

Chapter 5 Syntax

Summary of sentence, clause and group

Sentence structure

Proposition (Pp) – the structural name for the independent clause.

Link – logical (LI) – a coordinate or correlative conjunction etc. that connects two *ic*.

dialogic (Ld) – a polar conjunction that serves as, or begins, a response to a question.

Speaker's Attitude (Sa) – an adverb or relative clause that comments on the independent clause.

Topic (T) – a prepositional group that anticipates the Subject of the independent clause.

Vocative (V) – a noun that calls, or addresses, the Subject of the independent clause.

Tag Question (Q) – *X/v + S/pn*, or informal marker, that changes the speech function of the *ic*.

False Start (F) – an incomplete Proposition prior to the *Pp/ic*.

Hesitation Filler (H) – a verbalized hesitation before, or during, a *Pp/ic*.

Feedback (D) – a word or sound, without semantic content, that indicates the decoder is listening.

Discourse Marker (M) – a formulaic word that carries a boundary marking speech act etc.

Clause class

Independent clause (ic) – complete in itself as *Pp/ic*, includes a finite *P/v*.

Relative clause (rc) – begins with a relative conjunction, and includes a finite *P/v*.

Subordinate clause (sc) – begins with a subordinate conjunction, and includes a finite *P/v*.

Non-finite clause (nfc) – includes, and often begins with, a *non-finite P/vb*.

Alpha-beta clause complexes ($\alpha\beta$) – two interdependent clauses; the beta begins with a beta conjunction

Clause structure

Subject (S) – the first *participant* in the nucleus realized by *n, pn, ng* (including *ajg*), *rc*, or *nfc*.

Predicate (P) – the second *event* in the nucleus realized by *v, vb, vg* in *ic, rc, sc, nfc*

Complement (Co/d/s/p/a) – the third positioned *goal* in nucleus realized by *n, pn, aj, ajg, ng, pg, rc, nfc*.

Adjunct (A) – peripheral *circumstances* in statements realized by *n, pn, av, avg, pg, sc, nfc*.

(Ai) – function word that introduces an *rc*, when S and C are already present in the *rc*.

Group structure in **group class**: ng, ajg, avg, vg, pg

noun / pn group – structure: Modifier, Head, Qualifier (M)H(Q).

Head H – a noun, gerund (participle), or its pronominal substitute.

Modifier (M) – Modifiers of H/n preceding the Head realized by d, aj, n, nfc.

Qualifier (Q) – Qualifiers of H/n following the Head realized by n, av, ng, pg, rc, nfc.

adjective group – structure: Modifier, Head, Qualifier (M)H(Q).

Head H – an adjective or participle, e.g. *nice*.

Modifier (M) – Modifiers of H/aj preceding the Head must be function adverbs, e.g. *quite*.

Qualifier (Q) – Qualifiers of H/aj following the Head are usually av, pg, rc, nfc.

adverb group – structure: Modifier, Head, Qualifier (M)H(Q).

Head H – a lexical adverb (p. 122) e.g. *fast*.

Modifier (M) – Modifiers of H/av are function adverbs (p. 119) e.g. *very*.

Qualifier (Q) – Qualifiers of H/av are usually av, nfc, e.g. *enough*.

verb group – structure: Auxiliary, Head, Relator (X)H(R).

Head H – the last verb in the verb group that carries the lexical meaning.

Auxiliary (X) – verbs that *precede* the H/v, the first X/v usually carries tense etc.

Relator (R) – the small particle required by phrasal verbs, e.g. *care for*, *look at*.

prepositional group – structure: Modifier, Head, Completive (M)HCv.

Head H – the preposition that usually begins the prepositional group. (Occasionally, two or three words act as a single preposition, e.g. She walked (out of the house)).

Modifier (M) – a limiting function adverb that *precedes* the H/pr, e.g. *just*.

Completives Cv – noun groups, or their equivalents, that *follow* the H/pr.

Note: Parentheses mark optional elements. In terms of *sequence*, Modifiers and Auxiliaries come before Heads; Qualifiers, Relators and Completives come after.

Word class

noun (n) – a lexical person, place, thing or quality, takes an s / es to show plurality.

pronoun (pn) – substitutes for a noun; signals dc, cohesion / coherence.

deictic (d) – a function word: articles, demonstratives, indefinite and possessive pronouns.

adjective (aj) – a lexical item, shows comparison by adding *-er / est* or *more / most*.

adverb (av) – a lexical item, shows comparison *-er / est* or *more / most*; suffix *-ly*.

verb (v) – describes a lexical event, shows tense, person, number, aspect, voice, polarity.

particle (pa) – a small function word that *completes* the meaning of the *verb*.

preposition (pr) – a small function word that *introduces a noun group*.

conjunction (cj) – a function word that *connects* words, groups or clauses (equal or not).

Reminders for syntactic analysis

Graphic analysis: Sentence, clause and group structure

Preparation: *Underline* the P/vg, and surround any pg with *parentheses*. *Bracket* all dependent clauses. Alpha-beta clause complexes are separated by =. *Surround* all sentence elements with slashes, and *write* ϵ at the top of the tree.

- 1.a. Identify the number of *ic* in the sentence.
 - b. After reading the section on sentence structure, identify all elements of **sentence structure**. At this point identify the class of Proposition only, as *ic*. Identify the class of the Proposition only, as *ic*.
- 2.a. Identify **clause structure** in each *ic* then *dc*: SPCA.
 - b. Determine the *clause*, *group* or *part of speech* that realizes each element of clause structure.
- 3.a. Identify **group structure**: MHQ (ng, ajg, avg), XHR (vg) or HCv (pg).
 - b. Determine the *part of speech*, *group* or *dependent clause* that realizes each element of group structure
E.g. M/av H/pr Cv/ng.
4. Check that in clauses you have clause structural labels only: SPCA, and in groups, group structure only: MHQ, XHR or MHCv. If you see SPH on one level, it's wrong. Levels consider clause structure only, not group structure.

Cohesion / Coherence

Endophora – presupposed in discourse, adds cohesion

Exophora (x) – presupposed in situation/gnostology (memory), adds coherence

Substitution:

Sn Nominal	I won several <i>prizes</i> . I like the cash ones best.
Sv Verbal	He <i>draws</i> landscapes in pastels. I do figures.
Sc Clausal	I <i>have to catch the plane by ten</i> . So do I. Not me.

Ellipsis:

En Nominal	I want another glass of <i>wine</i> . There isn't any *.
Ev Verbal	She intended to <i>come</i> . But now she won't *.
Ec Clausal	What do you <i>want for your birthday</i> ? * a dog.

Conjunction:

Cp Elaboration	Be careful with that. In other words , don't drop it. (<i>apposition</i>)
Cl	Actually , I'd rather move it myself. (<i>clarification</i>)
Ca Extension	I like your new friend. Moreover , I respect him. (<i>addition</i>)
Cd	However , he seems a tad arrogant. (<i>adversative</i>)
Cv	Otherwise , I would have invited him too. (<i>variation</i>)
Ct Enhancement	First, position the piece. Then , mark the screws. (<i>temporal</i>)

Cs	Here, we eat garlic. There , we don't. (<i>spatial</i>)
Cn	He won his division. Similarly , I won mine. (<i>manner</i>)
Cc	We left Toronto. As a result , I couldn't attend. (<i>causal</i>)
Cm	We have different jobs. In other respects , we are similar. (<i>matter</i>)

Syntax exercises

p. 110 Exercise: Sentence Types and Clause Structure

- A. Divide and label the following sentences into **nuclear Clause Structure** (Subject, Predicate, Complement) using slashes/dashes or different coloured highlights. Underline the Predicate.
1. She made a cake.
 2. The woman borrowed a book.
 3. The child is following her mother.
 4. The old green plastic bucket is my dad's.
 5. The construction worker is building a great bridge.
 6. Her father's name is Harold James Smith.
 7. Courage has won the day.
 8. The child is running to the playground.
 9. The old man with the umbrella sat under the shade of the elm tree.
 10. The student to my right has completed the exam.
- B. Use slashes/dashes or highlights to divide the following sentences into **nuclear** (SPC) and **peripheral** (Adjunct) elements of **Clause Structure**. Underline the Predicate.
11. She left the match happily.
 12. They finished the garage before dinner.
 13. After he ran the race he ate a snack.
 14. Sometimes, I can be rather silly.
 15. In Toronto, he sounds normal.
- C. Divide and label the clauses as before. In addition, label the **sentence type** of each sentence.
16. She organized the trip, and she enjoyed every minute of it.
 17. When he attended the course, he learned a lot.
 18. The man who won visited Spain, but he was unhappy there.
 19. I can't.
 20. Oh.

p. 114 Exercise: Noun Group Exercise

Describe the Subjects of the following sentences in terms of individual parts of speech and noun group structure (MHQ) (Predicates are underlined):

1. She liked the book.
2. The woman entered the temple.

3. A young child played in the yard.
4. That old green plastic bucket has a hole.
5. Each construction worker started work at six.
6. His dog's name was Flurry.
7. Courage is not the absence of fear or despair, but the ability to conquer them.
8. I can't decide, and I won't be rushed.
9. Learning is fun.
10. My doctor, Dr. Hayward, knows traditional and alternative medicine.

p. 118 Exercise: Verb Group Exercise

Describe the Predicates (underlined) in sentences 1–8 in terms of person, number, tense, polarity, aspect, voice, and verb group structure (XHR). Note the different uses of *do* in 9, as you identify the mood and modality of each sentence in 9 and 10.

1. We can walk.
2. You didn't go.
3. She was given a present (by her mother).
4. Her mother gave her a present.
5. He is going for a walk.
6. It has disappeared.
7. I am happy.
8. They cared for their mother.
9. It ran home. It didn't run home. *Did* it run home? *Do* run quickly! *Do* what?
10. Return! *Let* us return promptly. She might come. *Could* you help me?

p. 121 Exercise: *Complement* Exercise

Graphically analyse the following sentences in terms of *clause* (SPCA) and *group* structure.

1. He has gone to Toronto.
2. The book of verse by Rilke is wonderful.
3. He wanted the newest boat.
4. A small box of paper clips is full.
5. My umbrella is the green one with the yellow handle.
6. The last rose of summer is the name of a song.
7. The smiling girl from Vancouver has found her broken watch.
8. The last man on the subway is building the apartment complex.
9. She will be going to India
10. His uncle from Germany might be arriving this afternoon.

p. 124 Exercise: *Adjunct* Exercise

Graphically analyse the following in terms of *clause* (SPCA) and *group* class and structure.

1. The very tiny dog with the red collar had a very loud bark.
2. Last week she walked to the dentist's office rather slowly.
3. Yesterday, he invited me to their house.
4. The girl ran to her mother very quickly.
5. A picture of a friend is a very special possession.
6. Jyota and Eku seem happy enough now.
7. The book was lost yesterday. (A passive sentence, so no Complement.)
8. Sometimes, she jogs to work with her dog.
9. To Ralph, she will always seem gullible.
10. In the backyard the men dug a hole with several shovels.

Note – Now that the syntax is becoming more complex, the trees do look a little daunting; however, you can do them by taking one step at a time, following the series of steps involved in the procedure called **graphic analysis**.

Graphic analysis: clause and group structure

Preparation

Underline the P/vg, and surround any pg with *parentheses*.

Bracket all dependent clauses. Alpha-beta clause complexes are separated by =.

Surround all sentence elements with slashes / /, and write ϵ at the top of the tree.

Description

1. Identify the number of *ic* in the sentence.
 - a. After reading the section on sentence structure, identify all elements of **sentence structure**.
 - b. Identify the class of the Proposition only, as *ic*.
- 2.a. Identify **clause structure** in each *ic* then *dc*: SPCA.
 - b. Determine the *clause*, *group* or *part of speech* that realizes each element of clause structure. E.g. A/sc, S/pn
- 3.a. Identify **group structure**: MHQ (ng, ajg, avg), XHR (vg) or HCv (pg).
 - b. Determine the *part of speech* or *group* that realizes each element of group structure E.g. M/av H/pr Cv/ng.
4. Check that in clauses you have clause structural labels only: SPCA, and in groups, group structure only: MHQ, XHR or MHCv.

p. 132 Exercise: *Relative Clause*

Graphically analyse the following in terms of *clause* (SPCA) and *group* class and structure.

1. I know what you want.
2. She wanted the dress that had gold buttons.
3. What she had done was indescribable.
4. The boy bounced the ball down the driveway that had been resurfaced.
5. The man with whom she danced the samba was wearing a kilt.
6. Once, she thought that he liked her pies.
7. The book which was left in the rain is finally dry.
8. Whichever bike he chooses will be very light.
9. The ipod that you bought me last week broke.
10. She is taller than the lady that I met yesterday is.
11. The house where she lived as a child was demolished.

p. 132 Exercise: *Subordinate Clause*

Graphically analyse the following in terms of *clause* (SPCA) and *group* class and structure.

1. When I have written this letter, I'll stop.
2. After she left her mountain village, she became quite morose.
3. Before you decide the outcome, weigh the facts carefully.
4. Her parents returned home where they had a drink after they read the paper.
5. Our new teacher will arrive when the train arrives and when the movie is finished.

p. 132 Exercise: *Non-finite Clause*

Graphically analyse the following in terms of *clause* (SPCA) and *group* class and structure.

1. To learn something new is the best medicine for boredom.
2. They want their parents to have a good trip.
3. She wondered what to do.
4. The child wants candy, but the mother wants her to eat her vegetables
5. She decided to leave her job for unspecified reasons.
6. Thinking about home always makes me feel happy.
7. Having fought in the war, he felt he had a right to have an opinion.
8. She arranged for her sisters to care for their sick mom.
9. Smiling to herself, she answered him.
10. To save money requires diligence; to spend money is easy.

p. 132 Exercise: *Clause*

Graphically analyse the syntax of each sentence completely.

1. I didn't know you had it in you.
2. Calvin ran quickly to the car which was waiting.

3. The bike which you fixed was broken when you rode down the hill too fast.
4. When you first came to visit me, I thought you were very funny.
5. Whichever scarf she chooses will be very beautiful.
6. Having spent his grief he lifted his head and looked out the window.
7. The woman filled with anticipation departed for the meeting.
8. Mom loves the one with the brass handles; dad likes it, but chooses the porcelain handles.
9. At some point in history, they obviously decided to vote Liberal.
10. The boy threw the dog a bone after it returned.

p. 136 Exercise A: *Sentence*

Prepare by bracketing as usual, then analyse the following sentences completely, in terms of both form and structure. In transcribed utterances, *dots* mean *pauses*, not periods.

1. Tom . come here!
2. well ya know I think maybe uh this is going to work
3. of course . if you really want it . you can have it
4. well sometimes I . sometimes she acts strangely because she's confused
5. mmm. like . as for Ted .uh . I can't stand him

Thus far you have learned about syntax from *artificial* examples, examples which may or may not have been manifested by speakers or writers. Naturally occurring discourse is often so complex, that it is difficult to control one language variable long enough to teach it and then focus on something else. However, it is important that once you learn the descriptive apparatus suggested that you take it to *real* discourse, both spoken and written, to discover how real discourse compares to the isolated and artificial examples used thus far. In the following exercise, you will have an opportunity to apply this descriptive framework to real discourse.

In spoken discourse, there is no punctuation to distinguish sentence boundaries. As a consequence, the first job of the analyst is to decide on Pp/ic boundaries and the other sentence level structural elements that belong in with each Pp/ic. In spoken discourse, each speaker's *turn* is considered a unit to be described. When a turn is quite lengthy, it may include several *sentences* (Pp/ic with its sentence level structural elements). In spoken discourse, the epsilon symbol which tops each tree, denotes not the graphological *sentence*, but the phonological *turn*.

Exercise B: *Sentence*

Begin your analysis of the following discourse by identifying the various sentence structural elements. Because it is a transcription of *spoken* discourse, there are no

graphological markers indicating clause boundaries. Dots indicate pauses, and question marks, rising intonation.

Text

R – did you get a lot of harassment?

C – no . I didn't have any problems there . another place I worked I had problems

R – there's always something to think about even in the office . you see it . like a couple of secretaries that worked in the office where I worked had to do extra things like get a coffee or

C – mmm

R – or uh you know get the boss' clothes from the cleaners or

C – oh yeah

R – you know

C – certainly wouldn't want to do that . guess if you want to keep your job .. you know . it's all right I suppose if I was a secretary or whatever and if my boss asked me to do something like that . if he's a nice guy and I knew he wasn't taking advantage of me

R – right

C – I wouldn't mind doing it

R – and it depends on how many years you've been with him and

C – like if you're sort of friends with the guy you don't mind doing favours for him . like not . I don't mean favours (laughs)

p. 142 Exercise: *Theme*

Please identify the types of theme in the following sentences, and note whether the experiential theme is marked or unmarked.

1. Students like us, we do not always have an easy time in school.
2. Ruth, are you coming with us?
3. Finally, during lunch someone has stolen my eraser.
4. But, sadly, they did not return.
5. Ralph, come here.

p. 142 Exercise: Cohesive Devices—Reference

- a. Identify and label (below the signal) examples of personal, demonstrative and comparative reference in the following two texts. Mark any examples of cataphoric reference with a 'c'. In this preliminary exercise, draw the cohesive tie between the signal and the antecedent (normally, this is not required in your analysis).

E.g. Catherine found the dog sitting by the busy intersection. She brought it home and fed it.

Rp Rp Rp

John saw her yesterday at the grocer. He saw Cyndy buying tomatoes.

Rpc

Rp

- b. Identify the chains of reference that interweave throughout the text.

E.g. Catherine – she; dog – it – it (For the example above)

John – he; her – Cyndy

Text A

'we arrive at bingo . she's uh pulling her cap . and it spills all over her uh bingo card she goes and cleans up and it's got this big purple mark on her bingo card and it's really messy . it was purple ink . I won five dollars so that was nice . she won two bucks on one of those cards where it has those like lemons and bars and things but then she bought some more and she wasted all her money.'

transcript of story by a 12-year-old girl

Text B

'um last Wednesday I ah took my two great great granddaughters . they're not great but granddaughters to bingo and uh well I was busy I told them here pick a dabber so they picked two dabbers . a dabber each and I took one and when I opened it the whole ink out of it came out on my ah bingo sheet . So I had to run to the kitchen to get some paper towels and clean all that up and um Becky was lucky enough . she won five bucks and I won three dollars on the um Nevadas but I lost it all'

transcript of same story by 62-year-old grandmother

p. 142 Exercise: Cohesive Devices—Conjunction

Identify and label (below the signal) the examples of elaboration, extension and enhancement used in the two texts in the reference exercise.

Note – first decide where each independent clause ends: do *not* label examples of compounding ('and' between individual words, groups or dc).

E.g. She wanted him to understand their relationship. *But* he wasn't so sure he wanted to.

p. 142 Exercise: Cohesive Devices—Ellipsis

Identify and label (below the signal) examples of nominal, verbal and clausal ellipsis in the following passage of spoken discourse. Mark an asterisk where the presupposing omission occurs in the discourse, and for this exercise only, you might draw a cohesive tie between the presupposing signal and the presupposed. Underline the examples of ellipsis that are *exophoric* (no presupposed in the discourse).

E.g. *Ruth* decided to leave after dinner. But later * changed her mind when she saw Jo.

En

Text (periods mark pauses in spoken discourse)

'Brown tried to clear it [the puck] out for Buffalo and couldn't do it .

Reichel took a shot . hit a stick . comes right back .

fired behind the net . Leafs coming in after it .

it will be cleared through . on the boards by Varada .

hit the glass and went into the net again and fired away at Varada..

again . not out . good forechecking for Toronto .

around the net the defenceman tried to center and did .

the net is off therefore the referee Stephen Walkom has to call the play .

p. 142 Exercise: Cohesion / Coherence

Compare the cohesion and coherence in the transcription of the spoken hockey commentary to that of the written article that follows.

‘Hot winger, sharp goalie snip Blades’

/The Manitoba Moose needed [a look at what intensity looked like]/ and / there it was last night [wearing No. 94 and antlers]/.

/Rightwinger Alexander Korolyuk was the sniper, the agitator and the motivator last night as the Moose edged Kansas City Blades 4–2 at Winnipeg Arena last night in front of a crowd of 7,389/.

/The Russian player, in his 15th game with the Moose, scored a pair of goals/ and / threw his weight around all night [to keep alive the team’s playoff hopes]/.

/ That, [combined with a spectacular effort from goalie Fred Braithwaite, [who was peppered with 17 third-period shots, mostly during two penalties [that Manitoba successfully killed off]]] moves Manitoba to within nine points of the final playoff spot in the Western Conference./

/Kansas is now 22-23-12 for 56 points = while Manitoba is 19-27-9/ and /has 47 points/.

/It was the last action for the Moose before Tuesday’s all-star game in Grand Rapids, Mich. [(in which) defence-man Dale De Gray will be the lone Manitoba representative]/
by Ashley Prest, *Winnipeg Free Press*, January 2002

Syntax answer key

p. 110 Exercise: Sentence Types and Clause Structure

A. Divide and label the following sentences into **nuclear Clause Structure** (Subject, Predicate, Complement) using slashes/dashes or different coloured highlights. Underline the Predicate.

Nuclear Clause Structure

1. She – made – a cake.
S P C
2. The woman – borrowed – a book.
S P C
3. The child – is following – her mother.
S P C
4. The old green plastic bucket – is – my dad's.
S P C
5. The construction worker – is building – a great bridge.
S P C
6. Her father's name – is – Harold James Smith.
S P C
7. Courage – has won – the day.
S P C
8. The child – is running – to the playground.
S P C
9. The old man with the umbrella – sat – under the shade of the elm tree.
S P C
10. The student to my right – has completed – the exam.
S P C

B. Use slashes / dashes or highlights to divide the following sentences into **nuclear** (SPC) and **peripheral** (Adjunct) elements of **Clause Structure**. Underline the Predicate.

Nuclear and Peripheral Clause Structure

11. She – left – the match – happily.
S P C A
12. They – finished – the garage – before dinner.
S P C A
13. After he ran the race – he – ate – a snack.
A S P C
14. Sometimes, – I – can be – rather silly.
A S P C
15. In Toronto, – he – sounds – normal.
A S P C

Sentence type

- ## p. 114 Exercise: Noun Group Exercise

p. 118 Exercise: Verb Group Exercise

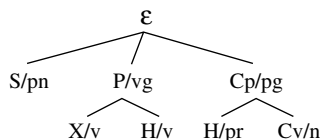
© Karen Malcolm

4. Her mother gave her a present. person & number undistinguished in past, +, no asp, act
H
5. He is going for a walk. 3rd p, sg, present, +, continuous aspect, active
X H R
6. It has disappeared. 3rd p, sg, present, +, completed aspect, active
X H
7. I am happy. 1st p, sg, present, +, no aspect, active
H
8. They cared for their mother. 3rd p, sg, past, +, no aspect, active
H R
9. It ran home. It didn't run home. Did it run home? Do run quickly! Do what?
declarative declarative, neg interrogative emphatic imperative verbal substitute
interrogative
10. Return! Let us return promptly. She might come. Could you help me?
Optative imperative jussive imperative possibility modal probability modal
Declarative interrogative

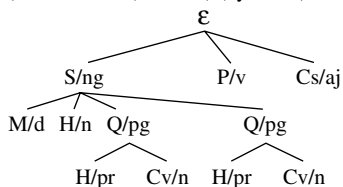
p. 121 Exercise: *Complement Exercise*

Graphically analyse the following sentences in terms of *clause* (SPCA) and *group* structure.

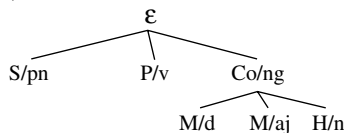
- 1) He has gone (to Toronto).



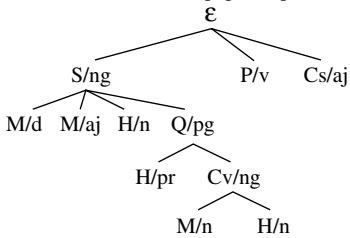
- 2) The book (of verse) (by Rilke) is wonderful.



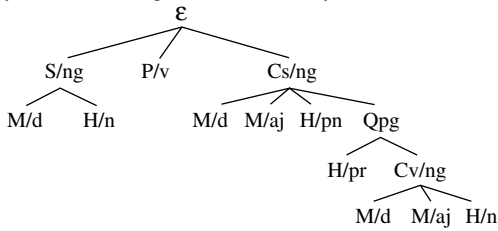
- 3) He wanted the newest boat.



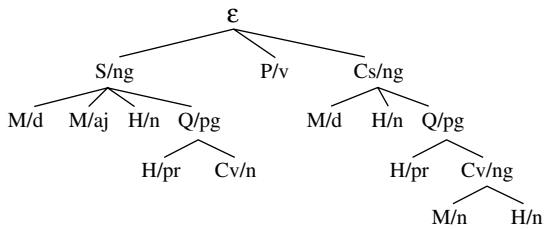
4) A small box (of paper clips) is full.



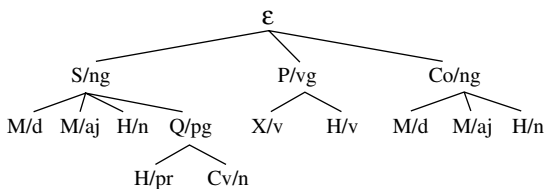
5) My umbrella is the green one (with the yellow handle).



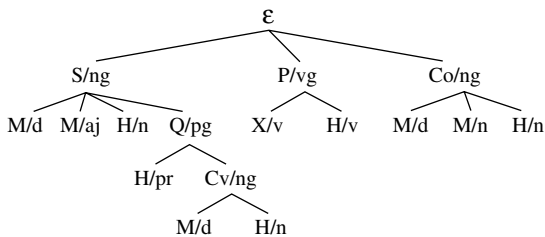
6) The last rose (of summer) is the name (of a song).



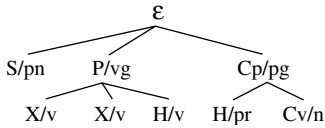
7) The smiling girl (from Vancouver) has found her broken watch.



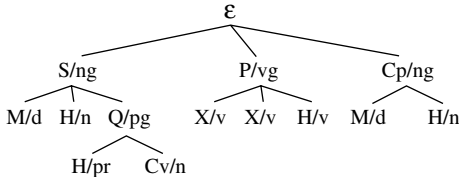
8) The last man (on the subway) is building the apartment complex.



9) She will be going to India



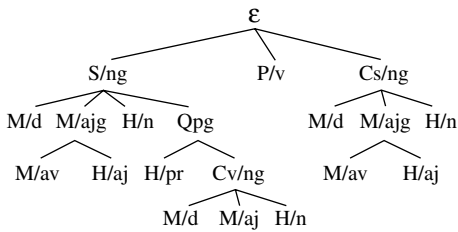
10) His uncle (from Germany) might be arriving this afternoon.



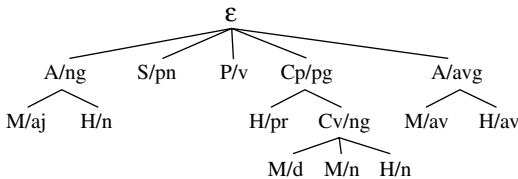
p. 124 Exercise: *Adjunct* Exercise

Graphically analyse the following in terms of *clause* (SPCA) and *group* class and structure.

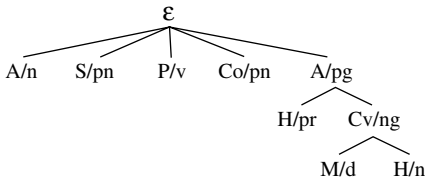
1) The very tiny dog (with the red collar) had a very loud bark.



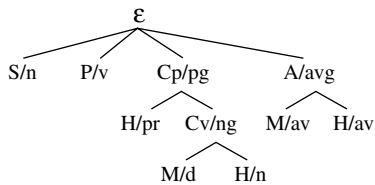
2) Last week she walked (to the dentist's office) rather slowly.



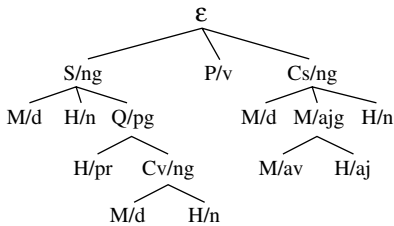
3) Yesterday, he invited me (to their house).



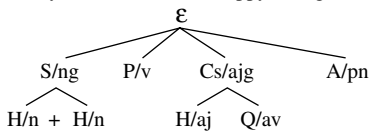
4) The girl ran (to her mother) very quickly.



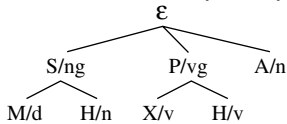
5) A picture (of a friend) is a very special possession.



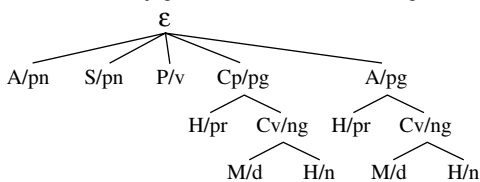
6) Jyota and Eku seem happy enough now.



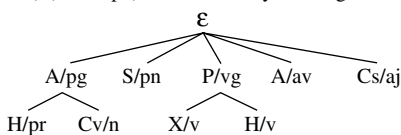
7) The book was lost yesterday.



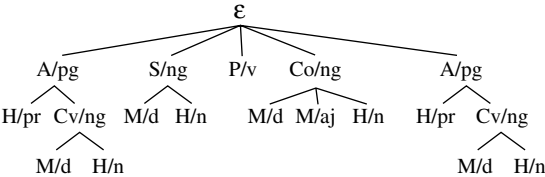
8) Sometimes, she jogs (to her work) (with the dog).



9) (To Ralph), she will always seem gullible.



10) (In the backyard) the men dug a huge hole (with several shovels).

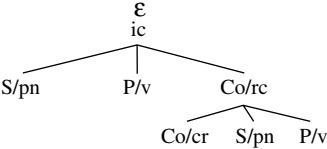


Note – Now that the syntax is becoming more complex, the trees do look a little daunting; however, you can do them by taking one step at a time, following the series of steps involved in the procedure called *graphic analysis*.

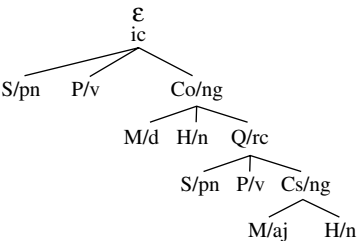
p. 132 Exercise: *Relative Clause*

Graphically analyse the following in terms of *clause* (SPCA) and *group* class and structure.

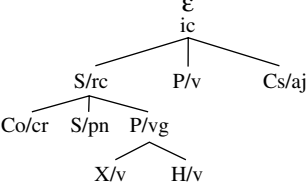
1) I know [what you want].



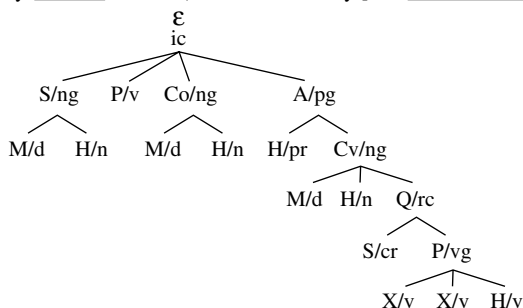
2) She wanted the dress [that had gold buttons].



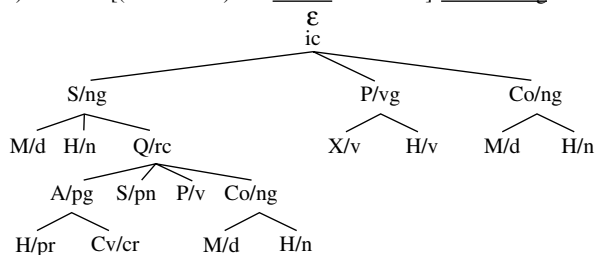
3) [What she had done] was indescribable.



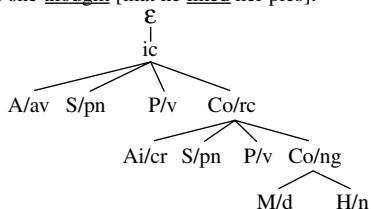
4) The boy bounced the ball (down the driveway [that had been resurfaced])



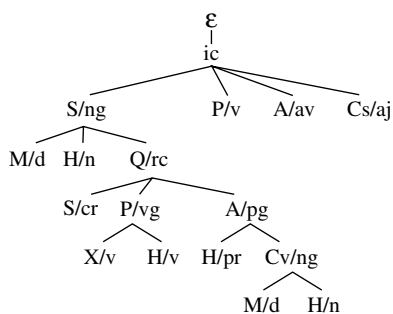
5) The man [(with whom) she danced the samba] was wearing a kilt.



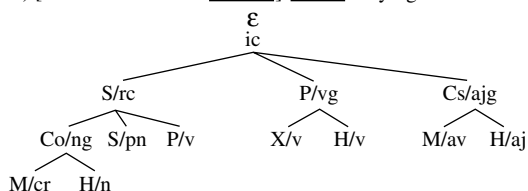
6) Once she thought [that he liked her pies].



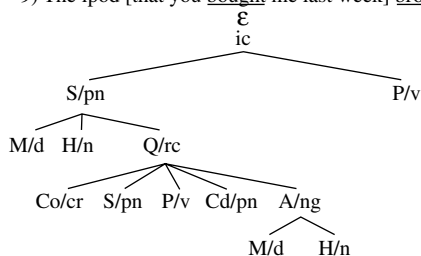
7) The book [which was left in the rain] is finally dry.



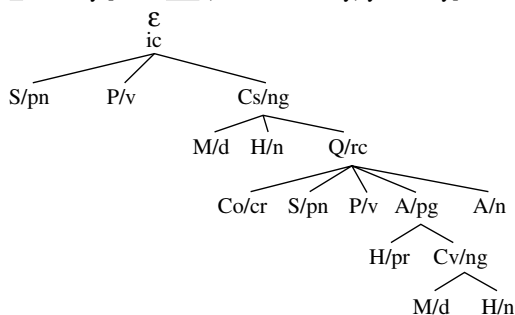
8) [Whichever bike he chooses] will be very light.



9) The ipod [that you bought me last week] broke.



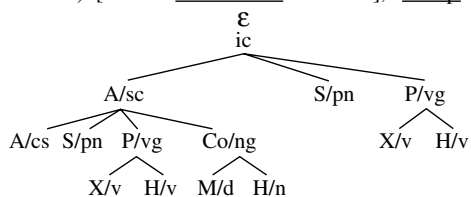
10) She is the lady [that I met (at the university) yesterday].



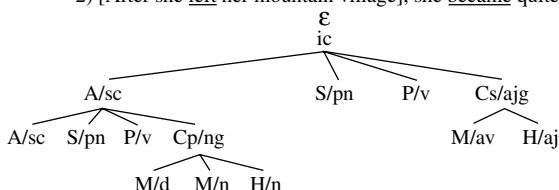
p. 132 Exercise: *Subordinate Clause*

Graphically analyse the following in terms of *clause* (SPCA) and *group* class and structure.

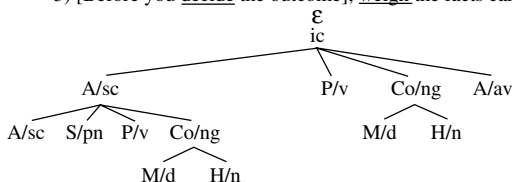
1) [When I have written this letter], I'll stop.



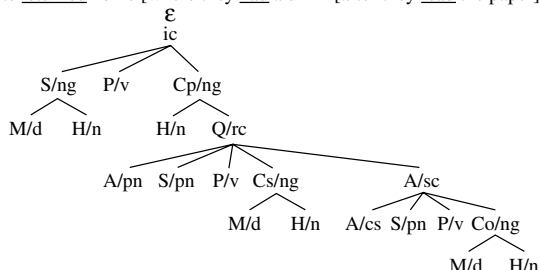
2) [After she left her mountain village], she became quite morose.



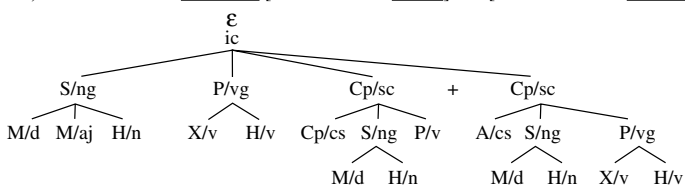
3) [Before you decide the outcome], weigh the facts carefully.



4) Her parents returned home [where they had a drink [after they read the paper]].



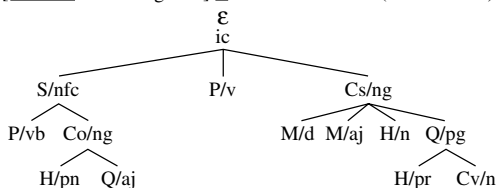
5) Our new teacher will arrive [when the train arrives] and [when the movie is finished].



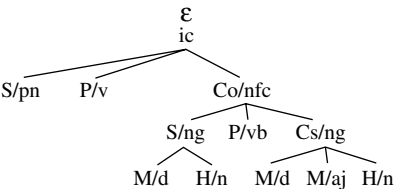
p. 132 Exercise: *Non-finite Clause*

Graphically analyse the following in terms of *clause* (SPCA) and *group* class and structure.

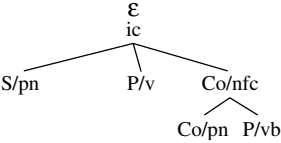
1) [To learn something new] is the best medicine (for boredom).



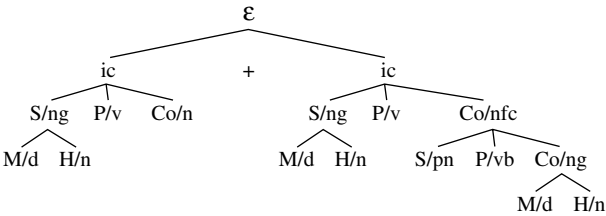
2) They want [their parents to have a good trip].



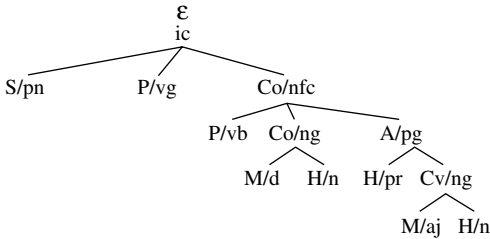
3) She wondered [what to do].



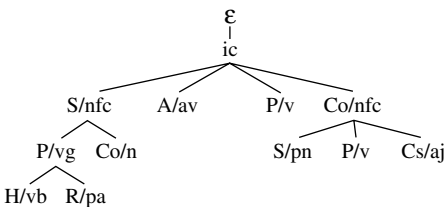
4) /The child wants candy./ but / her mom wants [her to eat her vegetables]/.



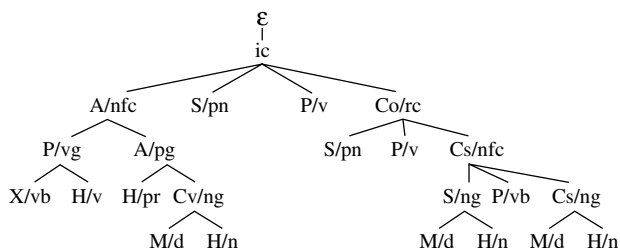
5) She decided [to leave her job (for unspecified reasons)].



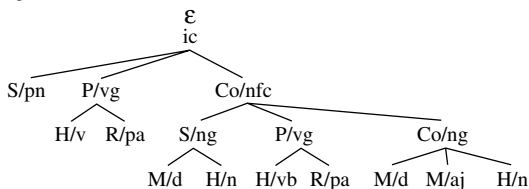
6) [Thinking about home] always makes [me feel happy].



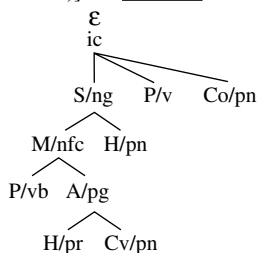
7) [Having fought (in the war)], he felt [he had [a right to have an opinion]].



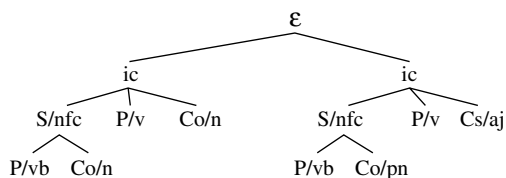
8) She arranged for [her sisters to care for her sick mom].



9) [Smiling (to herself)] she answered him.



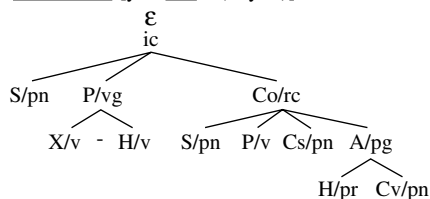
10) [To save money] requires diligence/;/ [to spend it] is easy/.



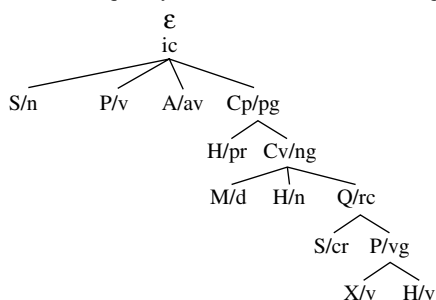
p. 132 Exercise: *Clause*

Graphically analyse the syntax of each sentence completely.

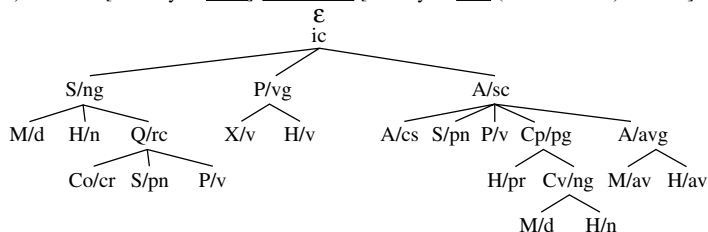
1) I didn't know [you had it (in you)].



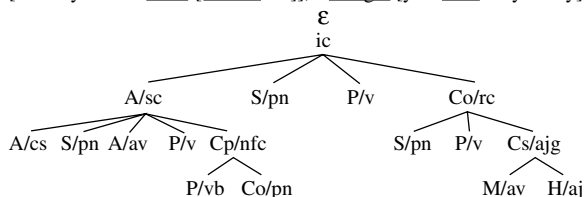
2) Calvin ran quickly (to the car [which was waiting]).



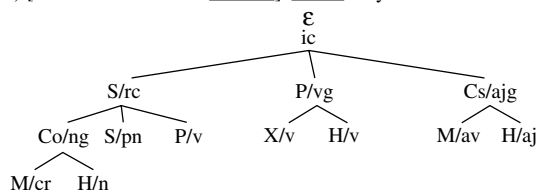
3) The bike [which you fixed] was broken [when you rode (down the hill) too fast].



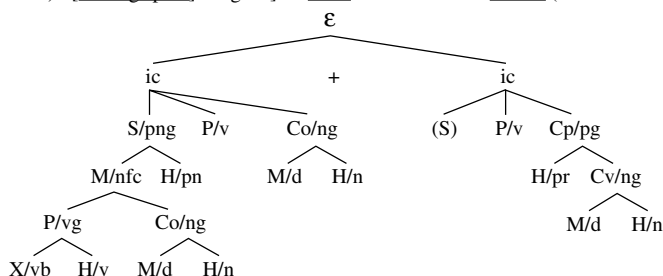
4) [When you first came [to visit me]], I thought [you were very funny].



5) [Whichever scarf she chooses] will be very beautiful.

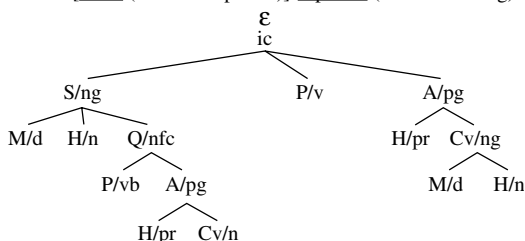


6) / [Having spent] his grief] he lifted his head / and / looked (out the window)/.

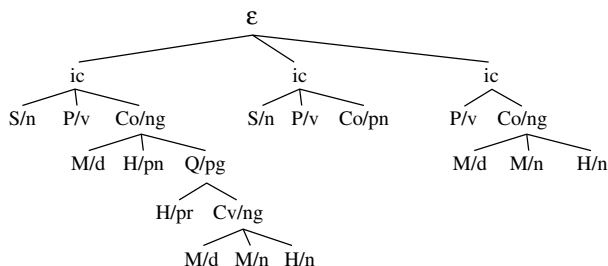


Note: Parentheses indicate what is elliptically missing, but understood.

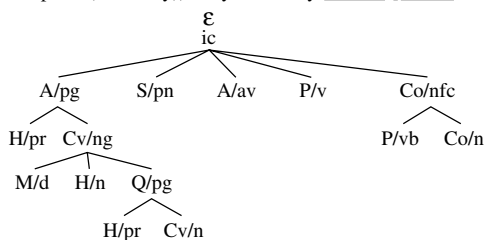
7) The women filled (with anticipation)] departed (for the meeting).



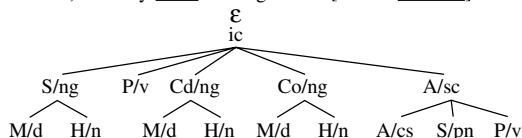
8) Mom loves the one (with the brass handles); dad likes it, but chooses the porcelain handles.



9) (At some point (in history)), they obviously decided [to vote Liberal].



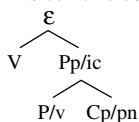
10) The boy threw the dog a bone [after it returned].



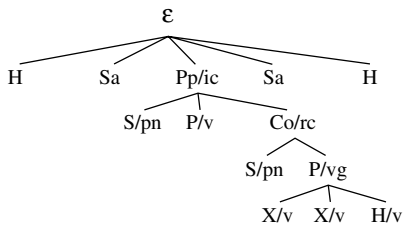
p. 136 Exercise A: Sentence

Prepare by bracketing as usual, then analyse the following sentences completely, in terms of both form and structure. In transcribed utterances, *dots* mean *pauses*, not periods.

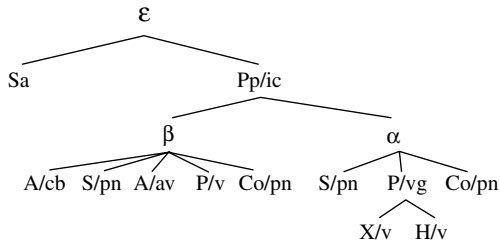
1) Tom . / come here / !



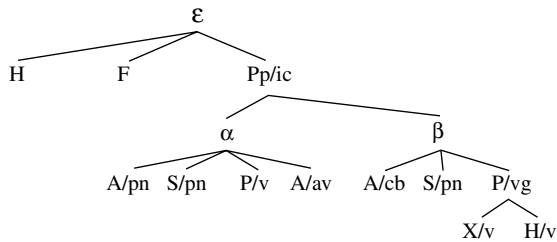
2) well . ya know / I think . maybe . uh . [this is going to work] /



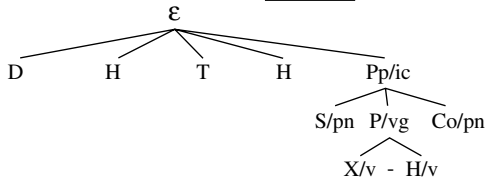
3) of course . /if you really want it = you can have it/



4) well sometimes I . /sometimes she acts strangely = because she's confused/



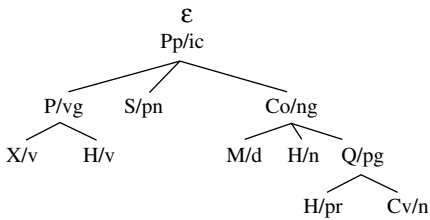
5) mmm . like . as for Ted . uh . I can't stand him



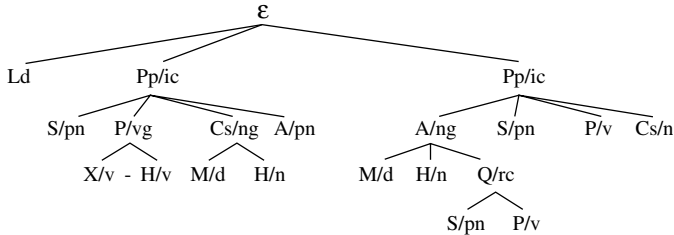
Exercise B: Sentence

In turns 3, 8 and 12, which follow, the turns included so many Pp/ic I could not analyse them on a single line; hence I called them 3a, 3b and 3c, for example. Each was divided along Pp/ic boundaries.

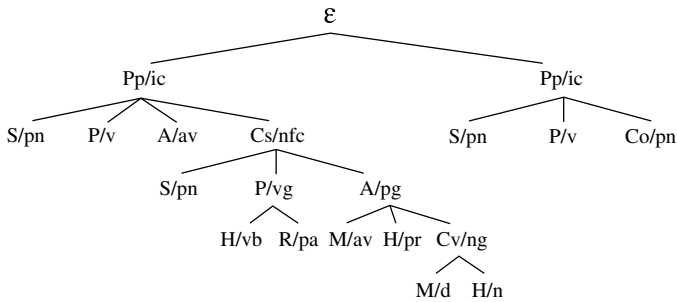
1) did you get a lot (of harassment)?



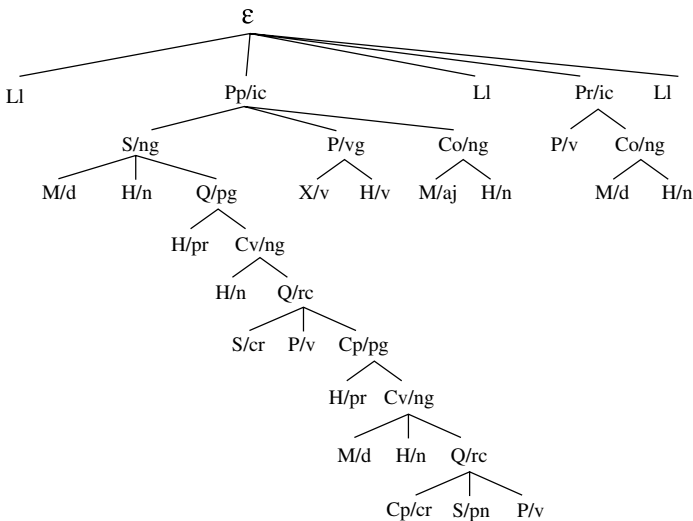
2) /no . I didn't have any problems there/ . /another place [I worked] I had problems/



3a) /there's always [something to think about (even in the office)] / . /you see it /



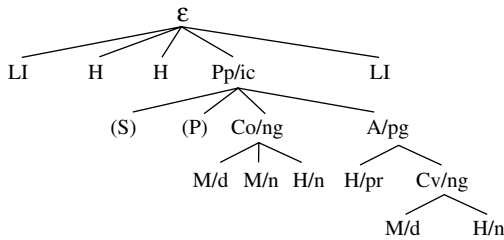
3b) /like/ a couple (of secretaries) [that worked (in the office [where I worked])
had to get extra things /like/ get a coffee /or/



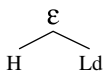
4) mmm



5) or uh you know the boss' clothes (from the cleaners) or



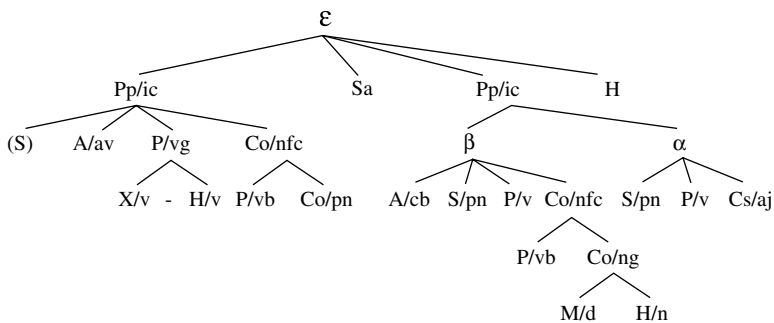
6) oh yeah



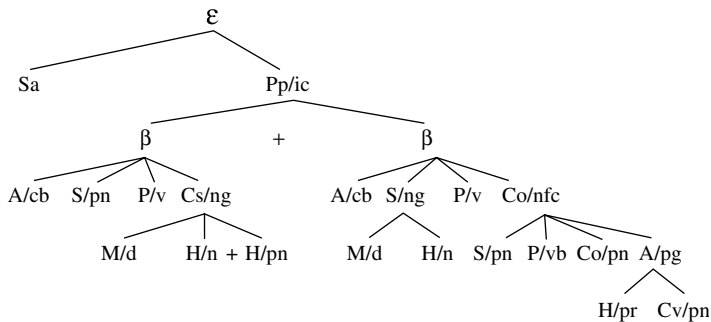
7) you know



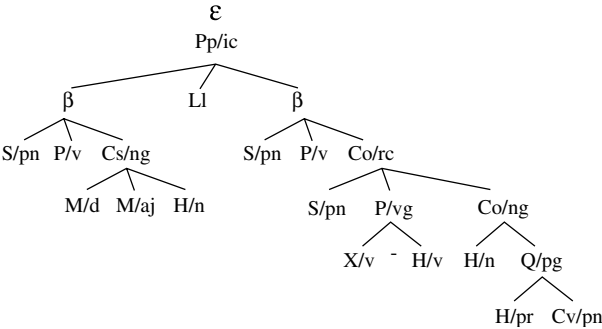
8a) - / certainly wouldn't want [to do that] / . / guess if you want [to keep your job] =
you know . it's fine /



8b) /I suppose if I was a secretary or whatever and if my boss asked [me to do something like that] . if /



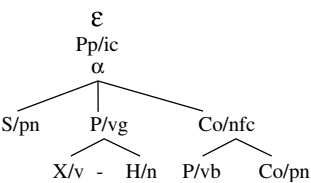
8c) / he's a nice guy / and / I knew [he wasn't taking advantage (of me)]



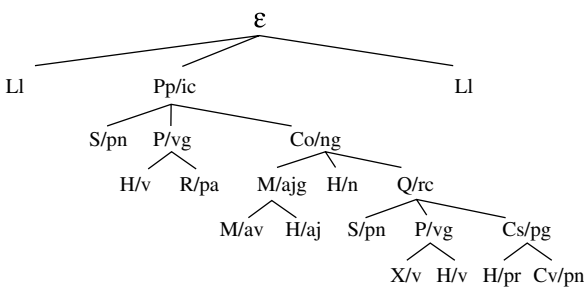
9) right



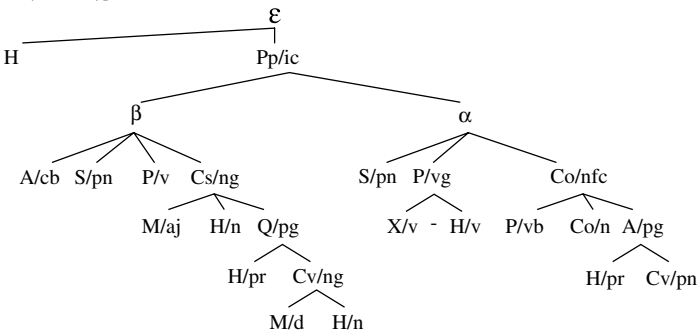
10) I wouldn't mind [doing it]



11) and it depends on how many years you've been with him and



12a) like if you're sort of friends (with the guy) = you don't mind [doing favours (for him)] /



ϵ
 H F Pp/ic M
 S/pn P/vg Co/n
 X/v - H/v

Please identify the types of theme in the following sentences, and note whether the experiential theme is marked or unmarked.

1. <i>Students like us, we #</i> do not always have an easy time in school.	
Topical Subject	
Experiential Themes	marked Topical experiential theme
2. <i>Ruth, are you #</i> coming with us?	unmarked experiential theme
Interpersonal Experiential theme	
3. <i>Finally, during lunch #</i> someone has stolen my eraser.	marked experiential theme
Textual Experiential theme	
4. <i>But, sadly, they #</i> did not return.	unmarked experiential theme
Textual Interpersonal Experiential theme	
5. <i>Ralph, come #</i> here.	unmarked experiential theme
Interpersonal Experiential theme	

a. Identify and label (below the signal) examples of personal, demonstrative and comparative reference in the following two texts. Mark any examples of cataphoric reference with a 'c'. In this preliminary exercise, you might find it useful to draw the cohesive tie between the signal and the antecedent (normally, this is not required in your analysis).

John saw **her** yesterday at the grocer. **He** saw Cindy buying tomatoes.

E.g. Catherine – she; dog – it – it (For the example above)

Text A

© Karen Malcolm

b. exophoric to situation - we/I (2x), she/her (8x);
endophoric - bingo card: it (4x); cards: those (2x)

a. 'um last Wednesday I ah took my two great great granddaughters . they're not great but
 Rpx Rpx Rp
 granddaughters to bingo and uh well I was busy I told them here pick a dabber so they picked
 Rpx Rpx Rp Rp
 two dabbers . a dabber each and I took one and when I opened it the whole ink out of it came out
 Rpx Rpx Rp Rp
 on my ah bingo sheet . So I had to run to the kitchen to get some paper towels and clean all that
 Rpx Rpx Rde
 up and um Becky was lucky enough . she won five bucks and I won three dollars on the um
 Rp Rpx
 Nevadas but I lost it all'
 Rpx Rp transcript of same story by 62-year-old grandmother

Note: the single example of nominal substitution in this text.

- b. exophoric to situation - I/my (10x)
endophoric - granddaughters - they/them (3x); Becky -she (1x); dabber -it (2x); dollars - it (1x)

Identify and label (below the signal) the examples of elaboration, extension and enhancement used in the two texts in the reference exercise.

Note – first decide where each independent clause ends: do *not* label examples of compounding

E.g. She wanted him to understand their relationship. *But* he wasn't so sure he wanted to.

'we arrive at bingo . she's uh pulling her cap . and it spills all over her uh bingo card
Ca
she goes and cleans up and it's got this big purple mark on her bingo card and it's really
Ca Ca
messy . it was purple ink . I won five dollars so that was nice . she won two bucks on one
Cc

of those cards where it has those like lemons and bars and things but then she bought
 Cd Ct
 some more and she wasted all her money'
 Ca

transcript of story by 12-year-old girl

Text B

'um last Wednesday I ah took my two great great granddaughters . they're not great
 but granddaughters to bingo and uh well I was busy I told them here pick a dabber so
 Ca Ca
 they picked two dabbers . a dabber each and I took one and when I opened it the whole
 Ca Ca
 ink out of it came out on my ah bingo sheet . so I had to run to the kitchen to get some
 Cc
 paper towels and * clean all that up and um Becky was lucky enough . she won five bucks
 Ca Ec Ca
 and I won three dollars on the um Nevadas but I lost it all
 Ca Cd

transcript of same story by 62-year-old grandmother

Note: the example of nominal ellipsis in the grandmother's text, marked by an asterisk.

p. 142 Exercise: Cohesive Devices—Ellipsis

Identify and label (below the signal) examples of nominal, verbal and clausal ellipsis in the following passage of spoken discourse. Mark an asterisk where the presupposing omission occurs in the discourse, and for this exercise only, you might draw a cohesive tie between the presupposing signal and the presupposed. Underline the examples of ellipsis that are *exophoric* (no presupposed in the discourse).

Text (periods mark pauses in spoken discourse)

'Brown tried to clear it [the puck] out for Buffalo and * couldn't do it
 En
 Reichel took a shot * hit a stick * comes right back
 En En
 * fired behind the net Leafs * coming in after it
 En Ev
 it will be cleared through on the boards by Varada
 * hit the glass and * went into the net again and * fired away at Varada
 En En En
 again * not out * good fore-checking for Toronto
 Ec Ec
 around the net the defence man tried to center and * did
 En
 the net is off therefore the referee Stephen Walkom has to call the play
 Tim Peel is the other referee in the game tonight'

Hockey commentary, CBC, 2 March 2002

p. 142 Exercise: Cohesion / Coherence

Compare the reference, conjunction, ellipsis in the transcription of the spoken hockey commentary to that of the written article that follows.

Text

'Hot winger, sharp goalie snip Blades'

/The Manitoba Moose needed [a look at what intensity looked like]/ and /there it was last
Ca Rd Rp

night [wearing No. 94 and antlers]/.

/Rightwinger Alexander Korolyuk was the sniper, the agitator and the motivator last night
as the Moose edged Kansas City Blades 4-2 at Winnipeg Arena last night in front of a crowd of
7,389/. /The Russian player, in his 15th game with the Moose, scored a pair of goals/ and /*threw
Ca En

his weight around all night [to keep alive the team's playoff hopes]/.

Rp

/ That, [combined with a spectacular effort from goalie Fred Braithwaite, [who was
Rde

peppered with 17 third-period shots, mostly during two penalties [that Manitoba successfully
killed off]]] moves Manitoba to within nine points of the final playoff spot in the Western

Conference./

/Kansas is now 22-23-12 for 56 points /=/while Manitoba is 19-27-9/ and / * has 47 points/.
Rdx Ca En

/It was the last action for the Moose before Tuesday's all-star game in Grand Rapids, Mich.
Rpc

[(in which) defence-man Dale De Gray will be the lone Manitoba representative]./

by Ashley Prest, *Winnipeg Free Press*, January 2002

Review of syntactic analysis

Analysis

Preparation

1. Describe your **expectations** of the syntactic character of the text based on your experience with similar texts in your culture.
2. Note your **first impressions** of the syntactic style, and record your **preliminary hypotheses**.
3. Number each sentence in your text, and write each sentence across the long side of a page in a single line if possible.
- 4.a. Underline the verbs, b. identify the /ic/, c. bracket the dc: [rc / sc / nfc] and d. draw parentheses around any (pg), and if it Qualifies a H/noun, draw a line from the Q/pg to the H/n.

Description

1. Under each graphological sentence (from written texts) or transcribed phonological turn (from spoken texts) write an **€** to begin the syntactic tree.
2. Describe the **sentence** in terms of **sentence structure**: *T, Sa, V, H, Pr, Q, D, M*.
- 3.a. Describe the Pp / **independent clause** in terms of **clause structure**: SPCA.
- b. Classify the *parts of speech* (dependent clauses, groups or word) that realize each element of clause structure.
- 4.a. Describe the **clause structure** SPCA of each **dependent clause**.
- b. Classify the *parts of speech* (dependent clauses, groups or word) that realize each element of clause structure.
- 5.a. Describe the **group structure** of each **group** in the sentence.
- b. Classify the *parts of speech* (dependent clauses, groups or word) that realize each element of group structure.
6. Continue the process of labelling each clause, group and word until each individual word has been described in terms of *structure* and *part of speech*, e.g. *H/n*.
7. Highlight and label each *level* of clause (main clause, then dc) to facilitate the frequency counts of the results. (Each level will include (S)P(C)(A).
8. Once your graphic analysis is complete, note experiential, interpersonal and textual choices.
9. Note insights and patterns you become aware of on a **comments sheet** throughout description.

Notes:

- As much as possible, keep the labels under the actual words of the sentence they describe.
- Check that in groups, you have only *group* structural labels; in clauses, *clause* structural labels, and try to keep all clause structural labels, or alternatively, all group structural labels, on the same horizontal line. (This will make finding and highlighting specific levels within the clause easy, when it comes to compiling your *Results*.)
- Remember that whatever is *inside* something else, should have a line drawn to connect it to the more inclusive unit in the tree above it. For example, there will be a line drawn from the ng and vg that realize S and P to the Pp/ic above; a line from the M/d, H/n, Q/rc to the S/ng above etc. This means that the higher you are in the *tree*, the larger (more inclusive) the patterns become, groups, then clauses, and finally the sentence.

Contextualization

Situation – Label the situation (*interactive*- yours and *represented*- in the text) and make a few notes concerning its field, mode, personal and functional tenor, for example *renting apartment: property, money, time, written, formal, contract*.

Register – Identify the **register** of the text: e.g. *rental agreement*.

What aspects of the register explain the syntactic features of the text, e.g. *formality*?

What syntactic nuances make your text unique in terms of its register, e.g. *time*?

Purpose – Identify the purpose of this text, e.g. *to legalize* rental agreement.

How does syntactic information develop this purpose, e.g. *Legal lexis and syntax*?

Strategies: Does the syntactic style have any relationship to the strategies chosen e.g. *description of property, legal form and signatures*?

Metafunctions

Describe how the syntactic choices encode particular metafunctions.

i. **Experiential** – **participants**: person, number, case, (theme); **events**: tense, aspect, voice, polarity; **goal**: transitivity, (theme); **circumstances**: A, (theme)

What elements of the experience do the encoder's syntactic style feature and / or highlight (nominal / verbal / mixed)?

ii. **Interpersonal** – How do choices in **mood, modality, polarity, sentence elements** affect or 'colour' the experience?

iii. **Textual** – **coherence** – What pronouns, conjunctions, substitutions and ellipsis add to the text's **cohesion**?

What syntactic patterns contribute to the text's coherence, for example grammatical parallelism, adjacency pairs?

theme – Describe multiple themes: experiential, interpersonal, textual.

Linguistic context

a. From where in the book / article is the text taken?

b. Describe the ways other linguistic information relates, reinforces and challenges the syntactic choices of this text, e.g. *lexical, semological, graphological, phonological*.

Cultural context and dialect

a. Who is the **encoder**? How do her syntactic choices reflect her situation, culture, beliefs and values. How does her syntactic style contribute to constructing her social identity and reality?

b. Who is the **intended decoder** (the expected / target audience)?

c. Who is the **actual decoder**? How might her situation, culture, and experience of the register affect her interpretation of the encoder's syntactic choices?

Results

a. **Label** clause levels.

b. **Count** each instance of structural element and part of speech.

Counting Sheet

Number of graphological sentences / or turns in your text:

Sentence Elements: Props , Alpha-betas , Ll , Ld , F , V , T , Sa , H , Q , D .

Types of sentences: Simple , Compound , Complex , Compound-complex , Fragment .

Clause Elements: Level 1 no brackets; [L.2]; (L.3); {alpha & beta}.

Note: Keep brackets open until all instances are counted.

		S	P	Co	Cd	Cs	Cp	Af	Ai/Ab
ng	M/d								
	M								
	H								
	Q								
png	M								
	H								
	Q								
ajg	M								
	H								
	Q								
vg	X								
	H								
	R								
avg	M								
	H								
	Q								
pg	M								
	H								
	Cv								
rc									
nfc									
sc									

Note: if a Qualifier, mark in group where appropriate and then mark as pg/dc below; do *not* count the Cv/ng structure in pg; *do* count SPCA in all dependent clauses.

c. Total each feature of encoder's syntactic style.

Number of graphological sentences / or turns in your text:

Sentence Elements: Props , Alpha-betas , Ll , Ld , F , V , T , Sa , H , Q , D .

Types of sentences: Simple , Compound , Complex , Compound-complex , Fragment .

Note: As suggested earlier, frequency totals may be recorded on a revised copy of the counting sheet, where totals replace individual counts, and where unused features are omitted.

Conclusions

- 1. Summary** – Describe the encoder's **syntactic style**, in prose, in terms of the syntactic level, then combine findings to make statements concerning syntactic style: **(a) nominal**,

verbal or **mixed**, (b) **paratactic** or **hypotactic**, (c) **right-hand** or **left-hand embedded**.

Is this style consistent throughout, or does it change at certain points in the text?

- 2. Interpretation** – How does the encoder's syntactic style relate to her semological, phonological style etc.?

How do you explain the encoder's choices in terms of situation, purpose, strategy, register; the encoder's and decoders' geographical, temporal and social provenance?