (P → VP1 + conn + VP2)

In a VP we do not have Heads but instead we write Vtr, Vintr and Vc. So the Head of the VP is either Vtr, Vintr or Vc – do not forget that. Even if the verb consists of Vaux and Vm, you have to decide if it is Vtr, Vintr or Vc and then you can specify that it consists of Vaux and Vm, e.g.

She had left.

Sent → S + P
S → NP

NP → Pron Pers
Pron pers → She
P → VP
VP→ Vintr
Vintr → Vuax + Vm …

14. Be careful with CENTER DISCONTINUOUS (constructions in which something, usually an adverb is inserted between auxiliary and main verb)

Phrases such as:

have never met
had always regretted
must never try
is not complaining
was truly regretting

Are analysed as **Vaux + AM + Vm**!

Also you can have AM inserted between copulative verb and Predicative.

was always happy (Vcop + AM + Pred)
is never honest (Vcop + AM + PRED)

15. Be careful with phrases such as:

is trying and begging me to stay with her
has reached the solution and decided to fire her
was always playing and singing

Why are they peculiar? Because you have the same AUXILIARY verb referring to both MAIN VERBS. We therefore do not have two separate VPs but:

1. Vaux + Vm1 + conn + Vm2 + IO + DO
2. Vuax + Vm1 + DO + conn + Vm2 + DO
3. Vaux + AM + Vm1 + conn + Vm2

When you have the same Vaux referring to two main verbs you must have **Vaux + Vm1 + conn + Vm2**, other elements depend upon Main verbs.

16. RIGHT QUESTION IS THE WAY TO GO!

DO appears after Vtr and it answers the question WHAT or WHO.

AM appears after Vtr, Vintr, Vc and it answers questions such as WHEN, WHERE, HOW, WHY, FOR WHAT REASON etc

Pred appears only after Vc such as *be, seem, appear, become, look* etc.

OC appears after Vtr and DO!

IO appears before DO, is usually a pronoun and it follows verbs such as *tell, give, promise*, *sell* etc.

17. **PrepP** functions typically as **AM** or **Q**. PrepP can never function as DO or IO! Thus a phrase:

Gave her a ring is analysed as Vtr + IO + DO
But *gave a ring to her* is Vtr + DO + AM, as *to her* is a PrepP and it can never be an Object, direct or indirect.

18. **VingP** or **VinfP** are never P of a sentence as those are NON-FINITE phrases. They can be AM, DO, IO, OC, Pred, but never a P (which is always a VP).

VingP and VinfP are just like other VPs. They begin with Ving or Vinf, but they are followed by DO, IO, AM, Pred etc. not NP, PrepP, AdjP etc.

Making a decision about that

Not: VingP → Ving + NP (WRONG)
But: VingP →Ving + DO (RIGHT)

19. In a VP you can have more than one AM. Just ask the right question and you'll see how that works:

Arrived early in a new red dress to cause envy

Vintr + AM1 (when) + AM2 (how) + AM3 (why)

20. Do not forget about BIG MODIFIER. Big M is an AdjP within NPs.

very beautiful *girl*
rather compelling *movie*
somewhat sad *story*

All these phrases consist of **M + H** not Det + M + H or M + M + H. That is why it is called big M. It is a phrase itself, always an AdjP which consists of M and H (N.B. M in an AdjP is always an Adv!!!)
Compare:

Very beautiful girl
(big M + H)

beautiful, timid girl
(M1 + M2 + H,

because each adjective describes H, when you have big M as in the first phrase, *very* has nothing to do with H, it is attached to *beautiful*!!)

21. You can have two Det in a NP, as in: *the first man to reach the finish line* (Det1+ Det2 + H + Q).

22. *a few, a little, a lot of* SHOULD NOT BE SEPERATED! These are Adjectives Indefinite and they appear as one big Det in a NP! Also HAVE TO is one construction and it should not be separated,, as it is Vaux altogether, which is followed by Vm.

23. PAY ATTENTION: When describing a **S, P, DO, IO, Pred, OC, AM** you have to make a choice between CLAUSE or a PHRASE! So always ask yourselves a question: `Is this a phrase or a clause?`. If It is a clause it has S + P and if it is a phrase it has a H, a main word, so elicit it and that will make your analysis easier.

24. Simplify the sentence. If you do that then you will easily see what type of sentence you are dealing with. e.g.

She stooped and looked up at the high sky, which was perfectly clear and transparent, and saw that a big hawk had halted in the air above them.

She is S and **she** STOOPED, LOOKED and SAW, so this is another example of a SIMPLE SENTENCE (Sent → S + P)

25. In a sentence in which you have coordinating conjunctions **and, but** and **or**, at some point you must have PHRASE + CONN + PHRASE or CLAUSE + CONN + CLAUSE. The most important question is at which point you are going to join two constructions. Bear in mind that coordinating conjunctions ALWAYS join same constructions, so it is impossible to have VP + conn + NP or AdjP + conn + NP or PrepP + conn + AdvP. If the first construction is a NP, so is another one. Take a look at the following examples:

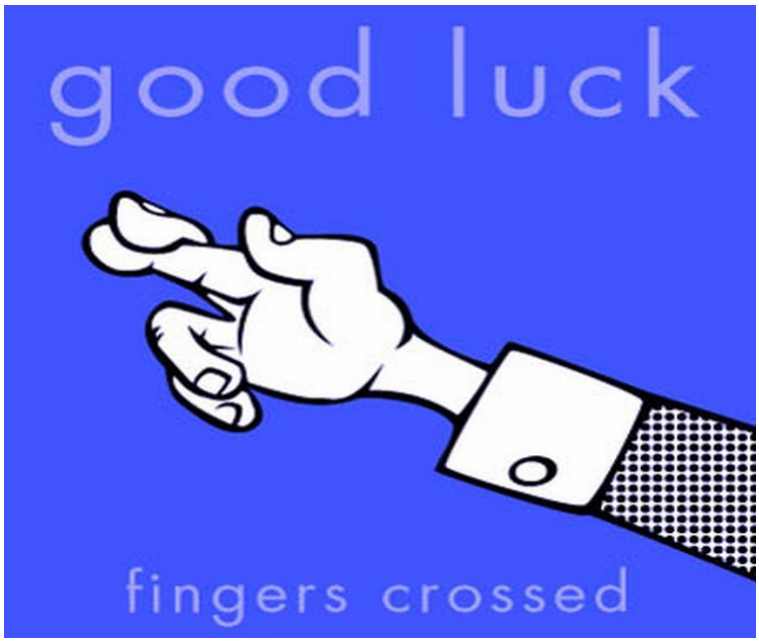
She stood up and she started to yell. (compound sentence, Cl1 + conn + Cl2)
She asked if I would come and if we would go for a ride. (In a simple sentence S + P, we have two clauses functioning as DO, so DO → Cl1 + conn + Cl2)
She was here, and she told me to do my homework and tidy my room. (In a compound sentence, in which we have two clauses joined by *and*, in a second clause (transcribed as S + P), within P we have Vtr + IO + DO. DO is a coordinate construction, VinfP1 + conn + VinfP).
She read the novel in peace and silence. (AM is a PrepP which consists of Prep + NP1 + conn + NP2).
She read the novel in peace and in silence. (AM should be transcribed as follows: AM →PrepP1 + conn + PrepP2, becauseas opposed to the previous sentence, in this one we have two separate prepositional phrases, both introduced by IN)

25. Worth noting: verbs such as *ask, realize, believe, say, insist, demand, want, know* etc are followed by DO. In other words, EVERYTHING that comes after these verbs is DO, no matter `how long` the construction may be. Check this example:

She wanted to know when it would finish and how that charade of a play we were working on would end.

Sent → S + P …
P → Vtr + DO
DO → VinfP
VinfP → Vinf + DO…
DO → Cl 1 + conn + Cl2 etc.
Cl1 → conn + S + P
conn → ??? (check the notes from lectures carefully, identify the part of speech word *when* belongs to and never make a mistake when it comes to this particular word ☺)

THAT`S ALL FOLKS!!!!



ARE YOU READY TO TAKE THE MIDTERM EXAM?
TEST YOURSELVES!

A. Choose two sentences and draw an immediate constituent analysis diagram.

1. Suddenly, Jim paused to overcome an overwhelming and profound emotion that made his voice hoarse and deep and took a rather deep, heavy breath.

2. When they discussed these somewhat trivial things and talked about her and her faults, she felt she had to watch and keep her distance.

3. A faint ray of light flashed briefly in the roof above me and her and all of a sudden there was a sound like the fairly quick opening of a door.

4. He began to pack their belongings when he remembered that he had once told her that they would definitely visit her and that they would give her their key.

5. Although they constantly try to persuade the public that its product has unique qualities, the truth is that recent events have dramatically and significantly changed our perspective.

6. When he walked into the house to check if Phoebe had made any progress and if she had finished the report he had already decided to offer her a job in Rio.

7. She laughed and felt exhilarated when she stepped into the hot sun but I pretended I was alone and continued to cut the trees with care and pleasure.

8. I lay on the carpet near the sliding door of terrace and dreamt about our encounter and sleep came for me as I watched the stars glitter and twinkle.

9. She sincerely believed that the realization of her utopian dreams and her secret wishes was not possible even though she did not want to admit or accept that.

10. The boys behind the counter laughed at him and his girlfriend and a rather stout pub owner came downstairs and told them to stop doing that and leave.

11. During a long interval of calm and peace, a relatively small number of patriots and radicals have energetically striven to revive the controversy and the debate.

12. What appeared particularly significant and noteworthy was that the troops had finally advanced beyond the natural strategic line and had eventually crossed the river.

13. His eyes closed and he had the strange feeling of the swimmer who finds that after all the tide will eventually sweep him to his goal and his rescue.

14. Caroline began her favorite piece, but as soon as she came to the end of the music, she played more quietly and rather superbly and began to speak softly.

15. Although he had never had a stage fright, Joey felt his heart was beating now but told himself that he would make it despite everything and that he would finish his act.

16. Whenever I was home on a visit my mother and my sister would invariably remind me that despite everything they loved to talk to their nosy, elderly patients.

17. Sitting with people who were talking slowly and articulately he would sometimes draw somewhat hasty conclusions about their remarks or their life stories.

18. The lane she is blindly following mounts a gentle slope at the end of the trail and comes out on top with a fairly wide view of the land and tender grass.

19. In a few minutes that seemed like a century to him, he heard her heavy steps over the powdery and melting snow and he shut all the blinds and curtains.

20. His refined features betrayed for a moment an impression of rather bitter disgust and after a few long and agonizing minutes, he sank into reverie and oblivion.

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