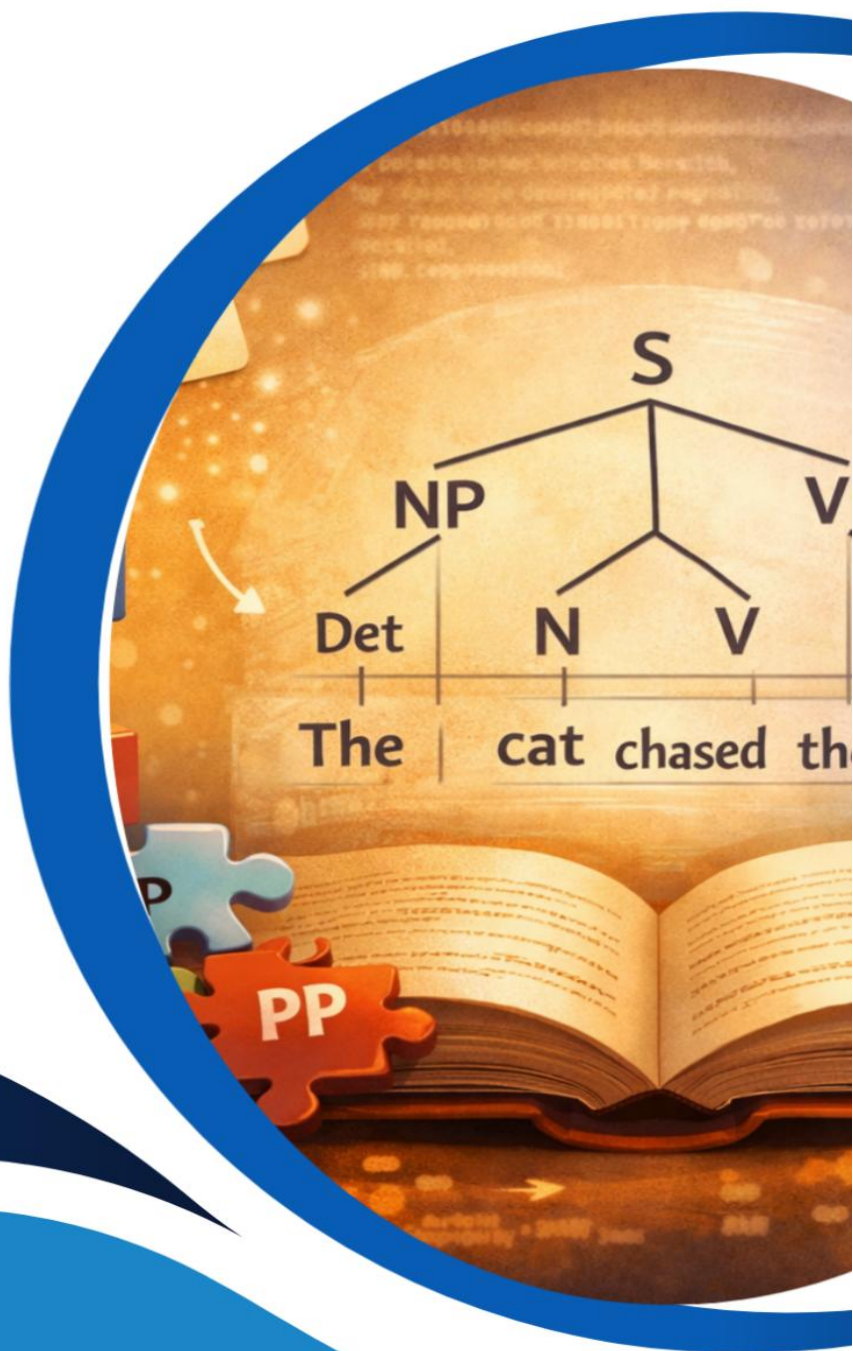


LIN302

SYNTAX



Download on the
App Store



GET IT ON
Google Play

Course video is available on our app

lanetonline.com

Course code: LIN 302
Course title: Syntax
Course credit load: 2 Units

Series 1: Principles of Syntax and Theories of Grammar

Series 2: Structure of Phrases, Clauses, and Sentences

Series 3: Functional Relationships in Syntax

Series 4: Competing Theories of Grammar

Series 5: Concepts and Methods of Syntactic Analysis

Proposed Outline for Series 1

Part 1.1: Principles of syntax

- Sub-Part 1.1.1: Definition and scope of syntax
- Sub-Part 1.1.2: Basic concepts of syntactic organisation

Part 1.2: Theories of grammar

- Sub-Part 1.2.1: Overview of grammatical theories
- Sub-Part 1.2.2: Strengths and limitations of major theories

Part 1.3: Competing perspectives in syntax

- Sub-Part 1.3.1: Traditional grammar approaches
- Sub-Part 1.3.2: Modern theoretical frameworks

Introduction

Syntax is central to the study of language because it explains how words are organised into phrases, clauses, and sentences. Without syntax, communication would lack structure and meaning. For learners of linguistics, understanding the principles of syntax and the theories of grammar provides the foundation for analysing how languages differ and how they encode relationships between words. This Series sets the stage for your journey into the systematic study of sentence structure.

The aim of this Series is to introduce you to the fundamental principles of syntax and to familiarise you with the major grammatical theories that underpin syntactic analysis. By the end, you will be equipped with the conceptual tools needed to approach more advanced topics in syntax.



We shall commence this Series by examining the principles of syntax, beginning with its definition, scope, and the basic concepts of syntactic organisation. Next, we will move on to theories of grammar, where we will explore an overview of grammatical theories and consider their strengths and limitations. Finally, we will wrap up by looking at competing perspectives in syntax, contrasting traditional grammar approaches with modern theoretical frameworks.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 1.1** define syntax and explain its scope within the study of language,
- **SLO 1.2** describe the basic concepts of syntactic organisation,
- **SLO 1.3** identify major grammatical theories and outline their key features,
- **SLO 1.4** evaluate the strengths and limitations of selected grammatical theories, and
- **SLO 1.5** analyse competing perspectives in syntax by contrasting traditional grammar approaches with modern theoretical frameworks.

1.1 Principles Of Syntax

1.1.1 Definition and scope of syntax

Syntax refers to the study of how words are arranged and combined to form phrases, clauses, and sentences. It is concerned with the rules and principles that govern sentence structure in a language. The scope of syntax extends beyond simply identifying word order, as it also examines how grammatical relations such as subject and object are encoded, and how meaning is shaped by structure.

Fill in the blank: Syntax is the study of how _____ are arranged and combined to form phrases, clauses, and sentences.



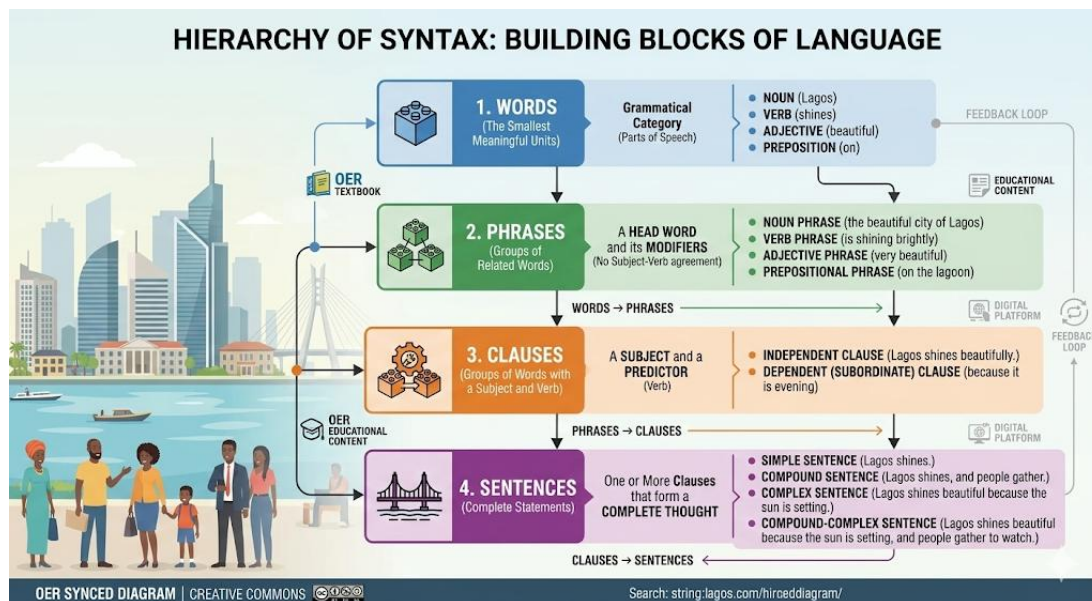


Figure 1.1: Levels of syntactic structure

1.1.2 Basic concepts of syntactic organisation

A key concept in syntax is **constituency**, which refers to the grouping of words into units that function together, such as noun phrases or verb phrases. Another important concept is **hierarchical structure**, meaning that sentences are not flat strings of words but are organised into layers of phrases and clauses. Syntax also involves **grammatical relations**, which describe how elements such as subjects, objects, and predicates interact within a sentence. These concepts provide the foundation for analysing sentence patterns across languages.

Fill in the blank: Constituency refers to the grouping of words into _____ that function together.

Concept	Definition	Practical Example
Constituency	The grouping of individual words into single functional units (constituents).	In the sentence " <i>The fast runner won</i> ," the words " The fast runner " act as a single unit (Noun Phrase).
Hierarchical Structure	The nested organization where phrases are contained within clauses, and clauses within sentences.	A sentence is not a flat string; it's a tree . A Verb Phrase can contain a Noun Phrase, which in turn contains a Determiner and a Noun.
Grammatical Relations	The functional roles and interactions between different parts of a sentence.	Determining who is doing the action (Subject), what is receiving it (Object), and the action itself (Predicate).



Box 1.1: Key concepts of syntactic organisation

Pilot questions 1.1

1. What does syntax study?
2. Mention one level of syntactic structure.
3. What is constituency in syntax?
4. Why is hierarchical structure important in syntax?
5. Give one example of a grammatical relation.

1.2 Theories Of Grammar

1.2.1 Overview of grammatical theories

Grammar refers to the system of rules that governs how words are combined to form meaningful expressions in a language. Over time, scholars have developed different **grammatical theories** to explain these rules and structures. Traditional grammar focuses on prescriptive rules, often based on Latin models, while modern theories such as structural grammar and generative grammar aim to describe how language actually works. Each theory provides a unique lens for analysing sentence structure and grammatical relations.

Fill in the blank: Traditional grammar often bases its rules on _____ models.

Theory	Philosophy	Key Question	Modern Application
Traditional	Prescriptive: Rules for "correct" speech.	"How <i>should</i> you say this?"	Formal writing, legal drafting, and style guides.
Structural	Descriptive: Observing how people actually talk.	"What patterns are in the data?"	Creating dictionaries and early Machine Translation.
Generative	Cognitive: The internal "mental math" of language.	"How can a finite mind produce infinite ideas?"	LLMs (like ChatGPT) and Universal Grammar research.

Figure 1.2: Overview of grammatical theories

1.2.2 Strengths and limitations of major theories

Each grammatical theory has its **strengths** and **limitations**. Traditional grammar is easy to learn and widely applied in education, but it can be rigid and less adaptable to diverse languages. Structural grammar provides systematic analysis of sentence patterns, yet it may overlook deeper meaning. Generative grammar, introduced by Noam Chomsky, explains how humans can



produce infinite sentences from finite rules, but it can be abstract and complex for beginners. Evaluating these strengths and limitations helps learners appreciate why multiple theories exist and how they complement one another.

Fill in the blank: Generative grammar explains how humans can produce _____ sentences from finite rules.

Theory	Major Strengths	Primary Limitations
Traditional Grammar	Simple & Accessible: Provides a common vocabulary (parts of speech) that is easy for students to learn.	Rigid & Prescriptive: Often ignores how language naturally evolves; can be judgmental about "incorrect" dialects.
Structural Grammar	Scientific & Systematic: Uses objective data to map out how words actually pattern together in real speech.	Limited Meaning: Focuses so much on the "form" and "blocks" of language that it often ignores the underlying meaning (semantics).
Generative Grammar	Creative & Infinite: Explains how humans can create and understand an infinite number of brand-new sentences.	Abstract & Complex: Highly mathematical and theoretical; can be difficult to apply in a standard classroom setting.

Box 1.2: Strengths and limitations of major grammatical theories

Pilot questions 1.2

1. What does grammar refer to?
2. Which classical language influenced traditional grammar rules?
3. Mention one focus of structural grammar.
4. What does generative grammar explain?
5. Give one limitation of traditional grammar.

1.3 Competing Perspectives In Syntax

1.3.1 Traditional grammar approaches

Traditional grammar is a framework that describes language based on long-established rules, often influenced by classical languages such as Latin and Greek. It focuses on prescriptive norms, teaching how sentences *should* be constructed rather than how they are naturally used. Traditional grammar categorises words into parts of speech and emphasises correct usage, which makes it useful in education but less effective in explaining the diversity of modern languages.



Fill in the blank: Traditional grammar is strongly influenced by classical languages such as _____ and Greek.

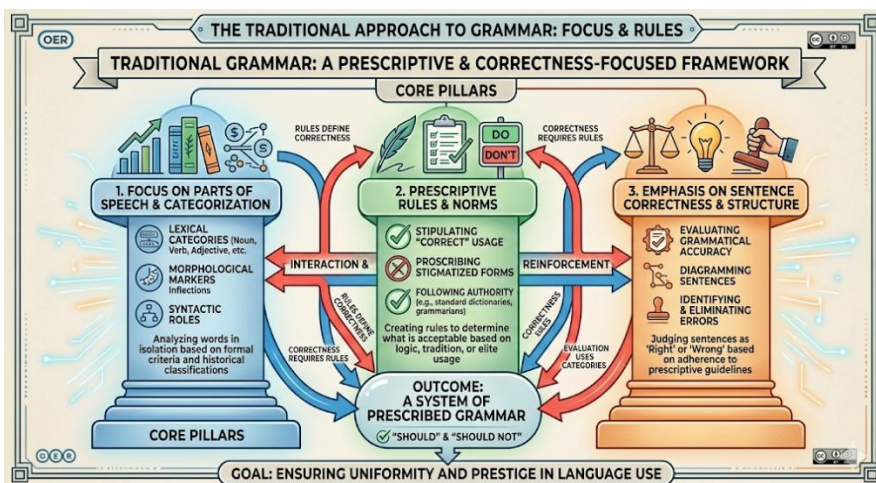


Figure 1.3: Traditional grammar approaches

1.3.2 Modern theoretical frameworks

Modern theoretical frameworks in syntax, such as structural grammar and generative grammar, aim to describe how language functions rather than prescribing rules. Structural grammar analyses sentence patterns systematically, while generative grammar, pioneered by Noam Chomsky, explains how speakers can generate infinite sentences from a finite set of rules. These frameworks highlight the dynamic and creative nature of language, offering deeper insights into how grammatical relations are encoded across different languages.

Fill in the blank: Generative grammar was pioneered by _____ Chomsky.

Framework	Core Approach	Key Characteristic
Structural Grammar	Systematic Analysis: Views language as a structured system of interrelated units (phonemes, morphemes, phrases).	Focuses on distributional patterns —how words fit into specific "slots" in a sentence.
Generative Grammar	Mentalist Approach: Proposes that a finite set of internal rules allows for the infinite generation of novel sentences.	Introduces the concept of Universal Grammar (UG) —the innate biological blueprint for language in the human brain.
Descriptive Focus	Observation-Based: Prioritizes how language is actually used by native speakers in real-world contexts.	Rejects "right vs. wrong" in favor of Grammaticality (whether a sentence sounds natural to a native speaker).

Box 1.3: Features of modern theoretical frameworks



Pilot questions 1.3

1. Which classical language influenced traditional grammar?
2. What is the main focus of traditional grammar?
3. Mention one feature of structural grammar.
4. Who pioneered generative grammar?
5. What is the main difference between traditional grammar and modern frameworks?

Series Summary

This Series has introduced you to the foundations of syntax and grammatical theories, providing the essential background for studying sentence structure. We began with the **principles of syntax**, where you defined syntax, explored its scope, and examined basic concepts such as constituency, hierarchical structure, and grammatical relations. This gave you the tools to recognise how words combine into meaningful units.

We then moved on to the **theories of grammar**, where you identified major grammatical theories, including traditional, structural, and generative grammar. You also evaluated their strengths and limitations, appreciating why different approaches exist and how each contributes to our understanding of language.

Finally, we examined **competing perspectives in syntax**, contrasting traditional grammar approaches with modern theoretical frameworks. This allowed you to analyse how prescriptive rules differ from descriptive models, and how modern frameworks such as generative grammar explain the creative potential of language.

By completing this Series, you should now be able to:

- Define syntax and explain its scope (SLO 1.1),
- Describe basic concepts of syntactic organisation (SLO 1.2),
- Identify major grammatical theories and outline their features (SLO 1.3),
- Evaluate the strengths and limitations of selected grammatical theories (SLO 1.4), and
- Analyse competing perspectives in syntax by contrasting traditional and modern frameworks (SLO 1.5).

This summary links each Part of the Series directly to the learning outcomes, ensuring that you can clearly see the skills and knowledge gained.



Glossary Of Terms [Series 1]

- **Syntax:** The study of how words are arranged and combined to form phrases, clauses, and sentences.
- **Constituency:** The grouping of words into units that function together, such as noun phrases or verb phrases.
- **Hierarchical structure:** The layered organisation of sentences into phrases and clauses, showing that sentences are not flat strings of words.
- **Grammatical relations:** The roles and interactions of sentence elements, such as subjects, objects, and predicates.
- **Grammar:** The system of rules that governs how words are combined to form meaningful expressions in a language.
- **Traditional grammar:** A prescriptive framework influenced by classical languages like Latin and Greek, focusing on correct usage and parts of speech.
- **Structural grammar:** A descriptive approach that systematically analyses sentence patterns and structures.
- **Generative grammar:** A theory pioneered by Noam Chomsky that explains how speakers can generate infinite sentences from a finite set of rules.
- **Prescriptive rules:** Norms that dictate how language *should* be used, often emphasised in traditional grammar.
- **Descriptive rules:** Observations of how language is actually used, emphasised in modern theoretical frameworks.

Concept Check Questions [Series 1]

Objective Questions

1. Syntax is the study of how _____ are arranged and combined to form phrases, clauses, and sentences. (Linked to SLO 1.1)
2. Constituency refers to the grouping of words into _____ that function together. (Linked to SLO 1.2)
3. Traditional grammar often bases its rules on _____ models. (Linked to SLO 1.3)
4. Generative grammar explains how humans can produce _____ sentences from finite rules. (Linked to SLO 1.4)
5. Generative grammar was pioneered by _____ Chomsky. (Linked to SLO 1.5)

Short-Answer Questions

6. Define syntax and explain its scope. (Linked to SLO 1.1)



7. Describe one basic concept of syntactic organisation. (Linked to SLO 1.2)
8. Identify one major grammatical theory and outline its key feature. (Linked to SLO 1.3)
9. Evaluate one limitation of traditional grammar. (Linked to SLO 1.4)
10. Contrast traditional grammar with modern theoretical frameworks. (Linked to SLO 1.5)

Long-Answer Questions

11. Analyse the principles of syntax, focusing on constituency, hierarchical structure, and grammatical relations. (Linked to SLO 1.2)
12. Evaluate the strengths and limitations of traditional, structural, and generative grammar theories. (Linked to SLO 1.4)
13. Compare and contrast traditional grammar approaches with modern theoretical frameworks, highlighting their relevance to syntactic analysis. (Linked to SLO 1.5)

Answers to Concept Check Questions [Series 1]

Objective Questions

1. Words
2. Units
3. Latin
4. Infinite
5. Noam

Short-Answer Questions

6. Syntax is the study of how words are arranged into phrases, clauses, and sentences. Its scope includes analysing grammatical relations and sentence structure.
7. Constituency: grouping words into units such as noun phrases.
8. Generative grammar: explains infinite sentence generation from finite rules.
9. Limitation of traditional grammar: it is rigid and less adaptable to diverse languages.
10. Traditional grammar is prescriptive, focusing on rules, while modern frameworks are descriptive, focusing on how language functions.

Long-Answer Questions

11. **Basic response:** Syntax involves constituency, hierarchical structure, and grammatical relations. Constituency groups words into units, hierarchical structure organises sentences into layers, and grammatical relations describe roles such as subject and object. **Value-added response:** These principles also allow linguists to compare languages, identify universal patterns, and explain how meaning is shaped by sentence organisation.
12. **Basic response:** Traditional grammar is simple but rigid, structural grammar is systematic but limited in meaning, and generative grammar explains infinite sentence production but is abstract. **Value-added response:** Evaluating these theories shows how each contributes to



linguistic analysis. Traditional grammar aids education, structural grammar supports systematic study, and generative grammar advances theoretical linguistics.

13. **Basic response:** Traditional grammar prescribes rules based on classical models, while modern frameworks describe how language functions. **Value-added response:** Modern frameworks, especially generative grammar, highlight creativity in language use and provide tools for analysing diverse languages, making them more relevant for contemporary linguistic research.

Answers to Pilot Questions [Series 1]

Part 1.1: Principles of syntax

1. Syntax studies how words are arranged and combined to form phrases, clauses, and sentences.
2. One level of syntactic structure is the phrase.
3. Constituency is the grouping of words into units that function together.
4. Hierarchical structure is important because it shows that sentences are organised into layers rather than flat strings.
5. An example of a grammatical relation is the subject.

Part 1.2: Theories of grammar

1. Grammar refers to the system of rules that governs how words are combined to form meaningful expressions.
2. Traditional grammar rules were influenced by Latin.
3. Structural grammar focuses on systematic analysis of sentence patterns.
4. Generative grammar explains how humans can produce infinite sentences from finite rules.
5. A limitation of traditional grammar is that it is rigid and less adaptable to diverse languages.

Part 1.3: Competing perspectives in syntax

1. Latin influenced traditional grammar.
2. The main focus of traditional grammar is prescriptive rules and correct usage.
3. A feature of structural grammar is systematic analysis of sentence patterns.
4. Generative grammar was pioneered by Noam Chomsky.
5. The main difference is that traditional grammar is prescriptive, while modern frameworks are descriptive.

References and Attributions [Series 1]



This section consolidates references and illustration attributions for **Series 1: Syntax Principles and Grammatical Theories**, presented in APA style.

Scholarly References

- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.
- Crystal, D. (2008). *A dictionary of linguistics and phonetics* (6th ed.). Oxford: Blackwell.
- Radford, A. (2004). *English syntax: An introduction*. Cambridge: Cambridge University Press.
- Robins, R. H. (1997). *A short history of linguistics* (4th ed.). London: Longman.
- Tallerman, M. (2015). *Understanding syntax* (4th ed.). London: Routledge.

Illustration Attributions

- **Figure 1.1: Levels of syntactic structure** AI-generated suggestion. Prompt: “Create a diagram showing the hierarchy of syntax: words → phrases → clauses → sentences.” Suggested OER search string: “syntax hierarchy words phrases clauses sentences OER diagram”.
- **Box 1.1: Key concepts of syntactic organisation** AI-generated suggestion. Prompt: “Create a text box listing key concepts of syntactic organisation: constituency, hierarchical structure, grammatical relations.” Suggested OER search string: “syntactic organisation concepts constituency hierarchy grammatical relations OER”.
- **Figure 1.2: Overview of grammatical theories** AI-generated suggestion. Prompt: “Create a diagram comparing traditional grammar, structural grammar, and generative grammar, showing their focus and differences.” Suggested OER search string: “overview grammatical theories traditional structural generative OER diagram”.
- **Box 1.2: Strengths and limitations of major grammatical theories** AI-generated suggestion. Prompt: “Create a text box listing strengths and limitations of traditional, structural, and generative grammar theories.” Suggested OER search string: “strengths limitations grammatical theories traditional structural generative OER”.
- **Figure 1.3: Traditional grammar approaches** AI-generated suggestion. Prompt: “Create a diagram showing traditional grammar focus on parts of speech, prescriptive rules, and sentence correctness.” Suggested OER search string: “traditional grammar approaches parts of speech prescriptive rules OER diagram”.
- **Box 1.3: Features of modern theoretical frameworks** AI-generated suggestion. Prompt: “Create a text box listing features of modern theoretical frameworks in syntax, including structural grammar and generative grammar.” Suggested OER search string: “modern theoretical frameworks syntax structural generative grammar OER”.



Course code: LIN 302
Course title: Syntax
Course credit load: 2 Units

Series 1: Principles of Syntax and Theories of Grammar

Series 2: Structure of Phrases, Clauses, and Sentences

Series 3: Functional Relationships in Syntax

Series 4: Competing Theories of Grammar

Series 5: Concepts and Methods of Syntactic Analysis

Proposed Outline for Series 2

Part 2.1: Structure of phrases

- Sub-Part 2.1.1: Types of phrases (noun, verb, adjective, adverb, prepositional)
- Sub-Part 2.1.2: Internal organisation of phrases

Part 2.2: Structure of clauses

- Sub-Part 2.2.1: Main and subordinate clauses
- Sub-Part 2.2.2: Clause functions in sentences

Part 2.3: Structure of sentences

- Sub-Part 2.3.1: Simple, compound, and complex sentences
- Sub-Part 2.3.2: Sentence patterns and word order

Introduction

Language is not simply a collection of words, but a system in which words are organised into larger structures that convey meaning. These structures include **phrases**, **clauses**, and **sentences**, each playing a crucial role in communication. By studying how these units are formed and related, you gain insight into the mechanics of language and the patterns that shape expression across different contexts. This Series builds directly on the foundations of syntax introduced earlier, guiding you into the structural levels of language.

The aim of this Series is to equip you with the knowledge and skills to analyse the internal organisation of phrases, the functions of clauses, and the patterns of sentence construction. By



the end, you will be able to identify and describe these structures with confidence, applying them to practical syntactic analysis.

We shall commence this Series by exploring the structure of phrases, beginning with the different types such as noun, verb, adjective, adverb, and prepositional phrases, and examining their internal organisation. Next, we will move on to the structure of clauses, where we will distinguish between main and subordinate clauses and consider their functions within sentences. Finally, we will wrap up by studying the structure of sentences, focusing on simple, compound, and complex sentences, as well as sentence patterns and word order.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 2.1** identify and classify the different types of phrases, including noun, verb, adjective, adverb, and prepositional phrases,
- **SLO 2.2** analyse the internal organisation of phrases and explain how their components function together,
- **SLO 2.3** distinguish between main and subordinate clauses,
- **SLO 2.4** explain the functions of clauses within sentences,
- **SLO 2.5** describe the structural differences between simple, compound, and complex sentences, and
- **SLO 2.6** evaluate sentence patterns and word order in syntactic analysis.

2.1 Structure Of Phrases

2.1.1 Types of phrases

A **phrase** is a group of words that functions as a single unit within a sentence but does not contain both a subject and a predicate. Phrases are essential building blocks of clauses and sentences. The main types of phrases include **noun phrases**, **verb phrases**, **adjective phrases**, **adverb phrases**, and **prepositional phrases**. Each type has a distinct role in sentence construction.

- A **noun phrase** centres around a noun and may include determiners, adjectives, or other modifiers.
- A **verb phrase** consists of a main verb and any auxiliary verbs.
- An **adjective phrase** modifies a noun, while an **adverb phrase** modifies a verb, adjective, or another adverb.
- A **prepositional phrase** begins with a preposition and includes its object and modifiers.



Fill in the blank: A phrase is a group of words that functions as a single _____ within a sentence but does not contain both a subject and a predicate.

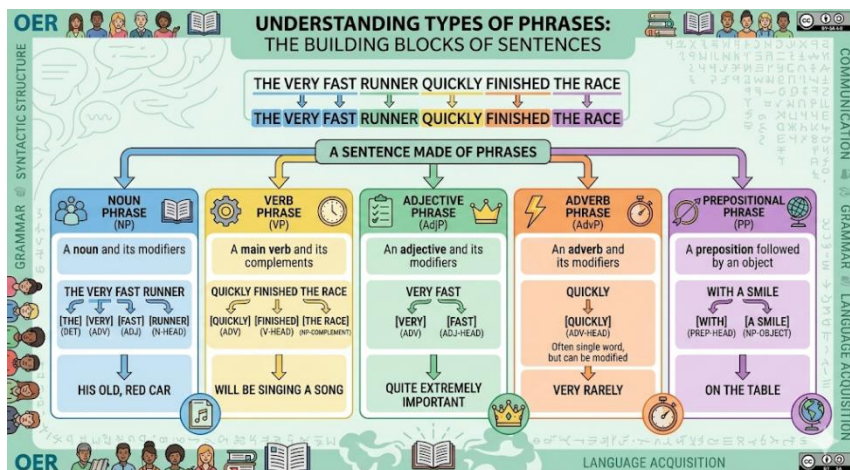


Figure 2.1: Types of phrases in English syntax

2.1.2 Internal organisation of phrases

The **internal organisation** of a phrase refers to how its components are arranged around a central word, known as the **head**. For example, in a noun phrase, the head is the noun, and it may be preceded by determiners or adjectives. In a verb phrase, the head is the main verb, which may be accompanied by auxiliaries. The arrangement of these elements determines the meaning and function of the phrase within a sentence.

- In a noun phrase, modifiers such as adjectives add detail to the head noun.
- In a verb phrase, auxiliaries indicate tense, aspect, or voice.
- In prepositional phrases, the preposition governs the relationship between the head noun and other elements in the sentence.

Fill in the blank: The central word of a phrase is called the _____.

Phrase Type	Structural Components	Example Breakdown
Noun Phrase (NP)	(Determiner) + (Adjective) + Head Noun	<i>The (det) + fluffy (adj) + cat (head)</i>
Verb Phrase (VP)	(Auxiliary) + Head Verb + (Direct Object/NP)	<i>Is (aux) + eating (head) + an apple (NP)</i>
Adjective Phrase (AdjP)	(Adverb) + Head Adjective	<i>Very (adv) + happy (head)</i>
Adverb Phrase (AdvP)	(Adverb) + Head Adverb	<i>Quite (adv) + quickly (head)</i>



Phrase Type	Structural Components	Example Breakdown
Prepositional Phrase (PP)	Head Preposition + Noun Phrase (Object)	<i>Under (head) + the table (NP)</i>

Box 2.1: Internal organisation of phrases

Pilot questions 2.1

1. What is a phrase in syntax?
2. Mention two types of phrases.
3. What is the central word of a phrase called?
4. Give one example of a noun phrase.
5. What role do auxiliaries play in a verb phrase?

2.2 Structure Of Clauses

2.2.1 Main and subordinate clauses

A **clause** is a group of words that contains both a subject and a predicate. Clauses are central to sentence construction because they express complete or partial ideas. A **main clause** (also called an independent clause) can stand alone as a complete sentence, while a **subordinate clause** (also called a dependent clause) cannot stand alone and relies on the main clause for meaning. Subordinate clauses often begin with subordinating conjunctions such as *because, although, or when*.

Fill in the blank: A subordinate clause cannot stand alone as a complete _____.

Feature	Main Clause (Independent)	Subordinate Clause (Dependent)
Meaning	Provides a complete thought.	Provides incomplete information; relies on the main clause.
Independence	Can stand alone as a simple sentence.	Cannot stand alone.
Markers	Often starts directly with a subject.	Usually begins with a subordinating conjunction (e.g., <i>because, although, if</i>) or a relative pronoun (e.g., <i>who, which</i>).
Example	"The students studied hard."	"...because they had an exam."

Figure 2.2: Main and subordinate clauses in sentence structure

2.2.2 Clause functions in sentences



Clauses perform different **functions** within sentences. A clause may act as a noun, adjective, or adverb. For example, a **noun clause** can serve as the subject or object of a sentence, an **adjective clause** modifies a noun, and an **adverb clause** modifies a verb, adjective, or another adverb. Recognising these functions helps in analysing how clauses contribute to sentence meaning and structure.

Fill in the blank: A clause that modifies a noun is called an _____ clause.

Clause Type	Primary Function	Structural Example
Noun Clause	Acts as a Subject or an Object . It answers the question "What?" or "Who?"	<i>"[What she said] surprised everyone."</i> (Subject) <i>"I heard [that you are moving]."</i> (Object)
Adjective Clause (Relative Clause)	Modifies a Noun or Pronoun. It acts like a giant adjective and usually follows the word it describes.	<i>"The book [that I borrowed] was fascinating."</i> <i>"The woman [who lives next door] is a linguist."</i>
Adverb Clause	Modifies a Verb, Adjective, or Adverb . It provides context like time, reason, condition, or manner.	<i>"We stayed inside [because it was raining]."</i> (Reason) <i>"I'll go [wherever you go]."</i> (Place)

Box 2.2: Functions of clauses in sentences

Pilot questions 2.2

1. What is a clause in syntax?
2. What is the difference between a main clause and a subordinate clause?



3. Give one example of a subordinating conjunction.
4. What is the function of a noun clause?
5. Which type of clause modifies a verb?

2.3 Structure Of Sentences

2.3.1 Simple, compound, and complex sentences

A **sentence** is a group of words that expresses a complete thought. Sentences can be classified into three main types: **simple**, **compound**, and **complex**.

- A **simple sentence** contains one independent clause. Example: *The boy runs.*
- A **compound sentence** contains two or more independent clauses joined by a coordinating conjunction such as *and*, *but*, or *or*. Example: *The boy runs, and the girl sings.*
- A **complex sentence** contains one independent clause and at least one subordinate clause. Example: *The boy runs because he is late.*

Fill in the blank: A compound sentence contains two or more _____ clauses joined by a coordinating conjunction.

Sentence Type	Clause Structure	Defining Feature
Simple	1 Independent Clause	A single subject-predicate relationship expressing a complete thought.
Compound	2+ Independent Clauses	Two "equal" ideas joined by a coordinating conjunction (FANBOYS) or a semicolon.
Complex	1 Independent + 1+ Subordinate	An unequal relationship where one idea depends on the other for context.
Compound-Complex	2+ Independent + 1+ Subordinate	The most advanced structure, combining coordination and subordination.

Figure 2.3: Types of sentences in syntax

2.3.2 Sentence patterns and word order

Sentence patterns refer to the typical arrangements of subjects, verbs, and objects in a language. In English, the most common pattern is **Subject–Verb–Object (SVO)**, as in *The girl reads a book*. Other languages may use different patterns, such as **Subject–Object–Verb (SOV)** or **Verb–Subject–Object (VSO)**.

Word order plays a crucial role in conveying meaning. For example, *The dog chased the cat* differs from *The cat chased the dog*, even though both sentences contain the same words.



Analysing sentence patterns and word order helps us understand how languages encode relationships between words and how meaning is shaped by structure.

Fill in the blank: The most common sentence pattern in English is _____.

Pattern	Frequency	Language Examples	Sample Structure
SVO (Subject-Verb-Object)	~42% of languages	English, Spanish, Chinese, Swahili	<i>The cat (S) ate (V) the fish (O).</i>
SOV (Subject-Object-Verb)	~45% of languages	Japanese, Hindi, Turkish, Korean	<i>The cat (S) the fish (O) ate (V).</i>
VSO (Verb-Subject-Object)	~9% of languages	Classical Arabic, Welsh, Irish, Tagalog	<i>Ate (V) the cat (S) the fish (O).</i>

Box 2.3: Common sentence patterns across languages

Pilot questions 2.3

1. What is a sentence in syntax?
2. What is the difference between a simple and a compound sentence?
3. Give one example of a coordinating conjunction.
4. What is the most common sentence pattern in English?
5. Why is word order important in sentence construction?

Series Summary

This Series has guided you through the structural levels of language, focusing on phrases, clauses, and sentences. We began with the **structure of phrases**, where you identified different types such as noun, verb, adjective, adverb, and prepositional phrases, and analysed how their internal organisation is built around a central head. We then moved on to the **structure of clauses**, distinguishing between main and subordinate clauses and exploring how clauses function as nouns, adjectives, or adverbs within sentences. Finally, we examined the **structure of sentences**, describing simple, compound, and complex sentences, and evaluating sentence patterns and word order across languages.

By completing this Series, you should now be able to identify and classify types of phrases (SLO 2.1), analyse their internal organisation (SLO 2.2), distinguish between main and subordinate clauses (SLO 2.3), explain clause functions in sentences (SLO 2.4), describe structural differences between sentence types (SLO 2.5), and evaluate sentence patterns and word order (SLO 2.6). These outcomes provide you with a clear framework for syntactic analysis and prepare you for deeper exploration of language structure in subsequent Series.

Glossary Of Terms [Series 2]



- **Phrase:** A group of words that functions as a single unit within a sentence but does not contain both a subject and a predicate.
- **Noun phrase:** A phrase centred around a noun, often including determiners and adjectives as modifiers.
- **Verb phrase:** A phrase consisting of a main verb and any auxiliary verbs.
- **Adjective phrase:** A phrase built around an adjective, used to modify a noun.
- **Adverb phrase:** A phrase built around an adverb, used to modify a verb, adjective, or another adverb.
- **Prepositional phrase:** A phrase beginning with a preposition and including its object and modifiers.
- **Head:** The central word of a phrase that determines its type and function.
- **Clause:** A group of words containing both a subject and a predicate.
- **Main clause (independent clause):** A clause that can stand alone as a complete sentence.
- **Subordinate clause (dependent clause):** A clause that cannot stand alone and depends on a main clause for meaning.
- **Noun clause:** A subordinate clause functioning as a subject or object in a sentence.
- **Adjective clause:** A subordinate clause that modifies a noun.
- **Adverb clause:** A subordinate clause that modifies a verb, adjective, or adverb.
- **Sentence:** A group of words that expresses a complete thought.
- **Simple sentence:** A sentence containing one independent clause.
- **Compound sentence:** A sentence containing two or more independent clauses joined by a coordinating conjunction.
- **Complex sentence:** A sentence containing one independent clause and at least one subordinate clause.
- **Sentence pattern:** The typical arrangement of subjects, verbs, and objects in a language (e.g., SVO, SOV, VSO).
- **Word order:** The sequence in which words are arranged in a sentence to convey meaning.

Concept Check Questions [Series 2]

Objective Questions

1. A phrase is a group of words that functions as a single _____ within a sentence but does not contain both a subject and a predicate. (Linked to SLO 2.1)
2. The central word of a phrase is called the _____. (Linked to SLO 2.2)
3. A subordinate clause cannot stand alone as a complete _____. (Linked to SLO 2.3)



4. A clause that modifies a noun is called an _____ clause. (Linked to SLO 2.4)
5. A compound sentence contains two or more _____ clauses joined by a coordinating conjunction. (Linked to SLO 2.5)
6. The most common sentence pattern in English is _____. (Linked to SLO 2.6)

Short-Answer Questions

7. Identify two types of phrases and give one example of each. (Linked to SLO 2.1)
8. Explain the role of auxiliaries in a verb phrase. (Linked to SLO 2.2)
9. Distinguish between a main clause and a subordinate clause. (Linked to SLO 2.3)
10. Describe the function of a noun clause in a sentence. (Linked to SLO 2.4)
11. Give one example of a complex sentence and explain its structure. (Linked to SLO 2.5)
12. Why is word order important in sentence construction? (Linked to SLO 2.6)

Long-Answer Questions

13. Analyse the internal organisation of phrases, focusing on how heads and modifiers interact. (Linked to SLO 2.2)
14. Evaluate the functions of clauses within sentences, using examples of noun, adjective, and adverb clauses. (Linked to SLO 2.4)
15. Compare and contrast simple, compound, and complex sentences, highlighting their structural differences and communicative roles. (Linked to SLO 2.5)
16. Discuss sentence patterns across languages, explaining how word order shapes meaning. (Linked to SLO 2.6)

Answers to Concept Check Questions [Series 2]

Objective Questions

1. Unit
2. Head
3. Sentence
4. Adjective
5. Independent
6. Subject–Verb–Object (SVO)

Short-Answer Questions

7. Noun phrase: *The tall boy*; Verb phrase: *is running quickly*.
8. Auxiliaries in a verb phrase indicate tense, aspect, or voice.
9. A main clause can stand alone as a complete sentence, while a subordinate clause depends on a main clause for meaning.



10. A noun clause functions as the subject or object of a sentence.
11. Example: *She stayed at home because she was ill.* Structure: one independent clause + one subordinate clause.
12. Word order determines meaning by showing relationships between words, e.g., *The dog chased the cat* vs *The cat chased the dog.*

Long-Answer Questions

13. **Basic response:** Phrases are organised around a head word, with modifiers adding detail. For example, in a noun phrase, determiners and adjectives modify the head noun. **Value-added response:** Analysing phrase organisation helps explain how meaning is layered, showing how modifiers can shift emphasis or specificity in communication.
14. **Basic response:** Clauses function as nouns, adjectives, or adverbs. A noun clause can act as a subject, an adjective clause modifies a noun, and an adverb clause modifies a verb. **Value-added response:** These functions illustrate how clauses enrich sentence meaning, allowing complex ideas to be expressed with precision and variety.
15. **Basic response:** A simple sentence has one independent clause, a compound sentence has two or more independent clauses, and a complex sentence combines an independent clause with at least one subordinate clause. **Value-added response:** These structures serve different communicative roles: simple sentences convey direct ideas, compound sentences link related thoughts, and complex sentences express nuanced relationships.
16. **Basic response:** Sentence patterns vary across languages, with English using SVO, Japanese using SOV, and Classical Arabic using VSO. Word order shapes meaning by determining grammatical relationships. **Value-added response:** Studying sentence patterns across languages reveals universal principles of syntax and highlights how linguistic diversity influences communication styles and interpretation.

Answers to Pilot Questions [Series 2]

Part 2.1: Structure of phrases

1. A phrase is a group of words that functions as a single unit within a sentence but does not contain both a subject and a predicate.
2. Noun phrase, verb phrase.
3. Head.
4. Example: *The tall boy.*
5. Auxiliaries indicate tense, aspect, or voice in a verb phrase.

Part 2.2: Structure of clauses

1. A clause is a group of words containing both a subject and a predicate.
2. A main clause can stand alone as a complete sentence, while a subordinate clause cannot.
3. Because.
4. A noun clause functions as the subject or object in a sentence.



5. An adverb clause modifies a verb.

Part 2.3: Structure of sentences

1. A sentence is a group of words that expresses a complete thought.
2. A simple sentence has one independent clause, while a compound sentence has two or more independent clauses joined by a coordinating conjunction.
3. And.
4. Subject–Verb–Object (SVO).
5. Word order is important because it determines meaning and relationships between words in a sentence.

References and Attributions [Series 2]

This section consolidates references and illustration attributions for **Series 2: Structure of Phrases, Clauses, and Sentences**, presented in APA style.

Scholarly References

- Crystal, D. (2008). *A dictionary of linguistics and phonetics* (6th ed.). Oxford: Blackwell.
- Radford, A. (2004). *English syntax: An introduction*. Cambridge: Cambridge University Press.
- Tallerman, M. (2015). *Understanding syntax* (4th ed.). London: Routledge.
- Robins, R. H. (1997). *A short history of linguistics* (4th ed.). London: Longman.

Illustration Attributions

- **Figure 2.1: Types of phrases in English syntax** AI-generated suggestion. Prompt: “Create a diagram showing examples of noun, verb, adjective, adverb, and prepositional phrases with labels.” Suggested OER search string: “types of phrases noun verb adjective adverb prepositional OER diagram”.
- **Box 2.1: Internal organisation of phrases** AI-generated suggestion. Prompt: “Create a text box listing the internal organisation of noun, verb, adjective, adverb, and prepositional phrases.” Suggested OER search string: “internal organisation of phrases syntax noun verb adjective adverb prepositional OER”.
- **Figure 2.2: Main and subordinate clauses in sentence structure** AI-generated suggestion. Prompt: “Create a diagram comparing main clauses and subordinate clauses with labelled examples.” Suggested OER search string: “main vs subordinate clauses syntax OER diagram”.
- **Box 2.2: Functions of clauses in sentences** AI-generated suggestion. Prompt: “Create a text box listing functions of clauses in sentences: noun clause, adjective clause, adverb clause.” Suggested OER search string: “functions of clauses noun adjective adverb OER”.



- **Figure 2.3: Types of sentences in syntax** AI-generated suggestion. Prompt: “Create a diagram showing simple, compound, and complex sentences with labelled independent and subordinate clauses.” Suggested OER search string: “simple compound complex sentences syntax OER diagram”.
- **Box 2.3: Common sentence patterns across languages** AI-generated suggestion. Prompt: “Create a text box listing common sentence patterns across languages: English SVO, Japanese SOV, Classical Arabic VSO.” Suggested OER search string: “sentence patterns word order SVO SOV VSO OER”.

Course code: LIN 302

Course title: Syntax

Course credit load: 2 Units

Series 1: Principles of Syntax and Theories of Grammar

Series 2: Structure of Phrases, Clauses, and Sentences

Series 3: Functional Relationships in Syntax

Series 4: Competing Theories of Grammar

Series 5: Concepts and Methods of Syntactic Analysis

Proposed Outline for Series 3

Part 3.1: Sentence functions

- Sub-Part 3.1.1: Declarative sentences
- Sub-Part 3.1.2: Interrogative sentences
- Sub-Part 3.1.3: Imperative sentences
- Sub-Part 3.1.4: Exclamatory sentences

Part 3.2: Grammatical functions within sentences

- Sub-Part 3.2.1: Subject and predicate
- Sub-Part 3.2.2: Object and complement
- Sub-Part 3.2.3: Adjuncts and modifiers

Part 3.3: Syntactic relationships

- Sub-Part 3.3.1: Agreement (subject–verb, pronoun–antecedent)
- Sub-Part 3.3.2: Coordination and subordination



- Sub-Part 3.3.3: Dependency relations

Introduction

In the last Series, we explored how phrases, clauses, and sentences are structured, focusing on their internal organisation and patterns. Building on that foundation, this Series turns to the **functional relationships in syntax**, examining how sentences operate in communication and how their parts interact to convey meaning. Understanding these relationships is essential because syntax is not only about structure but also about the roles that structures play in expressing ideas.

The aim of this Series is to help you recognise and analyse the different functions that sentences perform, the grammatical roles of their components, and the syntactic relationships that link them together. By the end, you will be able to explain how sentences achieve meaning through both their form and their function.

We shall commence this Series by studying sentence functions, beginning with declarative, interrogative, imperative, and exclamatory forms. Next, we will continue with grammatical functions within sentences, focusing on subjects, predicates, objects, complements, and modifiers. Finally, we will wrap up by examining syntactic relationships, including agreement, coordination, subordination, and dependency relations, to bring the Series to a close with a comprehensive view of how syntax operates in practice.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 3.1** define the four main sentence functions (declarative, interrogative, imperative, and exclamatory),
- **SLO 3.2** explain how subjects and predicates operate within sentences,
- **SLO 3.3** identify and classify objects and complements in sentence construction,
- **SLO 3.4** analyse the role of adjuncts and modifiers in expanding sentence meaning,
- **SLO 3.5** demonstrate how agreement functions in syntax, including subject–verb and pronoun–antecedent agreement,
- **SLO 3.6** distinguish between coordination and subordination in sentence structure, and
- **SLO 3.7** evaluate dependency relations and their significance in syntactic analysis.



3.1 Sentence Functions

3.1.1 Declarative sentences

A **declarative sentence** is a sentence that makes a statement or expresses an idea. It is the most common type of sentence in English and typically follows the Subject–Verb–Object pattern. Declarative sentences end with a full stop and are used to provide information or state facts. Example: *The teacher explained the lesson.*

Fill in the blank: A declarative sentence is used to make a _____ or express an idea.

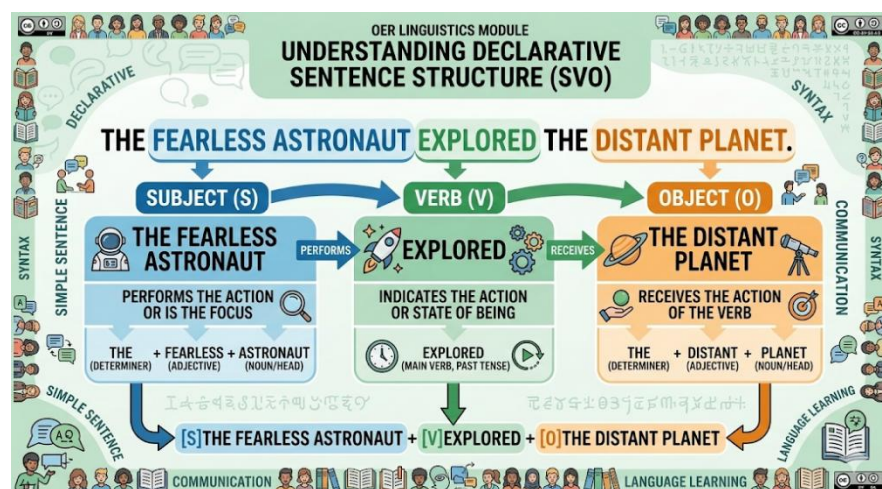


Figure 3.1: Structure of a declarative sentence

3.1.2 Interrogative sentences

An **interrogative sentence** is a sentence that asks a question. It often begins with a question word such as *who*, *what*, *where*, *when*, *why*, or *how*, or with an auxiliary verb like *is*, *do*, or *can*. Interrogative sentences end with a question mark and are used to seek information. Example: *Where is the library?*

Fill in the blank: An interrogative sentence is used to ask a _____.



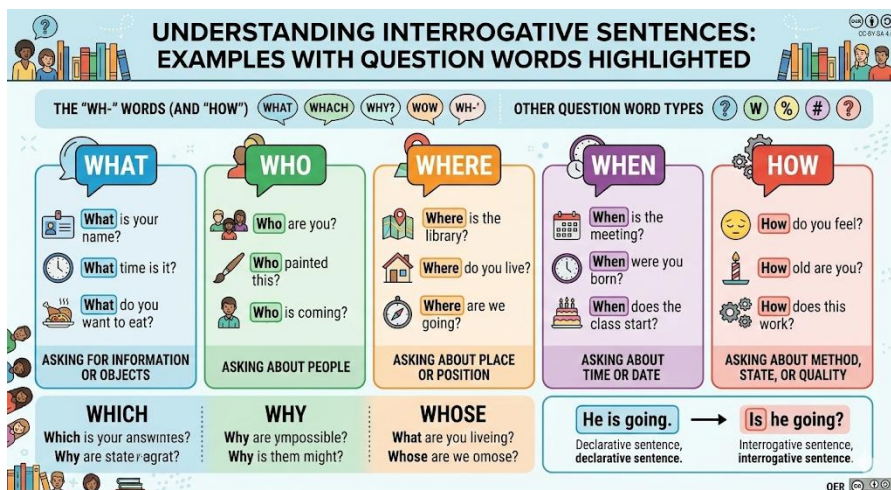


Figure 3.2: Structure of interrogative sentences

3.1.3 Imperative sentences

An **imperative sentence** is a sentence that gives a command, instruction, or request. It usually begins with a verb and often omits the subject, as the subject is understood to be *you*. Imperative sentences can end with a full stop or an exclamation mark, depending on the tone. Example: *Close the door.*

Fill in the blank: An imperative sentence usually begins with a _____ and often omits the subject.

Tone/Function	Example	Grammatical Note
Direct Command	"Sit down."	Uses a "bare" verb; high authority, low politeness.
Polite Request	"Please pass the salt."	Modulated by "please" or a tag question ("...will you?").
Critical Warning	"Do not touch the wires!"	Uses the negative auxiliary "do not" for emphasis on safety.
Instruction	"Turn left at the light."	Sequential and neutral; found in manuals or maps.
Invitation	"Come in and have some tea."	Uses the imperative to express hospitality.

Box 3.1: Examples of imperative sentences

3.1.4 Exclamatory sentences



An **exclamatory sentence** is a sentence that expresses strong emotion such as surprise, joy, anger, or excitement. It often begins with *what* or *how* and ends with an exclamation mark.
Example: *What a beautiful day!*

Fill in the blank: An exclamatory sentence expresses strong _____ such as surprise, joy, or anger.

Type of Emotion	Example Sentence	Structural Note
Surprise / Shock	<i>"What a beautiful day it is!"</i>	Often begins with "What" or "How" but is not a question.
Excitement	<i>"I can't believe we won!"</i>	A declarative structure energized by an exclamation mark.
Urgency / Fear	<i>"The building is on fire!"</i>	Immediate information shared with high intensity.
Anger / Frustration	<i>"I told you to stop!"</i>	An imperative or declarative used to express strong feelings.

Figure 3.3: Exclamatory sentences expressing emotion

Pilot questions 3.1

1. What is a declarative sentence?
2. Give one example of an interrogative sentence.
3. What type of sentence gives a command or request?
4. Which type of sentence expresses strong emotion?
5. What punctuation mark is used at the end of an exclamatory sentence?

3.2 Grammatical Functions Within Sentences

3.2.1 Subject and predicate

A **subject** is the part of a sentence that indicates who or what the sentence is about. The **predicate** is the part of the sentence that tells us something about the subject, usually containing the verb and its complements. For example, in *The boy runs quickly*, *The boy* is the subject, and *runs quickly* is the predicate.

Fill in the blank: The part of a sentence that tells us something about the subject is called the _____.

Component	Functional Role	Linguistic Content
Subject	The "Who" or "What"	Typically a Noun Phrase (NP) that performs the action or is being described.



Component	Functional Role	Linguistic Content
Predicate	The Action or State	A Verb Phrase (VP) that tells us what the subject is doing or what the subject is.

Figure 3.4: Subject and predicate in sentence structure

3.2.2 Object and complement

An **object** is a noun or pronoun that receives the action of the verb. Objects can be **direct** (receiving the action directly) or **indirect** (receiving the action indirectly). A **complement** is a word or phrase that completes the meaning of the predicate, often describing or renaming the subject or object. For example, in *She called him a genius*, *him* is the direct object, and *a genius* is the complement.

Fill in the blank: A word or phrase that completes the meaning of the predicate is called a _____.

Function	Definition	Structural Example
Direct Object (DO)	The entity that directly receives the action of the verb.	<i>He reads books.</i>
Indirect Object (IO)	The person or thing that receives the direct object or for whom the action is done.	<i>She gave her friend a gift.</i>
Subject Complement	Follows a linking verb (like <i>be</i> , <i>seem</i> , <i>become</i>) and describes or renames the subject.	<i>The sky is blue.</i>
Object Complement	Follows a direct object and describes or renames it.	<i>They elected him president.</i>

Box 3.2: Examples of objects and complements

3.2.3 Adjuncts and modifiers

An **adjunct** is an optional element in a sentence that adds extra information but is not essential to the core meaning. A **modifier** is a word, phrase, or clause that provides detail about another element in the sentence. For example, in *She sings beautifully in the morning*, *beautifully* is an adverbial modifier, and *in the morning* is an adjunct.

Fill in the blank: An optional element in a sentence that adds extra information but is not essential is called an _____.

Term	Role	Linguistic Scope
Modifier	Describes a specific word.	Usually describes a Noun (adjectives) or a Verb (adverbs).



Term	Role	Linguistic Scope
Adjunct	Adds extra info to a whole clause.	Usually a Prepositional Phrase or Adverbial Clause indicating time, place, or manner.

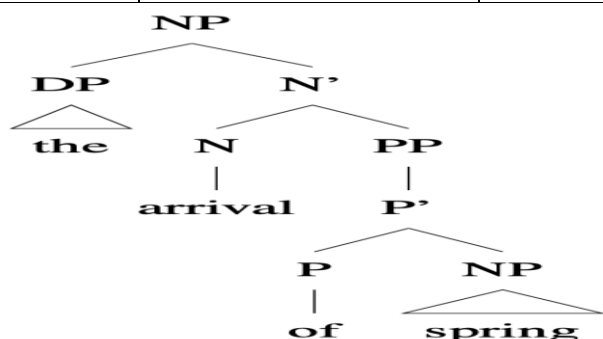


Figure 3.5: Adjuncts and modifiers in sentence structure

Pilot questions 3.2

1. What is the subject of a sentence?
2. What is the predicate of a sentence?
3. Give one example of a direct object.
4. What is a complement in a sentence?
5. What is the difference between an adjunct and a modifier?

3.3 Syntactic Relationships

3.3.1 Agreement (subject–verb, pronoun–antecedent)

Agreement in syntax refers to the grammatical matching of elements within a sentence. The most common forms are **subject–verb agreement**, where the verb form must correspond to the subject in number and person, and **pronoun–antecedent agreement**, where a pronoun must match its antecedent in number, gender, and person. For example, *She runs every morning* shows correct subject–verb agreement, while *The students finished their homework* demonstrates pronoun–antecedent agreement.

Fill in the blank: A pronoun must agree with its _____ in number, gender, and person.





Agreement Type	The Rule	The Syntax Connection
Subject–Verb	The verb must match the number and person of the subject.	A singular subject (\$NPS) requires a singular verb (\$VP\$).
Pronoun–Antecedent	A pronoun must match the number, person, and gender of the noun it replaces.	The pronoun refers back to a previous \$NPS\$ (the antecedent).

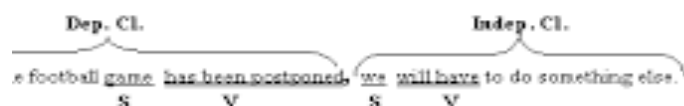
Figure 3.6: Agreement in syntax

3.3.2 Coordination and subordination

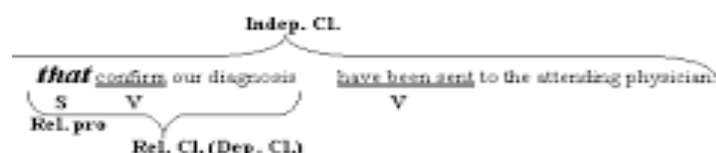
Coordination occurs when two or more clauses or phrases of equal grammatical status are joined together, usually with coordinating conjunctions such as *and*, *but*, or *or*. Example: *She sings and he dances*. **Subordination**, on the other hand, involves linking a subordinate clause to a main clause, creating a hierarchy of meaning. Subordinating conjunctions such as *because*, *although*, and *when* are commonly used. Example: *She sings because she is happy*.

Fill in the blank: When two clauses of equal grammatical status are joined together, this is called _____.





8:
 results confirm our diagnosis. They have been sent to the
 g physician. (2 simple sentences with no coordination or
 ation but note how subordination occurs below)



ive pronoun *that* turns the verb *confirm* into a verb in a dependent
 use instead of the verb of an independent clause.)

Figure 3.7: Coordination and subordination in syntax

3.3.3 Dependency relations

Dependency relations describe how words in a sentence are connected to one another, with one word acting as the **head** and others depending on it. This approach is central to dependency grammar, which analyses sentences based on hierarchical relationships rather than phrase structures. For example, in *The child reads a book*, *reads* is the head verb, while *child* and *book* depend on it as subject and object respectively.

Fill in the blank: In dependency grammar, the central word that governs other words is called the _____.

Sentence	The Head (Governor)	The Dependents
"The child reads a book."	reads	child (subject), book (object)
"She quickly finished her work."	finished	She (subject), quickly (adverbial), work (object)
"A very small cat slept."	slept	cat (subject)
-- (Internal cat relation) - -	cat	small (modifier), A (determiner)

Box 3.3: Examples of dependency relations

Pilot questions 3.3

1. What is subject–verb agreement?
2. What is pronoun–antecedent agreement?
3. What is coordination in syntax?
4. What is subordination in syntax?



5. In dependency grammar, what is the central word called?

Series Summary

This Series has focused on the **functional relationships in syntax**, showing how sentences operate not only through their structure but also through the roles they perform in communication. We began with sentence functions, examining declarative, interrogative, imperative, and exclamatory forms. We then moved on to grammatical functions within sentences, where we explored subjects, predicates, objects, complements, adjuncts, and modifiers. Finally, we studied syntactic relationships, including agreement, coordination, subordination, and dependency relations, to understand how sentence elements interact and maintain coherence.

By completing this Series, you should now be able to define sentence functions (SLO 3.1), explain subjects and predicates (SLO 3.2), identify objects and complements (SLO 3.3), analyse adjuncts and modifiers (SLO 3.4), demonstrate agreement in syntax (SLO 3.5), distinguish between coordination and subordination (SLO 3.6), and evaluate dependency relations (SLO 3.7). These outcomes provide you with the tools to analyse sentences not only for their form but also for their communicative and relational functions, preparing you for more advanced syntactic study.

Glossary Of Terms [Series 3]

- **Declarative sentence:** A sentence that makes a statement or expresses an idea, usually ending with a full stop.
- **Interrogative sentence:** A sentence that asks a question, often beginning with a question word or auxiliary verb, and ending with a question mark.
- **Imperative sentence:** A sentence that gives a command, instruction, or request, often beginning with a verb and sometimes ending with an exclamation mark.
- **Exclamatory sentence:** A sentence that expresses strong emotion such as surprise, joy, or anger, typically ending with an exclamation mark.
- **Subject:** The part of a sentence that indicates who or what the sentence is about.
- **Predicate:** The part of a sentence that tells us something about the subject, usually containing the verb and its complements.
- **Object:** A noun or pronoun that receives the action of the verb.
- **Direct object:** The noun or pronoun that directly receives the action of the verb.
- **Indirect object:** The noun or pronoun that indirectly receives the action of the verb, often benefiting from the action.
- **Complement:** A word or phrase that completes the meaning of the predicate, often renaming or describing the subject or object.



- **Adjunct:** An optional element in a sentence that adds extra information but is not essential to the core meaning.
- **Modifier:** A word, phrase, or clause that provides detail about another element in the sentence.
- **Agreement:** The grammatical matching of elements within a sentence, such as subject–verb agreement or pronoun–antecedent agreement.
- **Subject–verb agreement:** The rule that the verb must correspond to the subject in number and person.
- **Pronoun–antecedent agreement:** The rule that a pronoun must match its antecedent in number, gender, and person.
- **Coordination:** The linking of two or more clauses or phrases of equal grammatical status, usually with coordinating conjunctions.
- **Subordination:** The linking of a subordinate clause to a main clause, creating a hierarchy of meaning.
- **Dependency relations:** The syntactic connections between words in a sentence, where one word acts as the head and others depend on it.
- **Head:** The central word in a dependency relation that governs other words.

Concept Check Questions [Series 3]

Objective Questions

1. A declarative sentence is used to make a _____ or express an idea. (Linked to SLO 3.1)
2. An interrogative sentence is used to ask a _____. (Linked to SLO 3.1)
3. The part of a sentence that tells us something about the subject is called the _____. (Linked to SLO 3.2)
4. A word or phrase that completes the meaning of the predicate is called a _____. (Linked to SLO 3.3)
5. An optional element in a sentence that adds extra information but is not essential is called an _____. (Linked to SLO 3.4)
6. A pronoun must agree with its _____ in number, gender, and person. (Linked to SLO 3.5)



7. When two clauses of equal grammatical status are joined together, this is called _____.
(Linked to SLO 3.6)
8. In dependency grammar, the central word that governs other words is called the _____.
(Linked to SLO 3.7)

Short-Answer Questions

9. Define a declarative sentence and give one example. (Linked to SLO 3.1)
10. Explain the difference between a subject and a predicate. (Linked to SLO 3.2)
11. Provide one example of a direct object and one example of a complement. (Linked to SLO 3.3)
12. Distinguish between an adjunct and a modifier. (Linked to SLO 3.4)
13. State one rule of subject–verb agreement. (Linked to SLO 3.5)
14. Give one example of coordination and one example of subordination. (Linked to SLO 3.6)
15. Explain the concept of dependency relations in syntax. (Linked to SLO 3.7)

Long-Answer Questions

16. Analyse the four main sentence functions and explain how they contribute to communication. (Linked to SLO 3.1)
17. Evaluate the grammatical functions of subjects, predicates, objects, and complements in sentence construction. (Linked to SLO 3.2 & 3.3)
18. Discuss the role of adjuncts and modifiers in expanding sentence meaning, using examples. (Linked to SLO 3.4)
19. Compare and contrast coordination and subordination, highlighting their impact on sentence structure. (Linked to SLO 3.6)
20. Examine dependency relations in syntax and explain their significance for syntactic analysis. (Linked to SLO 3.7)

Answers to Concept Check Questions [Series 3]

Objective Questions

1. Statement
2. Question
3. Predicate
4. Complement
5. Adjunct
6. Antecedent
7. Coordination



8. Head

Short-Answer Questions

9. A declarative sentence makes a statement or expresses an idea. Example: *The sun is shining.*
10. The subject indicates who or what the sentence is about, while the predicate tells us something about the subject.
11. Direct object: *She reads books.* Complement: *The sky is blue.*
12. An adjunct is optional and adds extra information, while a modifier provides detail about another element in the sentence.
13. A singular subject requires a singular verb, and a plural subject requires a plural verb.
14. Coordination: *She sings and he dances.* Subordination: *She sings because she is happy.*
15. Dependency relations describe how words are connected, with one word acting as the head and others depending on it.

Long-Answer Questions

16. **Basic response:** Declarative sentences state facts, interrogative sentences ask questions, imperative sentences give commands, and exclamatory sentences express strong emotions. **Value-added response:** These functions reflect the communicative purposes of language, showing how syntax adapts to inform, inquire, direct, and express emotion across contexts.
17. **Basic response:** Subjects and predicates form the core of sentences, while objects and complements add detail and complete meaning. **Value-added response:** Analysing these functions reveals how sentence construction balances core meaning with additional information, enabling complex and nuanced communication.
18. **Basic response:** Adjuncts and modifiers expand meaning by adding optional or descriptive detail. Example: *She sings beautifully in the morning.* **Value-added response:** Their role demonstrates how syntax allows flexibility, enabling speakers to enrich sentences with context, emphasis, or stylistic variation.
19. **Basic response:** Coordination links clauses of equal status, while subordination links a dependent clause to a main clause. **Value-added response:** These structures shape sentence complexity, with coordination creating balance and subordination introducing hierarchy, thereby influencing clarity and emphasis.
20. **Basic response:** Dependency relations show how words connect, with heads governing dependents. **Value-added response:** This approach highlights the hierarchical nature of syntax and provides a framework for analysing sentence structure across languages, offering insights into universal grammar principles.

Answers to Pilot Questions [Series 3]

Part 3.1: Sentence functions

1. A declarative sentence is a sentence that makes a statement or expresses an idea.
2. Example: *Where is the library?*



3. An imperative sentence gives a command or request.
4. An exclamatory sentence expresses strong emotion.
5. An exclamatory sentence ends with an exclamation mark.

Part 3.2: Grammatical functions within sentences

1. The subject is the part of a sentence that indicates who or what the sentence is about.
2. The predicate is the part of a sentence that tells us something about the subject.
3. Example of a direct object: *He reads books.*
4. A complement is a word or phrase that completes the meaning of the predicate.
5. An adjunct is optional and adds extra information, while a modifier provides detail about another element in the sentence.

Part 3.3: Syntactic relationships

1. Subject–verb agreement means the verb must correspond to the subject in number and person.
2. Pronoun–antecedent agreement means a pronoun must match its antecedent in number, gender, and person.
3. Coordination is when two clauses of equal grammatical status are joined together.
4. Subordination is when a subordinate clause is linked to a main clause.
5. In dependency grammar, the central word is called the head.

References and Attributions [Series 3]

This section consolidates references and illustration attributions for **Series 3: Functional Relationships in Syntax**, presented in APA style.

Scholarly References

- Crystal, D. (2008). *A dictionary of linguistics and phonetics* (6th ed.). Oxford: Blackwell.
- Radford, A. (2004). *English syntax: An introduction*. Cambridge: Cambridge University Press.
- Tallerman, M. (2015). *Understanding syntax* (4th ed.). London: Routledge.
- Robins, R. H. (1997). *A short history of linguistics* (4th ed.). London: Longman.

Illustration Attributions

- **Figure 3.1: Structure of a declarative sentence** AI-generated suggestion. Prompt: “Create a diagram showing the subject–verb–object structure of a declarative sentence with labels.” Suggested OER search string: “declarative sentence structure subject verb object OER diagram”.



- **Figure 3.2: Structure of interrogative sentences** AI-generated suggestion. Prompt: “Create a diagram showing examples of interrogative sentences with question words highlighted.” Suggested OER search string: “interrogative sentence examples question words OER diagram”.
- **Box 3.1: Examples of imperative sentences** AI-generated suggestion. Prompt: “Create a text box listing examples of imperative sentences with varying tones.” Suggested OER search string: “imperative sentence examples commands requests OER”.
- **Figure 3.3: Exclamatory sentences expressing emotion** AI-generated suggestion. Prompt: “Create a diagram showing examples of exclamatory sentences with exclamation marks highlighted.” Suggested OER search string: “exclamatory sentence examples emotion OER diagram”.
- **Figure 3.4: Subject and predicate in sentence structure** AI-generated suggestion. Prompt: “Create a diagram showing subject and predicate division in a sentence with labels.” Suggested OER search string: “subject predicate sentence structure OER diagram”.
- **Box 3.2: Examples of objects and complements** AI-generated suggestion. Prompt: “Create a text box listing examples of direct objects, indirect objects, subject complements, and object complements.” Suggested OER search string: “objects and complements examples syntax OER”.
- **Figure 3.5: Adjuncts and modifiers in sentence structure** AI-generated suggestion. Prompt: “Create a diagram showing a sentence with adjuncts and modifiers highlighted.” Suggested OER search string: “adjuncts modifiers sentence syntax OER diagram”.
- **Figure 3.6: Agreement in syntax** AI-generated suggestion. Prompt: “Create a diagram showing subject–verb agreement and pronoun–antecedent agreement with examples.” Suggested OER search string: “subject verb agreement pronoun antecedent syntax OER diagram”.
- **Figure 3.7: Coordination and subordination in syntax** AI-generated suggestion. Prompt: “Create a diagram comparing coordination and subordination with labelled examples.” Suggested OER search string: “coordination vs subordination syntax OER diagram”.
- **Box 3.3: Examples of dependency relations** AI-generated suggestion. Prompt: “Create a text box listing examples of dependency relations with head and dependent words identified.” Suggested OER search string: “dependency grammar relations syntax OER examples”.

Course code: LIN 302

Course title: Syntax

Course credit load: 2 Units



Series 1: Principles of Syntax and Theories of Grammar

Series 2: Structure of Phrases, Clauses, and Sentences

Series 3: Functional Relationships in Syntax

Series 4: Competing Theories of Grammar

Series 5: Concepts and Methods of Syntactic Analysis

Proposed Outline for Series 4

Part 4.1: Traditional grammar

- Sub-Part 4.1.1: Origins and principles of traditional grammar
- Sub-Part 4.1.2: Strengths and limitations of traditional grammar

Part 4.2: Structural grammar

- Sub-Part 4.2.1: Principles of structuralism in syntax
- Sub-Part 4.2.2: Applications and critiques of structural grammar

Part 4.3: Transformational-generative grammar

- Sub-Part 4.3.1: Chomsky's contributions and key concepts
- Sub-Part 4.3.2: Transformations and deep vs. surface structures
- Sub-Part 4.3.3: Critiques and developments beyond Chomsky

Part 4.4: Functional and cognitive approaches

- Sub-Part 4.4.1: Functional grammar and communicative focus
- Sub-Part 4.4.2: Cognitive grammar and meaning-based analysis

Introduction

In the last Series, we examined functional relationships in syntax, focusing on how sentences operate through their functions, grammatical roles, and syntactic connections. Having built this foundation, we now turn to the broader question of how grammar itself has been theorised and explained. Different schools of thought have offered competing frameworks for understanding language, each with its own strengths, limitations, and influence on linguistic study. Exploring these theories will help you appreciate the diversity of approaches to grammar and their relevance to both analysis and application.

The aim of this Series is to introduce you to major theories of grammar and to equip you with the ability to compare, evaluate, and apply them in syntactic analysis. By engaging with traditional,



structural, transformational-generative, and functional or cognitive approaches, you will gain insight into how grammar has been conceptualised across time and disciplines.

We shall commence this Series by exploring traditional grammar, its origins, principles, and limitations. Next, we will continue with structural grammar, examining its focus on observable patterns and its critiques. Following that, we will study transformational-generative grammar, considering Chomsky's contributions, the concepts of deep and surface structures, and subsequent developments. Finally, we will wrap up by looking at functional and cognitive approaches, which emphasise communicative purpose and meaning, bringing the Series to a close with a balanced view of grammar in theory and practice.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 4.1** define the origins and principles of traditional grammar,
- **SLO 4.2** evaluate the strengths and limitations of traditional grammar,
- **SLO 4.3** explain the principles of structural grammar and its focus on observable patterns,
- **SLO 4.4** analyse applications and critiques of structural grammar,
- **SLO 4.5** describe the key concepts of transformational-generative grammar, including deep and surface structures,
- **SLO 4.6** assess Chomsky's contributions to transformational-generative grammar,
- **SLO 4.7** evaluate critiques and developments beyond Chomsky's framework,
- **SLO 4.8** explain the principles of functional grammar and its communicative focus, and
- **SLO 4.9** analyse cognitive grammar with emphasis on meaning-based analysis.

4.1 Traditional Grammar

4.1.1 Origins and principles of traditional grammar

Traditional grammar refers to the set of rules and conventions for language that were developed from classical studies of Latin and Greek. It focuses on prescribing how language should be used, rather than describing how speakers actually use it. Traditional grammar classifies words into parts of speech such as nouns, verbs, adjectives, and adverbs, and emphasises sentence correctness based on established norms.

Fill in the blank: Traditional grammar is largely based on the study of _____ and Greek.



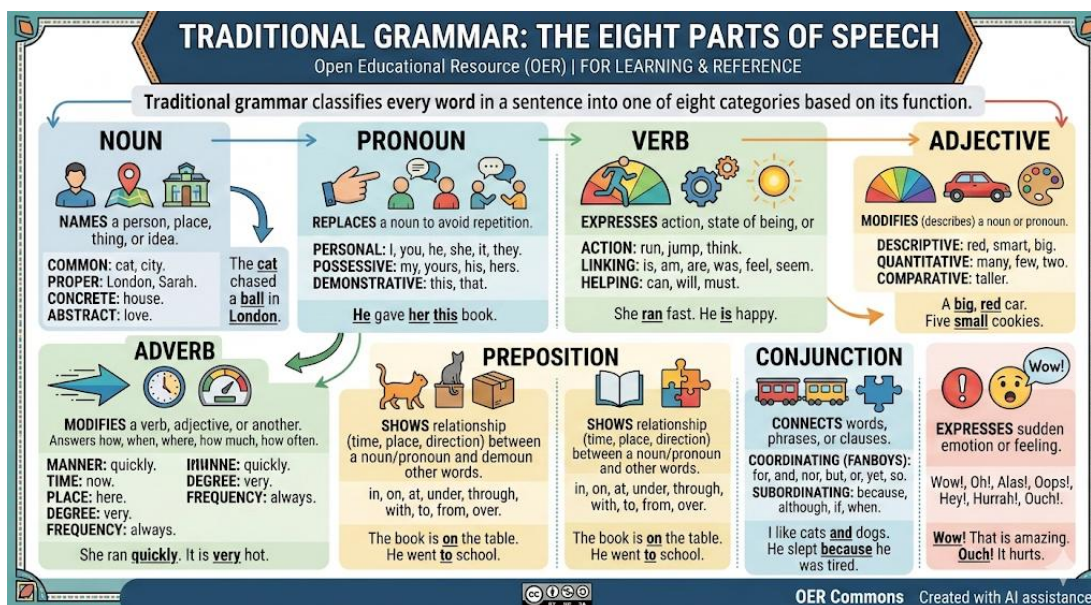


Figure 4.1: Parts of speech in traditional grammar

4.1.2 Strengths and limitations of traditional grammar

One strength of traditional grammar is its simplicity and accessibility. It provides clear categories and rules that are easy to teach and learn, making it useful for basic language instruction. It also offers a framework for identifying errors and promoting standardised usage.

However, traditional grammar has limitations. It is often criticised for being too prescriptive, focusing on how language *should* be used rather than how it *is* used in real contexts. It struggles to account for linguistic diversity, language change, and the complexities of spoken language. For example, traditional grammar may label certain constructions as “incorrect” even though they are widely used and understood in everyday communication.

Fill in the blank: Traditional grammar is often criticised for being too _____ in its approach to language.

Strengths	Limitations
Clear Categories and Rules: Provides a logical structure for categorizing words and building sentences.	Prescriptive vs. Descriptive: Focuses on how people <i>should</i> speak rather than how they <i>actually</i> do.
Useful for Basic Instruction: Offers a concrete "map" for language acquisition and primary education.	Ignores Diversity: Often fails to account for regional dialects, sociolects, or linguistic evolution.
Promotes Standardized Usage: Ensures a "prestige" version of language for professional and academic contexts.	Spoken Language Gaps: Limited in explaining the natural pauses and informal structures of speech.

Box 4.1: Strengths and limitations of traditional grammar **Strengths**



Pilot questions 4.1

1. What is traditional grammar based on?
2. Name two parts of speech classified in traditional grammar.
3. What is one strength of traditional grammar?
4. What is one limitation of traditional grammar?
5. Why is traditional grammar considered prescriptive?

4.2 Structural Grammar

4.2.1 Principles of structuralism in syntax

Structural grammar is a linguistic approach that analyses language based on observable structures rather than prescriptive rules. It emerged in the early 20th century, influenced by structuralist thinkers such as Ferdinand de Saussure. Structural grammar focuses on how words and sentences are organised, emphasising patterns, distribution, and relationships between elements. Unlike traditional grammar, it does not rely on classical models but instead seeks to describe language as it is used.

Fill in the blank: Structural grammar focuses on observable _____ rather than prescriptive rules.

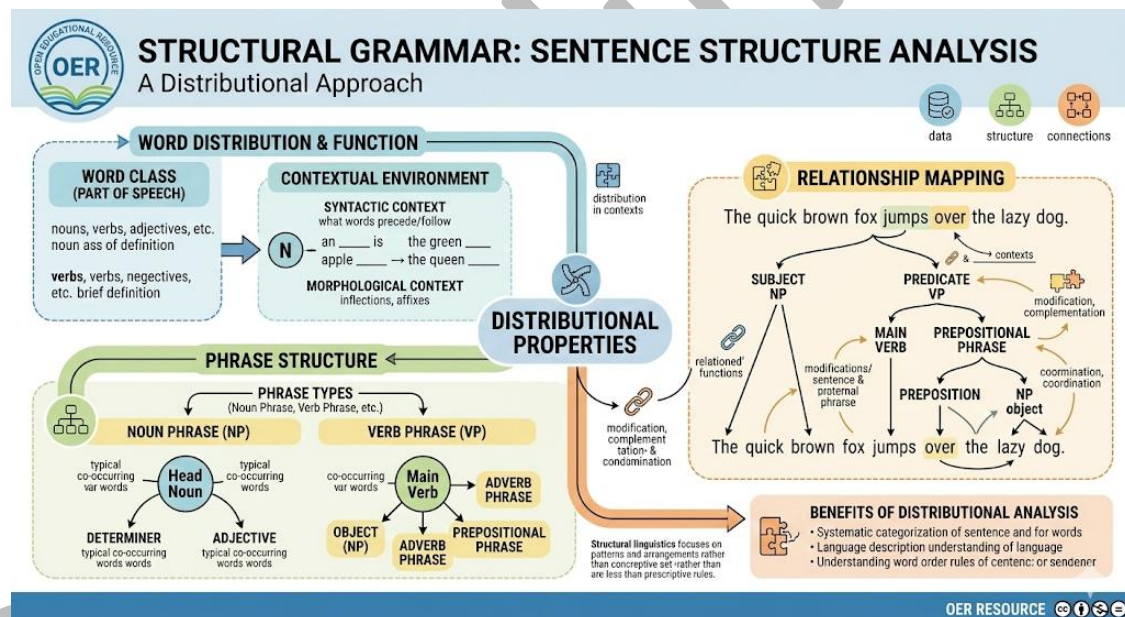


Figure 4.2: Principles of structural grammar

4.2.2 Applications and critiques of structural grammar

Structural grammar has been applied in language teaching and linguistic analysis because it provides a systematic way of describing sentence patterns. It helps learners see how words function in relation to one another, making it easier to identify grammatical roles without relying on prescriptive rules. For example, analysing sentence slots (subject, verb, object) allows teachers to demonstrate how different words can fit into predictable structures.



However, structural grammar has been criticised for its limitations. It tends to focus heavily on form and distribution, sometimes neglecting meaning and communicative function. Critics argue that it cannot fully explain why certain structures are chosen in real-life communication, nor does it account for the flexibility and creativity of language use.

Fill in the blank: Structural grammar has been criticised for neglecting _____ and communicative function.

Applications	Critiques
Language Teaching: Highly effective for teaching sentence construction and identifying word classes through patterns.	Overemphasis on Form: Prioritizes the "skeleton" of the sentence while often ignoring the nuance of the message.
Systematic Description: Provides a rigorous, scientific way to map out recurring sentence patterns and syntactic structures.	Neglects Meaning: Focuses so much on <i>where</i> a word goes that it may overlook <i>why</i> it's being used or its communicative purpose.
Distribution & Relationships: Excels at showing how words relate to one another within a specific "slot" in a sentence.	Limited Creativity: Struggles to explain how humans generate an infinite variety of new, unique sentences that don't fit standard patterns.

Box 4.2: Applications and critiques of structural grammar **Applications**

Pilot questions 4.2

1. What does structural grammar focus on?
2. Who influenced the development of structural grammar?
3. Give one application of structural grammar in language teaching.
4. What is one critique of structural grammar?
5. Why is structural grammar considered descriptive rather than prescriptive?

4.3 Transformational-Generative Grammar

4.3.1 Chomsky's contributions and key concepts

Transformational-generative grammar (TGG) is a theory of grammar developed by Noam Chomsky in the mid-20th century. It revolutionised linguistics by shifting focus from describing language structures to explaining the underlying rules that generate them. Chomsky introduced the idea that humans possess an innate ability for language, often referred to as **universal grammar**, which provides the foundation for learning any language.

Key concepts include **generative rules**, which produce grammatical sentences, and **transformations**, which alter sentence structures while preserving meaning. For example, the transformation from *John is eating an apple* to *Is John eating an apple?* demonstrates how rules can generate both declarative and interrogative forms.



Fill in the blank: Chomsky's theory of grammar is based on the idea of an innate _____ grammar.

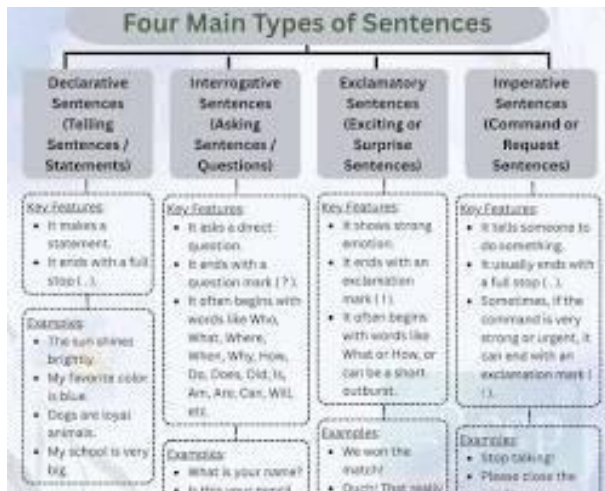


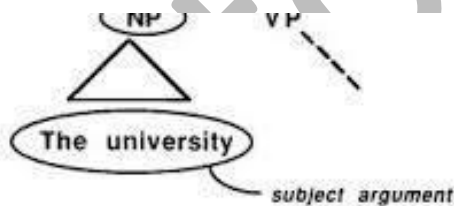
Figure 4.3: Example of transformational rules in grammar

4.3.2 Transformations and deep vs. surface structures

Chomsky distinguished between **deep structure** and **surface structure**. The **deep structure** represents the underlying meaning of a sentence, while the **surface structure** is the actual spoken or written form. Transformations link the two, allowing different surface forms to express the same deep meaning.

For example, *The boy kicked the ball* and *The ball was kicked by the boy* share the same deep structure but differ in surface structure. This distinction helps explain how sentences can vary in form yet convey identical meaning.

Fill in the blank: The underlying meaning of a sentence is represented by its _____ structure.



Deep structure

underlying subject

S



Figure 4.4: Deep and surface structures in transformational grammar

4.3.3 Critiques and developments beyond Chomsky

While transformational-generative grammar has been highly influential, it has also faced critiques. Some linguists argue that it is too abstract and difficult to apply in practical language teaching. Others note that it focuses heavily on syntax while neglecting meaning and context.

Subsequent developments have built on Chomsky's ideas, leading to alternative frameworks such as **Government and Binding Theory** and the **Minimalist Programme**, which aim to simplify and refine the rules of grammar. These approaches continue to shape modern linguistic research, highlighting the ongoing evolution of grammatical theory.

Fill in the blank: One critique of transformational grammar is that it focuses heavily on _____ while neglecting meaning and context.

Critiques	Developments & Legacy
Too Abstract for Practical Teaching: The complex mathematical nature of tree diagrams and transformations makes it difficult to apply in standard classroom language instruction.	Government and Binding Theory (GB): A major 1980s refinement by Chomsky that introduced more universal "principles" and "parameters" to explain language acquisition.
Overemphasis on Syntax: Critics argue it focuses so heavily on the mechanical "wiring" of sentences that it treats syntax as a vacuum separate from human thought.	Minimalist Program: The current evolution of the theory, which aims to strip grammar down to its most basic, efficient elements to see how language fits into the mind.
Limited Context: By focusing on "ideal" speakers, it often ignores how social context, pragmatics, and actual meaning change how we form sentences.	Modern Influence: Remains the bedrock of modern formal linguistics, fundamentally changing how we understand the biological basis of human speech.

Box 4.3: Critiques and developments beyond Chomsky **Critiques**

Pilot questions 4.3

1. Who developed transformational-generative grammar?
2. What is universal grammar?
3. What is the difference between deep structure and surface structure?
4. Give one example of a transformation in grammar.



5. Name one development beyond Chomsky's transformational grammar.

4.4 Functional And Cognitive Approaches

4.4.1 Functional grammar and communicative focus

Functional grammar is an approach that emphasises how language is used to achieve communication. Instead of focusing solely on sentence form, it considers the purpose of language in context, such as informing, persuading, or expressing emotion. Developed by linguists like M.A.K. Halliday, functional grammar highlights the relationship between grammar and meaning, showing how structures serve communicative functions.

For example, the choice between *Could you open the window?* and *Open the window!* reflects not just grammatical form but also politeness, tone, and communicative intent.

Fill in the blank: Functional grammar emphasises how language is used to achieve _____.

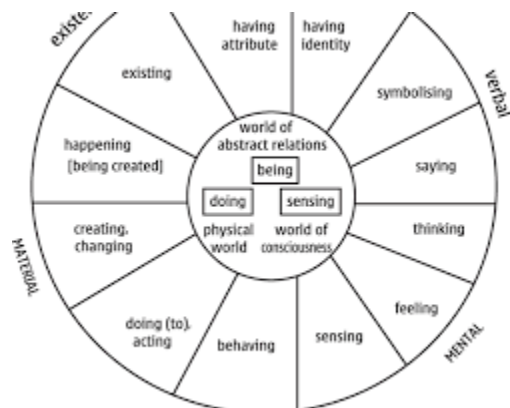


Figure 4.5: Communicative focus in functional grammar

4.4.2 Cognitive grammar and meaning-based analysis

Cognitive grammar is a meaning-centred approach developed by Ronald Langacker. It views grammar as part of human cognition, arguing that linguistic structures are shaped by how people conceptualise and interpret the world. In this framework, grammar is not separate from meaning but is deeply connected to mental processes such as categorisation, imagery, and perspective.

For example, the difference between *She walked into the room* and *She walked across the room* reflects distinct mental images of movement and space. Cognitive grammar explains such choices in terms of how speakers mentally represent events.

Fill in the blank: Cognitive grammar views grammar as part of human _____.

Feature	Description
Meaning-Based	Rejects the idea that grammar is a meaningless set of rules; instead, every grammatical structure is seen as inherently meaningful.



Feature	Description
Mental Reflection	Language is not an isolated faculty but a direct reflection of general cognitive processes like memory, scanning, and attention.
Conceptual Linkage	Grammatical structures are tied to how we conceptualize experiences; a sentence is a "window" into a mental scene.
Imagery & Perspective	Emphasizes how we "frame" or "profile" different parts of a scene (e.g., the difference between "The lamp is over the table" and "The table is under the lamp").

Box 4.4: Key features of cognitive grammar

Pilot questions 4.4

1. What does functional grammar emphasise?
2. Who developed functional grammar?
3. Give one example of how functional grammar reflects communicative intent.
4. Who developed cognitive grammar?
5. How does cognitive grammar connect grammar to human cognition?

Series Summary

In this Series, we explored the **competing theories of grammar**, each offering distinct perspectives on how language is structured and understood. We began with traditional grammar, tracing its origins in classical studies and examining its strengths and limitations. We then moved on to structural grammar, where we considered its descriptive focus on observable patterns and its applications in teaching, alongside critiques of its neglect of meaning. Following that, we studied transformational-generative grammar, highlighting Chomsky's contributions, the concepts of deep and surface structures, and subsequent developments beyond his framework. Finally, we concluded with functional and cognitive approaches, which emphasise communicative purpose and meaning-based analysis, linking grammar to human cognition.

By completing this Series, you should now be able to define the principles of traditional grammar (SLO 4.1), evaluate its strengths and limitations (SLO 4.2), explain structural grammar (SLO 4.3), analyse its applications and critiques (SLO 4.4), describe transformational-generative grammar (SLO 4.5), assess Chomsky's contributions (SLO 4.6), evaluate developments beyond his framework (SLO 4.7), explain functional grammar (SLO 4.8), and analyse cognitive grammar (SLO 4.9). These outcomes provide you with a comparative understanding of grammar theories, equipping you to critically engage with different frameworks and apply them in linguistic analysis.



Glossary Of Terms [Series 4]

- **Traditional grammar:** A prescriptive framework of language rules derived from classical studies of Latin and Greek, focusing on correctness and standardised usage.
- **Parts of speech:** Categories of words in traditional grammar, such as nouns, verbs, adjectives, and adverbs, classified according to their function in sentences.
- **Structural grammar:** A descriptive approach to language that analyses observable patterns and relationships between words and sentences, influenced by structuralist linguistics.
- **Distribution:** In structural grammar, the way words and elements occur in relation to one another within sentence structures.
- **Transformational-generative grammar (TGG):** A theory developed by Noam Chomsky that explains the underlying rules generating grammatical sentences, including transformations between structures.
- **Universal grammar:** Chomsky's concept of an innate set of linguistic principles shared by all humans, enabling language acquisition.
- **Generative rules:** Rules in transformational grammar that produce grammatical sentences from underlying structures.
- **Transformations:** Operations in transformational grammar that alter sentence structures while preserving meaning, such as converting declaratives into interrogatives.
- **Deep structure:** The underlying meaning or abstract representation of a sentence in transformational grammar.
- **Surface structure:** The actual spoken or written form of a sentence, derived from its deep structure through transformations.
- **Government and Binding Theory:** A development beyond Chomsky's early work, aiming to refine syntactic rules through modular principles.
- **Minimalist Programme:** A later framework by Chomsky that seeks to simplify grammar by reducing rules to their most essential form.
- **Functional grammar:** An approach that emphasises the communicative purpose of language, focusing on how grammar serves meaning in context.
- **Communicative function:** The role language plays in achieving purposes such as informing, persuading, or expressing emotion.
- **Cognitive grammar:** A meaning-based approach developed by Ronald Langacker, viewing grammar as part of human cognition and linked to mental processes.



- **Conceptualisation:** In cognitive grammar, the mental representation of events, categories, and perspectives that shape linguistic structures.

Concept Check Questions [Series 4]

Objective Questions

1. Traditional grammar is largely based on the study of _____ and Greek. (Linked to SLO 4.1)
2. Traditional grammar is often criticised for being too _____ in its approach. (Linked to SLO 4.2)
3. Structural grammar focuses on observable _____ rather than prescriptive rules. (Linked to SLO 4.3)
4. Structural grammar has been criticised for neglecting _____ and communicative function. (Linked to SLO 4.4)
5. Chomsky's theory of grammar is based on the idea of an innate _____ grammar. (Linked to SLO 4.5)
6. The underlying meaning of a sentence is represented by its _____ structure. (Linked to SLO 4.5)
7. One critique of transformational grammar is that it focuses heavily on _____ while neglecting meaning. (Linked to SLO 4.6)
8. Functional grammar emphasises how language is used to achieve _____. (Linked to SLO 4.8)
9. Cognitive grammar views grammar as part of human _____. (Linked to SLO 4.9)

Short-Answer Questions

10. Define traditional grammar and give one of its strengths. (Linked to SLO 4.1 & 4.2)
11. Explain one limitation of traditional grammar. (Linked to SLO 4.2)
12. Describe the main principle of structural grammar. (Linked to SLO 4.3)
13. Provide one application of structural grammar in language teaching. (Linked to SLO 4.4)
14. State one key concept of transformational-generative grammar. (Linked to SLO 4.5)
15. Give one example of a transformation in grammar. (Linked to SLO 4.5)
16. Name one development beyond Chomsky's transformational grammar. (Linked to SLO 4.7)
17. Explain the communicative focus of functional grammar. (Linked to SLO 4.8)
18. Describe how cognitive grammar connects grammar to human cognition. (Linked to SLO 4.9)



Long-Answer Questions

19. Analyse the principles of traditional grammar and evaluate its strengths and limitations. (Linked to SLO 4.1 & 4.2)
20. Compare structural grammar with traditional grammar, highlighting differences in focus and application. (Linked to SLO 4.3 & 4.4)
21. Discuss transformational-generative grammar, explaining deep and surface structures with examples. (Linked to SLO 4.5 & 4.6)
22. Evaluate critiques of transformational grammar and explain developments beyond Chomsky's framework. (Linked to SLO 4.6 & 4.7)
23. Examine functional and cognitive approaches to grammar, showing how they emphasise meaning and communicative purpose. (Linked to SLO 4.8 & 4.9)

Answers to Concept Check Questions [Series 4]

Objective Questions

1. Latin
2. Prescriptive
3. Structures
4. Meaning
5. Universal
6. Deep
7. Syntax
8. Communication
9. Cognition

Short-Answer Questions

10. Traditional grammar is a prescriptive framework based on Latin and Greek. One strength is its clear categories and rules.
11. It is limited because it ignores language diversity and change.
12. Structural grammar analyses observable patterns and relationships in sentences.
13. It helps learners identify grammatical roles through sentence slots.
14. Universal grammar is a key concept.
15. Example: *John is eating an apple* → *Is John eating an apple?*
16. Government and Binding Theory.
17. Functional grammar focuses on how grammar serves communicative purposes.



18. Cognitive grammar links grammar to mental processes such as categorisation and imagery.

Long-Answer Questions

19. **Basic response:** Traditional grammar is based on classical models, offering clear rules and categories. Its strengths include accessibility and standardisation, while its limitations include being overly prescriptive and ignoring real usage. **Value-added response:** Traditional grammar shaped early language teaching but fails to account for linguistic diversity and spoken language. Evaluating it highlights the tension between prescriptive norms and descriptive realities.

20. **Basic response:** Structural grammar focuses on observable patterns, while traditional grammar prescribes rules based on classical models. **Value-added response:** Structural grammar provides descriptive analysis useful for teaching, whereas traditional grammar enforces correctness. Comparing them shows how linguistics shifted from prescriptive to descriptive approaches.

21. **Basic response:** Transformational grammar explains deep structure (meaning) and surface structure (form). Example: *The boy kicked the ball* vs. *The ball was kicked by the boy*. **Value-added response:** This distinction reveals how transformations generate varied sentence forms. It also demonstrates the flexibility of syntax and the role of universal grammar in language acquisition.

22. **Basic response:** Critiques include overemphasis on syntax and abstraction. Developments include Government and Binding Theory and the Minimalist Programme. **Value-added response:** These critiques highlight the need for balance between syntax and meaning. Later frameworks refined Chomsky's ideas, simplifying rules and influencing modern linguistic research.

23. **Basic response:** Functional grammar emphasises communicative purpose, while cognitive grammar links grammar to mental processes. **Value-added response:** Together, they show how grammar is not just structural but also meaning-driven. These approaches broaden linguistic analysis by connecting language to human interaction and cognition.

Answers to Pilot Questions [Series 4]

Part 4.1: Traditional grammar

1. Latin
2. Noun and verb (examples of parts of speech)
3. It provides clear categories and rules for instruction.
4. It is prescriptive and ignores language diversity and change.
5. Because it focuses on how language *should* be used rather than how it *is* used.

Part 4.2: Structural grammar

1. Observable structures



2. Ferdinand de Saussure
3. It helps learners identify grammatical roles through sentence slots.
4. It neglects meaning and communicative function.
5. Because it describes patterns rather than prescribing rules.

Part 4.3: Transformational-generative grammar

1. Noam Chomsky
2. An innate set of linguistic principles shared by all humans.
3. Deep structure represents meaning, while surface structure represents form.
4. Example: *John is eating an apple* → *Is John eating an apple?*
5. Government and Binding Theory or the Minimalist Programme.

Part 4.4: Functional and cognitive approaches

1. Communication
2. M.A.K. Halliday
3. Example: *Could you open the window?* vs. *Open the window!*
4. Ronald Langacker
5. By linking grammar to mental processes such as categorisation, imagery, and perspective.

References and Attributions [Series 4]

This section consolidates references and illustration attributions for **Series 4: Competing Theories of Grammar**, presented in APA style.

Scholarly References

- Halliday, M. A. K. (1994). *An introduction to functional grammar* (2nd ed.). London: Edward Arnold.
- Langacker, R. W. (1987). *Foundations of cognitive grammar: Volume I, theoretical prerequisites*. Stanford: Stanford University Press.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.
- Saussure, F. de. (1916/1983). *Course in general linguistics* (trans. Roy Harris). London: Duckworth.
- Robins, R. H. (1997). *A short history of linguistics* (4th ed.). London: Longman.

Illustration Attributions

- **Figure 4.1: Parts of speech in traditional grammar** AI-generated suggestion. Prompt: “Create a diagram showing the eight parts of speech in traditional grammar with examples.” Suggested OER search string: “traditional grammar parts of speech OER diagram”.



- **Box 4.1: Strengths and limitations of traditional grammar** AI-generated suggestion. Prompt: “Create a text box listing strengths and limitations of traditional grammar in two sections.” Suggested OER search string: “strengths and limitations of traditional grammar OER”.
- **Figure 4.2: Principles of structural grammar** AI-generated suggestion. Prompt: “Create a diagram showing sentence structure analysis using distribution of words and relationships.” Suggested OER search string: “structural grammar syntax distribution OER diagram”.
- **Box 4.2: Applications and critiques of structural grammar** AI-generated suggestion. Prompt: “Create a text box listing applications and critiques of structural grammar in two sections.” Suggested OER search string: “applications and critiques of structural grammar OER”.
- **Figure 4.3: Example of transformational rules in grammar** AI-generated suggestion. Prompt: “Create a diagram showing how a declarative sentence transforms into an interrogative sentence using arrows and labels.” Suggested OER search string: “transformational grammar sentence transformation OER diagram”.
- **Figure 4.4: Deep and surface structures in transformational grammar** AI-generated suggestion. Prompt: “Create a diagram showing deep structure and surface structure with examples of active and passive sentences.” Suggested OER search string: “deep vs surface structure transformational grammar OER diagram”.
- **Box 4.3: Critiques and developments beyond Chomsky** AI-generated suggestion. Prompt: “Create a text box listing critiques of transformational grammar and subsequent developments such as Government and Binding Theory and Minimalist Programme.” Suggested OER search string: “critiques of transformational grammar Chomsky developments OER”.
- **Figure 4.5: Communicative focus in functional grammar** AI-generated suggestion. Prompt: “Create a diagram showing sentences used for informing, persuading, and expressing emotion with labels.” Suggested OER search string: “functional grammar communicative focus Halliday OER diagram”.
- **Box 4.4: Key features of cognitive grammar** AI-generated suggestion. Prompt: “Create a text box listing key features of cognitive grammar with emphasis on meaning and cognition.” Suggested OER search string: “cognitive grammar Langacker meaning-based analysis OER”.



Course code: LIN 302
Course title: Syntax
Course credit load: 2 Units

Series 1: Principles of Syntax and Theories of Grammar

Series 2: Structure of Phrases, Clauses, and Sentences

Series 3: Functional Relationships in Syntax

Series 4: Competing Theories of Grammar

Series 5: Concepts and Methods of Syntactic Analysis

Proposed Outline for Series 5

Part 5.1: Foundations of syntactic analysis

- Sub-Part 5.1.1: Key concepts in syntax
- Sub-Part 5.1.2: Goals and scope of syntactic analysis

Part 5.2: Phrase structure methods

- Sub-Part 5.2.1: Constituency tests and phrase markers
- Sub-Part 5.2.2: Tree diagrams and phrase structure rules

Part 5.3: Dependency methods

- Sub-Part 5.3.1: Principles of dependency grammar
- Sub-Part 5.3.2: Dependency trees and relations

Part 5.4: Comparative approaches in syntactic analysis

- Sub-Part 5.4.1: Strengths and limitations of phrase structure methods
- Sub-Part 5.4.2: Strengths and limitations of dependency methods

Introduction

In the last Series, we explored competing theories of grammar, examining traditional, structural, transformational, functional, and cognitive approaches. Having understood these frameworks, we now turn to the practical side of syntax: how sentences can be analysed systematically. This Series will equip you with the tools and methods needed to investigate sentence structures, making the study of syntax more concrete and applicable.



The aim of this Series is to introduce you to the concepts and methods of syntactic analysis and to enable you to apply phrase structure and dependency approaches in evaluating sentence organisation. By the end, you will be able to compare different analytical methods and appreciate their strengths and limitations.

We shall commence this Series by laying the foundations of syntactic analysis, focusing on key concepts and its scope. Next, we will move on to phrase structure methods, where we will explore constituency tests, phrase markers, and tree diagrams. Following that, we will examine dependency methods, considering principles of dependency grammar and how dependency trees illustrate relationships. Finally, we will wrap up by comparing phrase structure and dependency approaches, evaluating their respective strengths and limitations to bring the Series to a close.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 5.1** define key concepts in syntax relevant to syntactic analysis,
- **SLO 5.2** explain the goals and scope of syntactic analysis,
- **SLO 5.3** demonstrate constituency tests and phrase markers in phrase structure methods,
- **SLO 5.4** construct tree diagrams using phrase structure rules,
- **SLO 5.5** describe the principles of dependency grammar,
- **SLO 5.6** apply dependency trees to illustrate syntactic relations,
- **SLO 5.7** evaluate the strengths and limitations of phrase structure methods, and
- **SLO 5.8** analyse the strengths and limitations of dependency methods.

5.1 Foundations Of Syntactic Analysis

5.1.1 Key concepts in syntax

Syntax refers to the study of how words combine to form phrases, clauses, and sentences. It provides rules and principles that govern sentence structure, ensuring that language is both meaningful and grammatically correct. In syntactic analysis, linguists examine how elements such as subjects, verbs, and objects interact to create well-formed sentences.

A central concept in syntax is **constituency**, which means that words group together to form units (constituents) that function as building blocks of sentences. For example, in the sentence *The girl read a book*, the phrase *a book* is a constituent functioning as the object.

Fill in the blank: In syntax, words group together to form units called _____.



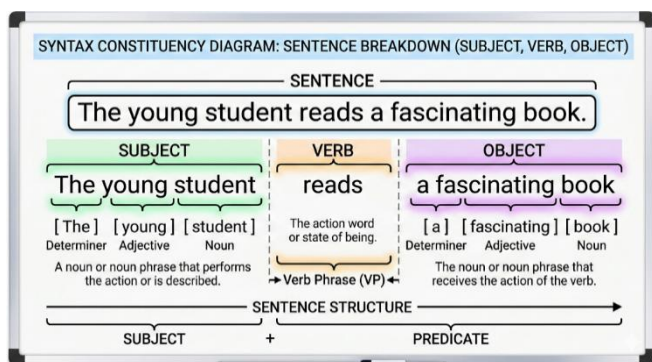


Figure 5.1: Constituency in syntactic analysis

5.1.2 Goals and scope of syntactic analysis

The **goal of syntactic analysis** is to describe and explain how sentences are organised. It helps us identify patterns, test grammaticality, and compare different languages. By analysing syntax, we can uncover the rules that speakers follow unconsciously when forming sentences.

The **scope of syntactic analysis** includes both theoretical and practical aspects. Theoretically, it provides models for understanding sentence structure. Practically, it is applied in language teaching, computational linguistics, and translation studies. For example, syntactic analysis is crucial in natural language processing, where computers must interpret human language accurately.

Fill in the blank: The goal of syntactic analysis is to describe and explain how _____ are organised.

Field	Primary Application
Language Teaching	Helping students understand word order (\$SVO\$ vs. \$SOV\$) and how to build complex sentences from simple clauses.
Comparative Linguistics	Mapping the structural differences and similarities between language families to trace their evolution.
Computational Linguistics	Powering Natural Language Processing (NLP) tasks like parsing, sentiment analysis, and grammar checking.
Translation & Interpretation	Ensuring that the relationship between subjects and actions remains accurate when moving between different grammatical systems.

Box 5.1: Applications of syntactic analysis

Pilot questions 5.1

1. What is syntax?
2. What are constituents in syntactic analysis?
3. What is the main goal of syntactic analysis?



4. Mention two practical applications of syntactic analysis.
5. Why is syntactic analysis important in computational linguistics?

5.2 Phrase Structure Methods

5.2.1 Constituency tests and phrase markers

Phrase structure methods are approaches in syntactic analysis that focus on how words group together into larger units called **constituents**. Constituency tests are tools used to determine whether a group of words functions as a single unit in a sentence. Common tests include substitution (replacing a phrase with a pronoun), movement (shifting a phrase to another position), and coordination (joining phrases with *and* or *or*).

For example, in the sentence *The tall boy read a book*, the phrase *the tall boy* can be substituted with *he*, showing that it is a constituent.

Fill in the blank: Constituency tests help us determine whether a group of words functions as a single _____ in a sentence.

Phrase markers are diagrams that represent the hierarchical structure of sentences. They show how words combine into phrases and how phrases combine into clauses. Phrase markers are often drawn using brackets or trees to illustrate the relationships between constituents.

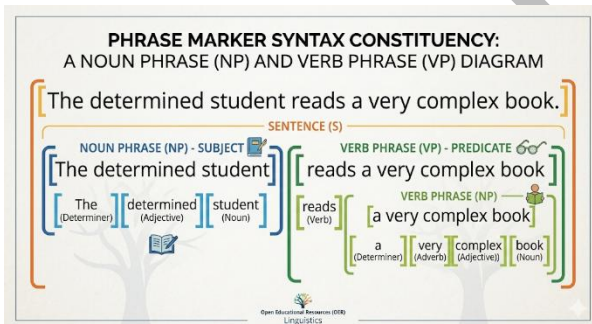


Figure 5.2: Phrase marker showing constituency structure

5.2.2 Tree diagrams and phrase structure rules

Tree diagrams are visual representations of sentence structure that show how constituents are organised hierarchically. Each branch represents a phrase, and the top node represents the sentence. For example, in *The boy kicked the ball*, the sentence can be divided into a noun phrase (*The boy*) and a verb phrase (*kicked the ball*).

Phrase structure rules are formal rules that describe how constituents combine. A common rule is:

- $S \rightarrow NP + VP$ This means a sentence (S) consists of a noun phrase (NP) followed by a verb phrase (VP).

Fill in the blank: The rule $S \rightarrow NP + VP$ means that a sentence consists of a _____ phrase followed by a verb phrase.



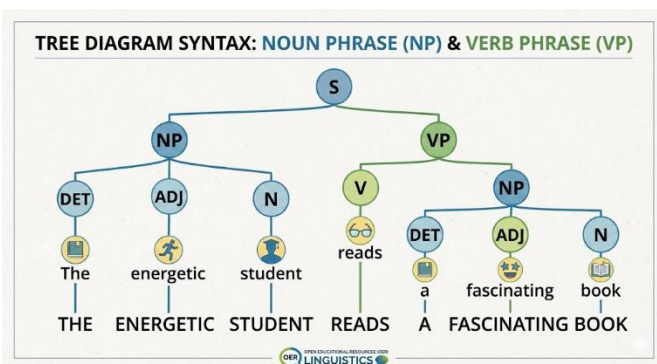


Figure 5.3: Tree diagram of a simple sentence

Pilot questions 5.2

1. What is a constituency test?
2. Give one example of a constituency test.
3. What is a phrase marker used for?
4. What does the phrase structure rule $S \rightarrow NP + VP$ mean?
5. Draw or describe a simple tree diagram for the sentence *The boy kicked the ball*.

5.3 Dependency Methods

5.3.1 Principles of dependency grammar

Dependency grammar is an approach to syntactic analysis that focuses on the relationships between words in a sentence. Instead of grouping words into constituents, dependency grammar examines how each word depends on another, forming a network of connections. The central idea is that the verb is often the core of the sentence, and other words attach to it as dependents.

For example, in the sentence *The boy kicked the ball*, the verb *kicked* is the head, while *boy* and *ball* are dependents linked to it. This method highlights the functional relationships between words rather than hierarchical phrase structures.

Fill in the blank: In dependency grammar, the verb is often considered the _____ of the sentence.



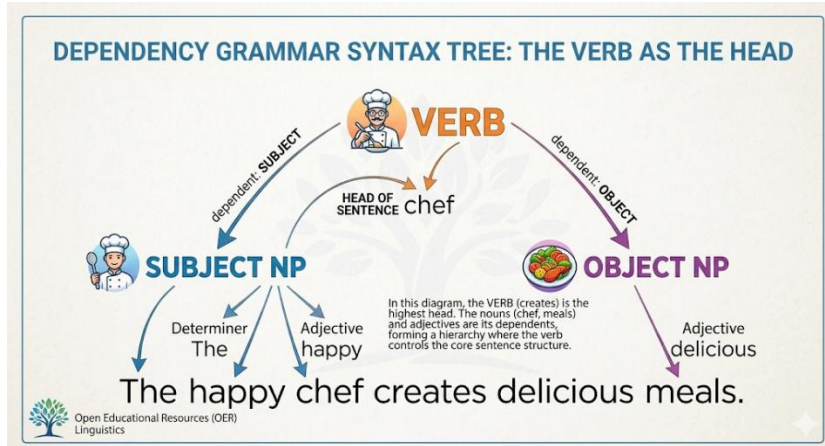


Figure 5.4: Dependency grammar showing head–dependent relations

5.3.2 Dependency trees and relations

Dependency trees are visual tools used to represent the relationships between words in a sentence. Each word is connected to another word, forming a tree structure where the head governs its dependents. Unlike phrase structure trees, dependency trees emphasise direct links between words rather than grouping them into larger constituents.

For example, in *She reads books quickly*, the verb *reads* is the head. *She* is the subject dependent, *books* is the object dependent, and *quickly* is the adverbial dependent. This representation makes it clear how each word relates directly to the verb.

Fill in the blank: Dependency trees emphasise direct _____ between words rather than grouping them into constituents.

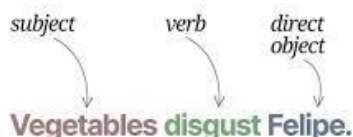


Figure 5.5: Dependency tree illustrating subject, object, and adverbial dependents

Pilot questions 5.3

1. What is dependency grammar?
2. What role does the verb play in dependency grammar?
3. What is a dependency tree used for?
4. Give one example of a dependent in the sentence *She reads books quickly*.
5. How does a dependency tree differ from a phrase structure tree?



5.4 Comparative Approaches In Syntactic Analysis

5.4.1 Strengths and limitations of phrase structure methods

Phrase structure methods are valuable because they provide a clear hierarchical representation of sentence organisation. They show how words combine into phrases and how phrases combine into clauses, making them particularly useful for teaching and for visualising complex sentences. Tree diagrams and phrase markers also help learners see the systematic rules behind sentence construction.

However, phrase structure methods have limitations. They can sometimes be too rigid, focusing heavily on hierarchical grouping while neglecting direct word-to-word relationships. In addition, they may struggle to account for languages with freer word order, where dependency relations are more informative than hierarchical phrase structures.

Fill in the blank: Phrase structure methods are limited because they can be too _____ in focusing on hierarchical grouping.

Strengths	Limitations
Clear Hierarchy: Visually demonstrates how words group into larger units (phrases), making complex nesting easy to see.	Rigidity: Often struggles to account for "discontinuous constituents" where related words are separated by other phrases.
Teaching Organization: Excellent for helping learners visualize the internal architecture of a sentence (Subject vs. Predicate).	Neglects Direct Relations: It focuses on grouping (constituency) rather than the direct functional link between a verb and its dependents.
Systematic Rules: Provides a "recipe" for sentence construction (e.g., $SS \rightarrow NP + VP$), which is highly useful for formal logic and early NLP.	Word Order Issues: Less effective for "free word order" languages (like Warlpiri or Latin) where the hierarchy isn't tied to a fixed position.

Box 5.2: Strengths and limitations of phrase structure methods **Strengths**

5.4.2 Strengths and limitations of dependency methods

Dependency methods are strong because they highlight direct relationships between words, making them effective for analysing languages with flexible word order. They are widely used in computational linguistics, especially in natural language processing, because they provide straightforward links between heads and dependents.

On the other hand, dependency methods may oversimplify sentence organisation by focusing only on word-to-word relations. They do not always capture the hierarchical grouping of constituents, which can be important for understanding complex sentence structures. As a result, they may need to be complemented by phrase structure methods in certain contexts.

Fill in the blank: Dependency methods are widely used in _____ linguistics because they highlight direct word-to-word relations.



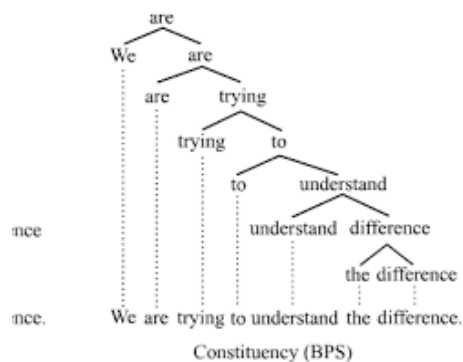


Figure 5.6: Comparison of phrase structure and dependency methods

Pilot questions 5.4

1. What is one strength of phrase structure methods?
2. What is one limitation of phrase structure methods?
3. Why are dependency methods useful for languages with flexible word order?
4. What is one limitation of dependency methods?
5. How do phrase structure and dependency methods complement each other?

Series Summary

In this Series, we examined the **concepts and methods of syntactic analysis**, moving from foundational ideas to comparative approaches. We began with the foundations of syntactic analysis, introducing key concepts such as syntax, constituency, and the goals and scope of syntactic study. We then explored phrase structure methods, focusing on constituency tests, phrase markers, tree diagrams, and phrase structure rules. Following that, we studied dependency methods, highlighting the principles of dependency grammar and the use of dependency trees to illustrate head-dependent relations. Finally, we compared phrase structure and dependency approaches, evaluating their respective strengths and limitations and considering how they complement one another.

By completing this Series, you should now be able to define key concepts in syntax (SLO 5.1), explain the goals and scope of syntactic analysis (SLO 5.2), demonstrate constituency tests and phrase markers (SLO 5.3), construct tree diagrams using phrase structure rules (SLO 5.4), describe the principles of dependency grammar (SLO 5.5), apply dependency trees to illustrate syntactic relations (SLO 5.6), evaluate the strengths and limitations of phrase structure methods (SLO 5.7), and analyse the strengths and limitations of dependency methods (SLO 5.8). These outcomes provide you with a practical toolkit for syntactic analysis, enabling you to critically engage with sentence structures and apply different methods in both theoretical and applied contexts.



Glossary Of Terms [Series 5]

- **Syntax:** The study of how words combine to form phrases, clauses, and sentences, governed by rules and principles of sentence structure.
- **Constituency:** The grouping of words into units (constituents) that function as building blocks of sentences.
- **Constituency tests:** Methods used to determine whether a group of words functions as a single unit, such as substitution, movement, and coordination.
- **Phrase marker:** A diagram that represents the hierarchical structure of a sentence, showing how words combine into phrases and clauses.
- **Tree diagram:** A visual representation of sentence structure that shows hierarchical organisation of constituents, often using branches and nodes.
- **Phrase structure rules:** Formal rules that describe how constituents combine, such as $S \rightarrow NP + VP$.
- **Dependency grammar:** An approach to syntax that focuses on the relationships between words, with the verb often acting as the head and other words as dependents.
- **Head:** In dependency grammar, the central word that governs dependents, typically the verb in a sentence.
- **Dependent:** A word that relies on a head in dependency grammar, such as subjects, objects, or modifiers.
- **Dependency tree:** A diagram showing direct links between words in a sentence, emphasising head-dependent relations.
- **Phrase structure methods:** Analytical approaches that focus on hierarchical grouping of words into constituents.
- **Dependency methods**

Concept Check Questions [Series 5]

Objective Questions

1. Syntax is the study of how _____ combine to form phrases, clauses, and sentences. (Linked to SLO 5.1)
2. Constituency tests help determine whether a group of words functions as a single _____. (Linked to SLO 5.3)
3. A phrase marker represents the _____ structure of a sentence. (Linked to SLO 5.3)
4. The phrase structure rule $S \rightarrow NP + VP$ means that a sentence consists of a noun phrase followed by a _____ phrase. (Linked to SLO 5.4)



5. In dependency grammar, the verb is often considered the _____ of the sentence. (Linked to SLO 5.5)
6. Dependency trees emphasise direct _____ between words. (Linked to SLO 5.6)

Short-Answer Questions

7. Define syntax. (Linked to SLO 5.1)
8. Explain the main goal of syntactic analysis. (Linked to SLO 5.2)
9. Give one example of a constituency test. (Linked to SLO 5.3)
10. What is a phrase marker used for? (Linked to SLO 5.3)
11. Construct a simple phrase structure rule for a sentence. (Linked to SLO 5.4)
12. Describe the role of the verb in dependency grammar. (Linked to SLO 5.5)
13. Provide one example of a dependent in the sentence *She reads books quickly*. (Linked to SLO 5.6)
14. State one strength of phrase structure methods. (Linked to SLO 5.7)
15. State one limitation of dependency methods. (Linked to SLO 5.8)

Long-Answer Questions

16. Analyse the key concepts in syntax and explain why syntactic analysis is important. (Linked to SLO 5.1 & 5.2)
17. Demonstrate how constituency tests and phrase markers are used to identify sentence structure. (Linked to SLO 5.3)
18. Construct a tree diagram for a simple sentence and explain the phrase structure rules applied. (Linked to SLO 5.4)
19. Discuss the principles of dependency grammar and illustrate with a dependency tree example. (Linked to SLO 5.5 & 5.6)
20. Evaluate the strengths and limitations of phrase structure and dependency methods, showing how they complement each other. (Linked to SLO 5.7 & 5.8)

Answers to Concept Check Questions [Series 5]

Objective Questions

1. Words
2. Constituent
3. Hierarchical
4. Verb
5. Head
6. Relations



Short-Answer Questions

7. Syntax is the study of how words combine to form phrases, clauses, and sentences.
8. The main goal is to describe and explain how sentences are organised.
9. Substitution, e.g., replacing *the tall boy* with *he*.
10. To represent the hierarchical structure of a sentence.
11. Example: $S \rightarrow NP + VP$.
12. The verb is the head of the sentence, governing dependents.
13. *Books* is the object dependent.
14. It provides a clear hierarchical representation of sentence organisation.
15. It may oversimplify sentence organisation by neglecting hierarchical grouping.

Long-Answer Questions

16. **Basic response:** Syntax studies how words form sentences. Syntactic analysis is important because it reveals the rules speakers follow unconsciously. **Value-added response:** Beyond this, syntactic analysis supports language teaching, computational linguistics, and translation, making it vital for both theoretical and applied contexts.
17. **Basic response:** Constituency tests such as substitution and movement show whether words form a unit. Phrase markers then represent these units visually. **Value-added response:** Using multiple tests together strengthens analysis, and phrase markers help compare structures across languages.
18. **Basic response:** A tree diagram for *The boy kicked the ball* shows NP (*The boy*) and VP (*kicked the ball*). Rule: $S \rightarrow NP + VP$. **Value-added response:** More complex rules can include modifiers, e.g., $VP \rightarrow V + NP + AdvP$, showing how additional elements expand sentence structure.
19. **Basic response:** Dependency grammar focuses on head–dependent relations, with the verb as the head. A dependency tree for *She reads books quickly* shows subject, object, and adverbial dependents. **Value-added response:** Dependency grammar is particularly effective for languages with flexible word order and is widely applied in computational linguistics.
20. **Basic response:** Phrase structure methods provide hierarchical organisation, while dependency methods highlight direct relations. Each has strengths and limitations. **Value-added response:** Together, they complement each other: phrase structure clarifies hierarchy, while dependency captures functional relations. This dual approach enriches both linguistic theory and practical applications such as natural language processing.

Answers to Pilot Questions [Series 5]

Part 5.1: Foundations of syntactic analysis

1. Syntax is the study of how words combine to form phrases, clauses, and sentences.
2. Constituents are groups of words that function as single units in a sentence.
3. The main goal is to describe and explain how sentences are organised.



4. Language teaching and computational linguistics (among others).
5. Because computers must interpret human language accurately in natural language processing.

Part 5.2: Phrase structure methods

1. A test used to determine if a group of words functions as a constituent.
2. Substitution, movement, or coordination (e.g., replacing *the tall boy* with *he*).
3. To represent the hierarchical structure of a sentence.
4. That a sentence consists of a noun phrase followed by a verb phrase.
5. NP (*The boy*) + VP (*kicked the ball*).

Part 5.3: Dependency methods

1. An approach to syntax focusing on relationships between words rather than hierarchical constituents.
2. The verb is the head of the sentence.
3. To represent direct links between words in a sentence.
4. *Books* is the object dependent.
5. Dependency trees emphasise direct relations, while phrase structure trees show hierarchical grouping.

Part 5.4: Comparative approaches in syntactic analysis

1. They provide a clear hierarchical representation of sentence organisation.
2. They can be overly rigid and neglect direct word-to-word relations.
3. Because they highlight direct relations, making them effective for flexible word order languages.
4. They may oversimplify sentence organisation by ignoring hierarchical grouping.
5. They complement each other: phrase structure clarifies hierarchy, while dependency captures functional relations.

References and Attributions [Series 5]

This section consolidates references and illustration attributions for **Series 5: Concepts and Methods of Syntactic Analysis**, presented in APA style.

Scholarly References

- Carnie, A. (2013). *Syntax: A generative introduction* (3rd ed.). Oxford: Wiley-Blackwell.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.



- Hudson, R. (2007). *Language networks: The new Word Grammar*. Oxford: Oxford University Press.
- Langacker, R. W. (1987). *Foundations of cognitive grammar: Volume I, theoretical prerequisites*. Stanford: Stanford University Press.
- Tallerman, M. (2011). *Understanding syntax* (3rd ed.). London: Routledge.

Illustration Attributions

- **Figure 5.1: Constituency in syntactic analysis** AI-generated suggestion. Prompt: “Create a diagram showing a sentence divided into subject, verb, and object constituents with brackets.” Suggested OER search string: “syntax constituency diagram OER”.
- **Box 5.1: Applications of syntactic analysis** AI-generated suggestion. Prompt: “Create a text box listing applications of syntactic analysis in teaching, linguistics, and computational contexts.” Suggested OER search string: “applications of syntactic analysis OER”.
- **Figure 5.2: Phrase marker showing constituency structure** AI-generated suggestion. Prompt: “Create a diagram showing a sentence broken into noun phrase and verb phrase using brackets.” Suggested OER search string: “phrase marker syntax constituency OER diagram”.
- **Figure 5.3: Tree diagram of a simple sentence** AI-generated suggestion. Prompt: “Create a tree diagram showing sentence structure with NP and VP branches.” Suggested OER search string: “tree diagram syntax NP VP OER”.
- **Figure 5.4: Dependency grammar showing head–dependent relations** AI-generated suggestion. Prompt: “Create a diagram showing a dependency tree with the verb as the head and subject/object as dependents.” Suggested OER search string: “dependency grammar syntax tree OER diagram”.
- **Figure 5.5: Dependency tree illustrating subject, object, and adverbial dependents** AI-generated suggestion. Prompt: “Create a dependency tree diagram showing subject, object, and adverbial dependents linked to the verb.” Suggested OER search string: “dependency tree syntax example OER diagram”.
- **Box 5.2: Strengths and limitations of phrase structure methods** AI-generated suggestion. Prompt: “Create a text box listing strengths and limitations of phrase structure methods in syntax.” Suggested OER search string: “phrase structure grammar strengths limitations OER”.
- **Figure 5.6: Comparison of phrase structure and dependency methods** AI-generated suggestion. Prompt: “Create a diagram showing the same sentence analysed with a phrase structure tree and a dependency tree side by side.” Suggested OER search string: “phrase structure vs dependency grammar comparison OER diagram”.



lanetonline.com

