

# SYNTAX

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# SYNTAX

**deals with word combinations and sentences**, the arrangement of words in sentences, clauses, and phrases, and the study of the formation of sentences and the relationship of their component parts.

- **A sentence** is a **set of words** that is complete in itself, typically containing **a subject and predicate**, conveying a statement, question, exclamation, or command, and consisting of a **main clause** and sometimes one or more **subordinate clauses**.

• **Oxford Dictionary**

**The sentence expresses a complete message.**

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A group of words, usually containing a verb, that expresses a thought in the form of a statement, question, instruction, or exclamation and starts with a capital letter when written.

**Cambridge Dictionary**

## Non-sentence utterances are:

- 1. **Vocatives**: Charles! Mr. West!
- 2. **Yes-no answers.**
- 3. **Interjections**: Hi! Dear me!
- 4. **Conversational formulas**: Thank you.  
Bye-bye.

# The proposition of sentences

- A **sentence** is **a group of words** that are put together **to mean something**. A **sentence** is the **basic unit of language** which expresses a **complete thought**. It does this by following the grammatical basic rules of syntax.
- A complete **sentence** has at least **a subject** and a main **predicate** to state (declare) a complete thought.

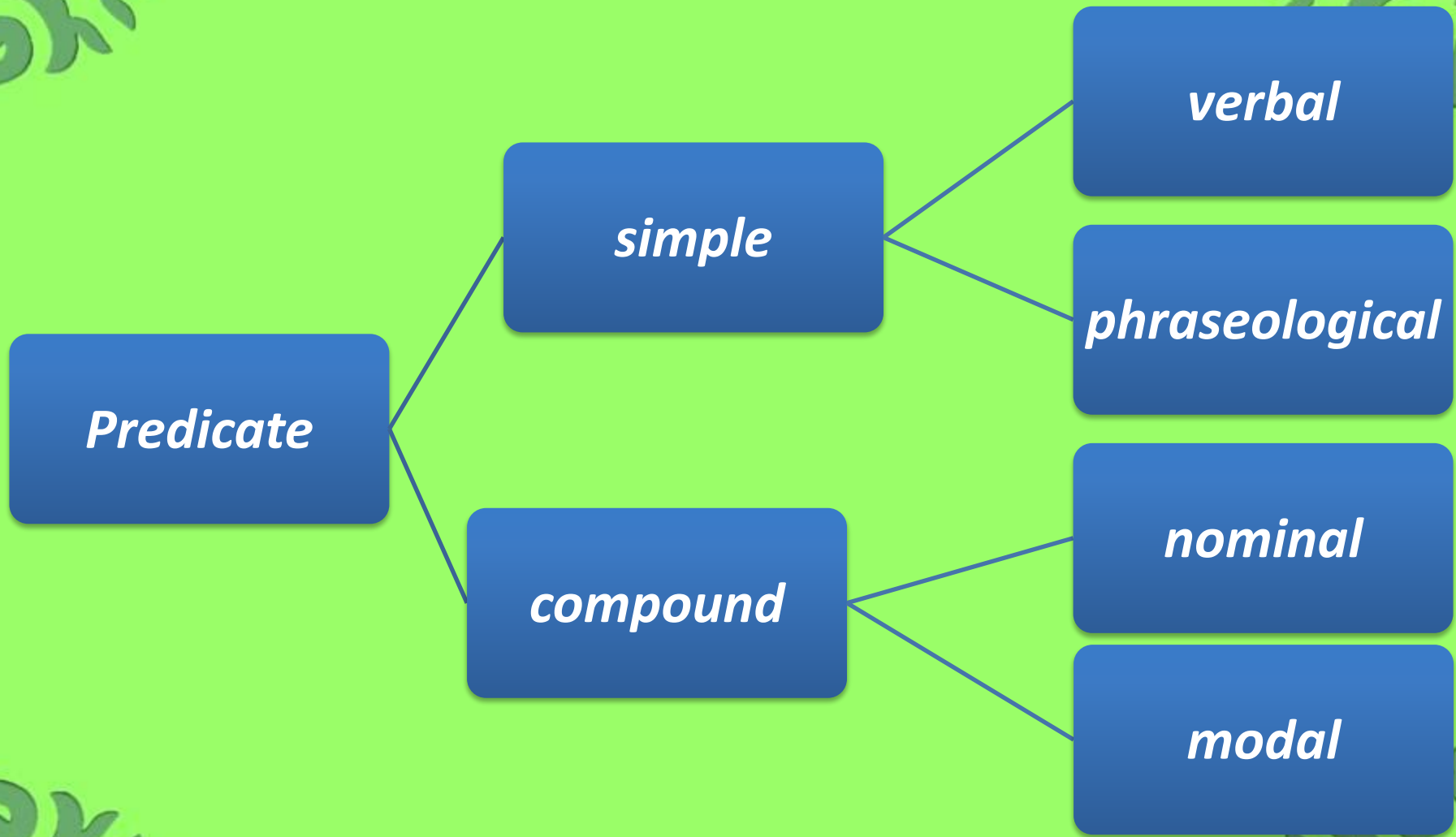


- **A sentence belongs to grammar, the grammar belongs to syntax.**
- A sentence consists of 5 members:
  - **subject**
  - **predicate**
  - **object**
  - **attribute**
  - **adverbial modifier**
- **Kate** **decided to go with her sister to the zoo** **today.**

## THE FORMS OF THE SUBJECT

- Noun or pronoun: **Kate (she)** comes soon.
- Adjective: **The rich** become richer.
- Number: **Two friends** refused to come.
- Gerund: **Reading** is interesting.
- Infinitive: **To drive** in a big city is dangerous.
- That clause: **That he can drive** was known to everyone.
- Relative clause: **Whatever** he helped them was taken into consideration (**who, which, whoever, whatever, whichever**).
- **It** was known by everyone that he had traveled the world. **It** is raining





## THE SIMPLE VERBAL PREDICATE

- is a predicate expressed by a finite form of the verb in any tense, voice, aspect, person, number, and mood.
- I write a letter. Write (present tense, active voice, indefinite aspect, I person, Indicative mood, singular form)
- The compound verbal predicate consists of:
  - a) a modal verb combined with an aspect:
    - I can speak.
    - b) verbs: I want to read.
    - c) stative verbs: She began to cry.

• **The compound nominal predicate consists of a link-verb and a predicate ( the nominal part of the predicate).**

• **NOUN:** The unit of resistance is an ohm.  
(Единицей сопротивления является ом).

• **ADJECTIVE:** The peaceful coexistence of different social systems is possible .

(Мирное сосуществование различных социальных систем возможно).

• **NUMERALS:** The mass of an electron is  $1/1830$  that of a hydrogen atom.

• (Масса электрона составляет  $1/1830$  массы атома водорода).

• **PRONOUN** : The street is mine, the houses are mine.  
Улица — моя, дома — мои. (В. Маяковский)

• **ADVERB** : The lesson is over. Урок окончен.

She is out. Ее нет (она вышла).

• **INFINITIVE**: The thing to do now," he said, "is to close up, go home, and sleep." "Вот что надо сделать сейчас,—сказал он,—закончить работу, пойти домой и лечь спать".

• **PARTICIPLE** All the doors of the laboratories and classrooms were closed and locked.

• Все двери лабораторий и аудиторий были закрыты и заперты.

• **GERUND**, Our aim is mastering English.

• Наша цель—овладеть английским языком.

# SUBJECT AND PREDICATE CO – ORDINATION

**AGREEMENT** in person and number:

**Water has** the least volume at 4'C.

Solid **bodies have** a definite form and volume.

- If the subject is **anyone, none, everything,**
- **everybody** e.t.c. the predicate is in singular form
- **Everybody knows** it. -- Все знают это.
- **Either of the rubber rods is** attracted by a glass rod.



- **The subject is gerund or infinitive, the predicate is in singular form:**

Melting **takes** place at the temperature called melting point. Плавление происходит при - температуре, называемой точкой плавления.

- **If the subject is collective noun the predicate uses as plural form as singular form depends on the purpose of the speech**

- A woman tried to fight her way back to the thick of the crowd... but the crowd **was** helpless. Какая-то женщина пыталась пробиться сквозь толпу..., но толпа не могла расступиться (букв.: была беспомощной).

- The fleeing **crowd were** scattered by the mounted police. -- Бегущая толпа была рассеяна конной полицией.



# THREE CRITERIA FOR IDENTIFYING SUBJECTS IN ENGLISH

- **Subject-verb agreement**: The subject agrees with the **finite verb in person and number**, e.g. *I am* writing.
- **2. Position occupied**: The subject typically immediately precedes the **finite verb** in declarative clauses in English, e.g. *Tom laughs*.
- **3. Semantic role**: A typical subject in the active voice is **an agent** or **theme**, i.e. it performs the action expressed by the verb or when it is a theme, it receives a property assigned to it by the predicate.

# OBJECT

- Traditional grammar defines the **object** in a sentence as the entity that is acted upon by the subject.
  - **THREE TYPES OF OBJECTS:**
    - **Direct object:** I sent a letter.
    - **Indirect object:** I gave her flowers.
    - **Prepositional object:** They are waiting for a friend.

## OBJECT MAY BE EXPRESSED

- **Noun or pronoun:** I see **Kate (her)**.
- **That clause:** We **remembered that we had read this chapter** **Bare clause:** We remembered **we had read this chapter**.
- **For clause:** We are not responsible for **what the did**.
- **Interrogative pronoun clause:** They **said what had happened (who, which, what whoever, whatever, whichever, if, whom)**. It is the question to whom she said.
- **.Gerund clause:** I stopped **talking to him**.

- **Infinitive: I stopped to talk to him.**
- **Cataforic IT. I knew it that was said by him.**
- **Adjective: I see the poor.**
- **Number : I see two of them.**

# ATTRIBUTES (adjective clause), TYPES OF ATTRIBUTES

- **AN ATTRIBUTE** qualifies a noun or noun phrase, giving more information about the object signified **NOUN: TABLE LAMP**
- **NOUN WITH PREPOSITION: QUESTION UNDER INVESTIGATION**
- **AN ADJECTIVE : A CLEVER BOY.**
- **NUMBER: THREE STUDENTS.**
- **PRONOUN: HER CHILD.**
- **POSSESSIVE : PROFESSOR'S REMARK**
- **PARTICIPLE I: THE READING BOY.**
- **PARTICIPLE II: THE WRITTEN BOOK.**
- **GERUND: THE BOOK FOR READING.**
- **INFINITIVE: THE LETTER TO WRITE.**
- **RELATIVE PRONOUNS:( that ,what, who,whom, whose, when, where, which):**
  - **The girl who was standing near me is my sister.**



- **THERE TWO TYPES OF ADJECTIVE CLAUSE:**
  - Identifying ( without comma)
    - **The person, who was standing near you is my brother.**
  - Modifying (with comma)
    - **Mr.Smith, who lives next door, works at the university.**
- **NOUN +WHEN, WHERE,WHOM and WHICH**
  - She entered the university **where** he studied.
- I was at Boston where the world's best university is based.
- She failed her exams, **which** she passed in falling term.
- The singer, **about whom** knows everybody, will come to our city.



# ADVERBIAL MODIFIER CLAUSES OR SUBORDINATE CLAUSES:

**The adverbial modifier** also defines an action or other attribute in a **qualitative or quantitative sense**

## 1. Adverbial Modifier of Place (where)

I said it **where** we were at the restaurant.

## 2. Adverbial Modifier of Time (when,while)

I said it **when** the shout.

## 3. Adverbial Modifier of reason(because, since)

I said it because he was wrong.

- 1. Adverbial Modifier of Purpose (so that)**
- 2. I decided to enter a university **that is why** I go Moscow.**
- 3. Adverbial Modifier of contrast (although, whereas) **Although** I love meat, I eat it rarely.**
- 4. Adverbial Modifier of condition( if )**
- 5. **If** he had been the Ministry he would have changed.**

- Place. This modifier describe the place or direction **WHERE** the action happened.

He found himself **in a lonely street.**

- Time. *This modifiers describe the time* **WHEN** *the action happened.*

For more than **5 years** she has been living there.

- Reason, cause. *This modifiers describe situation* **WHY** *the action happened.*

- The airplane was detained **because of the fog.**

- *of comparison*
- e.g. She sat still **like** a statue. He was as ugly **as a monkey**.
- *of consequence*
- e.g. He is clever **enough** to understand it. She was **too tired** to go for a drive.
- *of concession*
- e.g. **Whatever the reason**, she should have come. **Though tired**, he agreed to accompany us.
- *of condition*
- e.g. **To look at her** you wouldn't believe she was a famous actress. He said he would do it if necessary.
- *of exception*
- e.g. He had no choice **but to obey the orders**.

- **Participle I. Reading this book** I face with facts.
- **Gerund: In reading this book** I face with facts.
- **Infinitive: To drive in a big city** one should be experiences.
- **Complete adverbial modifier**
- Remember a holiday of mine being ruined **by our paying attention** to the weather report of our local newspaper .
- The weather was too cold **for the children to have a walk .**
- **The weather being fine**, the airplane started. -

# ACCORDING TO STRUCTURE OF SENTENCES

- SENTENCES MAY BE:

/ \

SIMPLE COMPOSITE

/ \

COMPOUND COMPLEX

/ \

SEMI-COMPOUND SEMI-COMPLEX



## ANALYSE SENTENCES FROM THE POINT OF CLAUSE :

- I said it **where** we were at the restaurant
- **where** we were at the restaurant –subordinative clause; place clause.
- Where – place conjunction
- You can go only if you are back by evening.
- When he comes in, tell her I want to speak to her.
- Although I know him I do not want to talk to him.
- This is the problem which we are having at that moment.
- He is the man who wrote back to me.
- This is a problem which occurs regularly.
- He likes fried rice while I prefer boiled.
- I'll take my shoes off so as not to dirty the carpet.

# SYNTAGMATIC AND PARADIGMATIC RELATIONS

## FERDINAND DE SAUSSURE:

- Intralinguistic relations that exist between words are basically of two types:
- syntagmatic
- paradigmatic.

# SYNTAGMATIC RELATIONS:

**syntagmatic relations are linear relations  
between words.**

are the relationships that a linguistic unit has with other units in the stretch of speech in which it occurs.

1. *He could not get the piano through the door*

## PARADIGMATIC REALTIONS -

are the relations that a linguistic unit  
modification according to context.

He writes **s** the book.

The book was **written** by me.

I see the **written** book.

I see the **writing** boy in front of the  
blackboard.

I **wrote** a book.

# GOVERNMENT

- In grammar and theoretical linguistics, **government or rection** refers to the **relationship between a word and its dependents**. One can discern between at least three concepts of government: the traditional notion of case government, the highly specialized definition of government in some generative models of syntax, and a much broader notion in dependency grammars.
- I read **quickly not I read quick. Hot enough not enough hot.**

- **TYPES OF SENTENCES ACCORDING TO STRUCTURE**

**1 SIMPLE**

**2 COMPOUND**

**3 COMPLEX (SUBORDINATIVE  
CLAUSE AND THE MAIN OR  
PRINCIPLE CLAUSE)**

**AFTER I READ THE BOOK (SC) ,I RETURNED IT(MC)**

**After reading the book**

**4 SEMI-COMPOUND**

**5 SEMI-COMPLEX**



# THE SIMPLE SENTENCES

The simple sentence consists of one subject-predicate unit.

IT MAY BE:

- a) **UNEXTENDED PATTERNS** (those with no secondary parts).

For example: *The child laughed. Mary is a nurse.*

- b) **EXTENDED PATTERNS** by obligatory elements.

For example: *The child caught the ball. John lives in London.*

**If one of these extending elements is omitted the sentence is incomplete.**

- c) **EXTENDED PATTERNS** by optional elements.

For example: *The child laughed merrily. My friend Mary is a very kind nurse.*

# **SIMPLE SENTENCE**

**CONSISTS OF A SUBJECT AND PREDICATE.**

- **I READ THE BOOK**
- **He wrote a letter.**
- **They are sitting at the conference.**
- **I conducted the lecture.**
- **He has been twice in England.**
- **I shall go to the University**
- **I have been waiting for you.**

## **A ONE-MEMBER SENTENCE**

contains only **one principal part** which is neither the subject nor the predicate.

- **NOMINAL** sentences are those in which the principal part is expressed by a noun;

For example: Silence. Summer. Midnight (unextended).

English spring flowers! (extended)

- **VERBAL** one-member sentences are those in which the principal part is expressed by a non-finite form of the verb, either an infinitive or a gerund.

For example: To think of that!

Living at the mercy of a woman!

## **AN ELLIPTICAL TWO-MEMBER SENTENCE**

is a sentence in which one or more word-forms in the **subject and the predicate positions are omitted.**

- “Where are you going?” — “To the library”.
- “Who lives in that house ?” — “John and Mary”.
- Looks like rain.
- See what I mean?
- You sure?
- Children not admitted.
- No smoking here.

# THE COMPOSITE SENTENCE

The composite sentence is a sentence consisting of **two or more clauses**, and therefore **containing two or more subject-predicate groups**. In **its structure a clause** is similar to a simple sentence, but unlike a simple sentence it forms part of a bigger syntactical unit.

Within a composite sentence clauses may be joined by means of **coordination** or **subordination**, thus forming a **compound** or a **complex** sentence respectively.

**Coordination** is a way of linking grammatical elements to make them **equal in rank**.

COMPOSITE SENTENCE

/ \

COMPOUND COMPLEX



# COMPOUND SENTENCES

The compound sentence consists of two or **more clauses** of **equal rank** which form one syntactical whole in meaning and intonation. **Clauses** that are parts of a compound sentence are called **coordinate**, as they are joined **by coordination**.

**(1) I HAD READ THE BOOK AND (2) I RETURNED TO THE LIBRARY.**

**THIS SENTENCE CONSISTS OF TWO INDEPENDENT CLAUSES**





# SEMI-COMPOUND

- I HAD READ THE BOOK **AND** RETURNED IT.
- **I** WROTE A LETTER **AND** SENT IT.
- The story was amusing, but nobody laughed.
- The conjunctions while and whereas specialize in expressing contrastive relations:
  - Peter is an engineer, **while** his brother is a musician.
  - She was familiar with the petty social problems, **and** they bored her.
  - You can join us at the station, **or** we can wait for you at home.
  - The correlative either emphasizes the exclusion of one of the alternatives.
  - **Either** listen to me, **or** I shall stop reading to you.

## **SUBORDINATE CLAUSES**

function as different parts of the sentence  
(**subject, predicative, object, apposition,  
attribute, adverbial modifier**).

Subordinate clauses can be classified under  
three headings: a) **nominal (or noun)  
clauses** (clauses functioning as nouns in  
various syntactical positions);

b) **attributive (or relative) clauses**;

c) **adverbial modifier clauses**,

d) **objective clauses**.

# The Complex Sentence

**Complex sentences can be formed** by joining subordinate clauses to the main clause with conjunctions or conjunctive words (syndetically) or without them (asyndetically). The first one is called **the main (or principal) clause**, the second is **the subordinate clause**.

For example: (2) **AFTER I HAD READ** THE BOOK (1) **I RETURNED** IT.

THIS SENTENCE CONSISTS OF **AN INDEPENDENT (1) CLAUSE** AND **DEPENDENT OR SUBORDINATIVE CLAUSE (2)**.

## SEMI-COMPLEX SENTENCES

- **Having read** the book, I returned it.
- **After reading** the book I returned it.
- **On reading** the book I returned it.

# CONJUNCTIONS

are the formal signals of subordination the only function of which is to link clauses and express the relation between them (*that, because, through, in order that, as far as, if only, etc.*).

For example:

- *Everybody knows **that** money doesn't grow on trees.*

## CONJUNCTIVE WORDS

which are used to join nominal clauses combine two functions: **to link clauses** and to be a part in the **subordinate clause** (who, what, when, why, where, etc.).

For example:

- Do you realize **how\_far** it is to Hawaii?



- SUBORDINATIVE CONJUNCTIONS:

AFTER, ALTHOUGH, AS, BECAUSE, BEFORE,  
FOR, HOW, HOWEVER, IF, IN CASE, IN ORDER THAT,  
ONCE, SINCE, THAT, THOUGH, TILL, UNLESS, UNTIL,  
WHEN, WHENEVER, WHERE, WHEREAS,  
WHEREVER, WHICH, WHILE, WHILST, WHOEVER,  
WHOSE

### 3. **DISJUNCTIVE CONNECTION**

denotes choice, usually between two mutually exclusive alternatives. The disjunctive conjunctions are or, either ... or, the conjunctive adverbs else (or else), otherwise. For example:

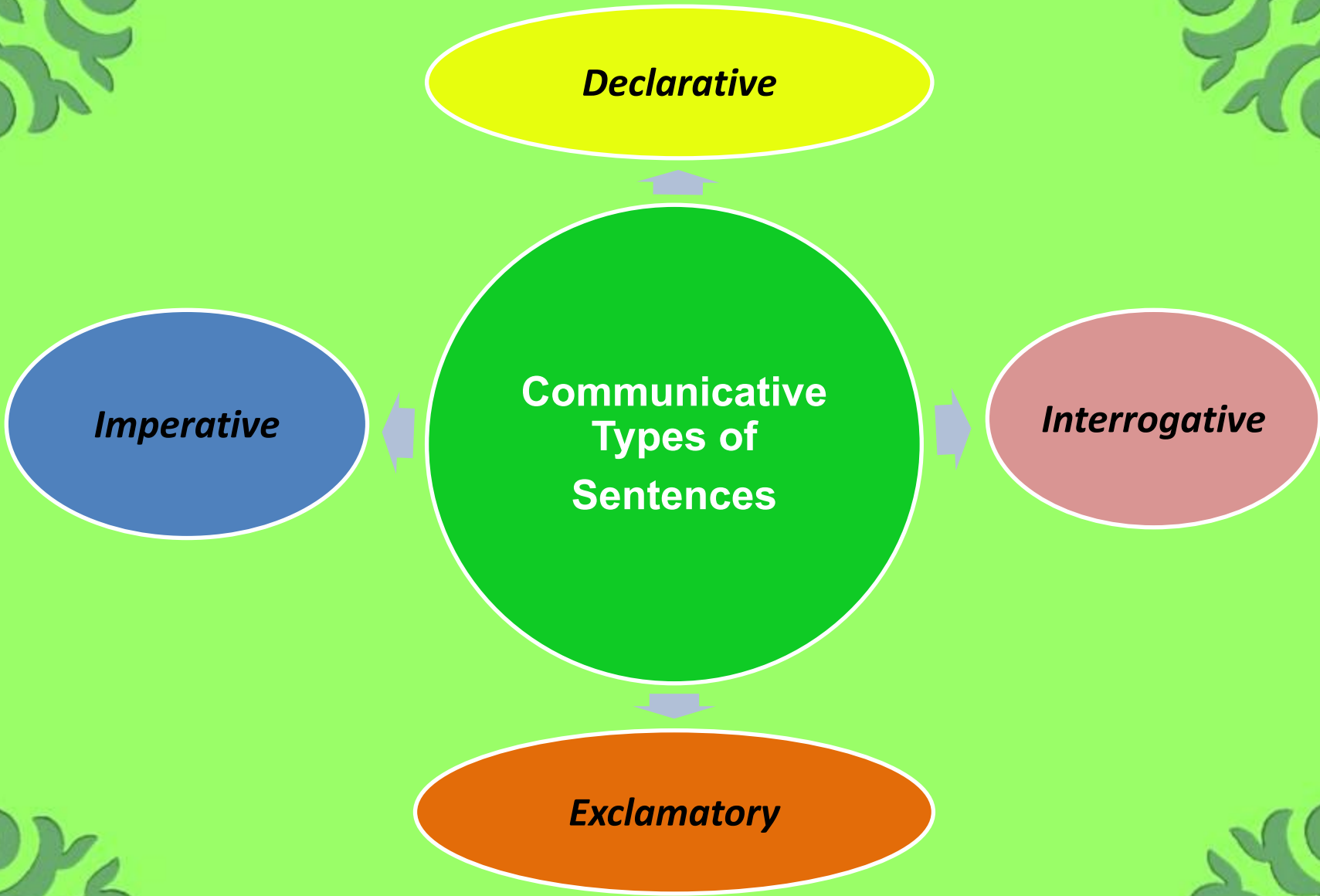
- You can join us at the station, **or** we can wait for you at home.
- The correlative **either** emphasizes the exclusion of one of the alternatives.
- **Either** listen to me, **or** I shall stop reading to you.

#### 4. CAUSATIVE-CONSECUTIVE COORDINATION

joins clauses connected in such a way that one of them contains a reason and the other — a consequence. The second clause may contain either the reason or the result of the event conveyed by the previous clause. The only causative coordinating conjunction is **for**.

For example:

- The days became longer, **for** it was now springtime.
- A causative clause may be also joined asyndetically.



## TYPES OF SENTENCES ACCORDING TO COMMUNICATION

- **AFFIRMATIVE/ DECLARATIVE**
- I COMPILED TESTS.
- **INTERROGATIVE**
- DID I COMPILE TEST?
- **NEGATIVE**
- I DID **NOT** COMPILE SENTENCES.
- **EXLAMATARY**
- I COMPILED TESTS!
- **IMPERATIVE GO OUT!**

# DECLARATIVE SENTENCES

- form the bulk of monological speech and the greater part of conversation. A statement may be positive (affirmative) or negative.

For example: **I have just come** from a business trip.

I haven't seen my sister yet.

**A statement can be emphasized by the auxiliary verbs do, does, did put in front of the base form of the verb.**

For example: I **do** feel sorry for Roger.

For example: I wonder **why** he is so late.

You mustn't talk back to your parents.



# INTERROGATIVE SENTENCES

**A GENERAL QUESTION** opens with a verb operator (an auxiliary, modal or link verb) followed by the subject. It is characterized by the rising tone.

For example: Does it hurt much?      Can you speak French?

**A TAG QUESTION** is usually done when you expect the person you are addressing to agree with you or confirm your statement.

For example: It is quite warm, **isn't** it? —  
positive statement+negative tag

You didn't know I was an artist, **did** you? — negative statement +  
positive tag

I'm controlling it, **aren't** I? — note the negative tag with "I".

Come into the kitchen, will you? — to make your order sound less  
forceful

**Nobody** had bothered to do this, had **they**? — note the use of the  
plural pronoun in the tag

## AN ALTERNATIVE QUESTION

or an “**either-**” question, implies a choice between two or more alternative answers.

For example: Do you like your coffee white **or** black? — Black, please.

Will you have your whisky, **or** do you want dinner straight away?  
— Whisky.

## SPECIAL, or wh- questions

open with an interrogative pronoun or a pronominal adverb the function of which is to get more detailed or exact information about a particular person, thing, place, reason, method, or amount.

For example: **What** am I going to do without you?

**Who** discovered this?

**Where** do you think he is now?

**Which** is the best restaurant? (which is used when there is a limited choice).

**When** are going to go there.

**SUGGESTIVE, or declarative, questions form a peculiar kind of “yes-no” questions.**

For example: You're working late tonight?

Suggestive questions are used:

- 1) when we want to confirm something,
- 2) when we want to express surprise,
- 3) as leading questions to get exact information,
- 4) in echo-questions repeating the structure of the statement that came before.

For example: He said you were a very good teacher. — He said that?

The use of indefinite pronouns and adverbs has a positive orientation (unless negation is meant).

For example: You have something to tell me? — Just a few words.

# Imperative sentences

**Express commands. Besides commands proper imperative sentences may express prohibition, a request, an invitation, a warning, persuasion, etc.**

For example: Let's not quarrel about trifles.

Somebody switch off light.

Silence, please (a verbless command).

Don't be afraid of them.

Speak louder, please.

Would you do me a favour?

Let Philip have a look at it.

Let's go outside.

Don't let's quarrel about trifles.



# EXCLAMATORY SENTENCES

Exclamatory sentences express ideas emphatically.

For example: **What** a funny story she told us!

**How** beautiful her voice is!

How I hate posters!

What a situation!

Isn't it funny!

Doesn't she sing beautifully!

If only I were young again!

Fire!( one-member sentence)

To think that she should have said so!



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