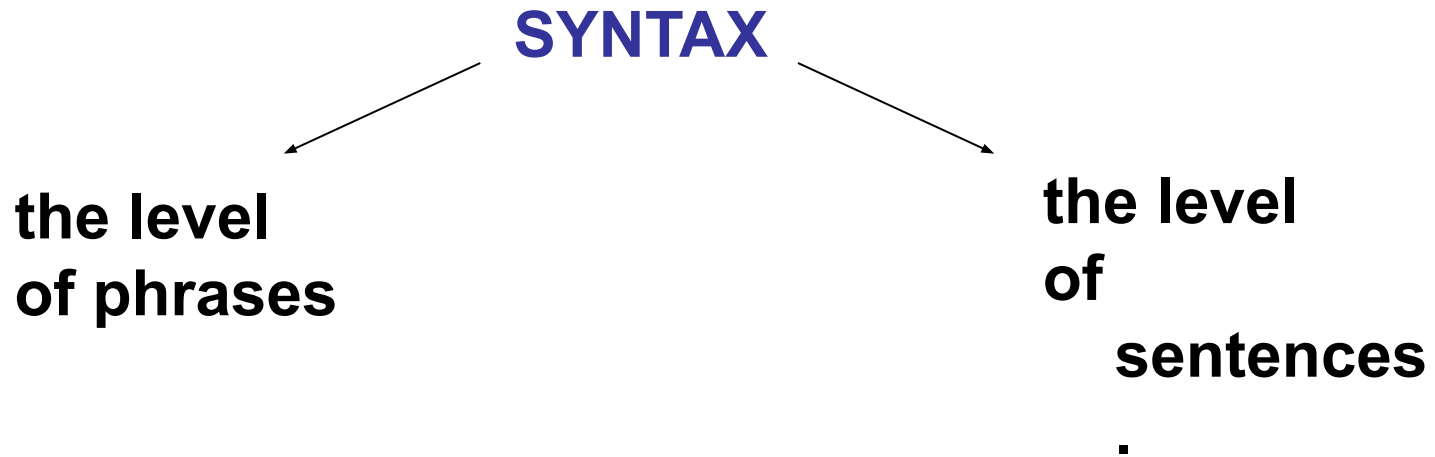


Lecture 5. Word-Combination and Sentence

- 1. Syntagmatic connections of words.**
- 2. Classifications of word-combinations (phrases).**
- 3. Sentence as the main object of syntax.**
- 4. The main classifications of sentences.**
- 5. Actual division of a sentence.**

Syntagmatic connections of words.



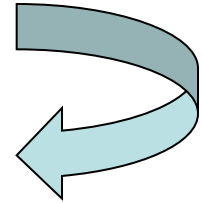
Syntagmatic relations

– are immediate linear relations between units in a segmental sequence.

Syntagmatic connections of words.

PHRASE

- *is a combination of two or more words which is a grammatical unit but not an analytical form of some word.*



The constituent elements of a phrase:

notional words alone
(e.g.: Strangely familiar)

functional words alone
(e.g.: So that)

syntagmatic grouping of notional words
with functional ones (e.g.: With
difficulty)

PHRASE

- *is a linear lingual unit which can be a part of a sentence or it can constitute a whole sentence.*

PHRASE



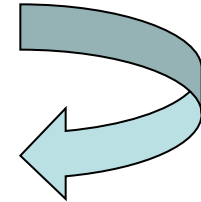
*it shows only the arrangement of words and establishes the type of syntactic connection between its elements;
Its nominative function is to name a referent.*



SENTENCE

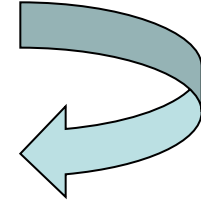


it has a certain intonation pattern, phrasal stresses and communicative value; its nominative function is to name an event.



SEMANTICAL ASPECT OF PHRASES

IT is a **complex interconnection** of lexical meanings of words which make up a phrase.



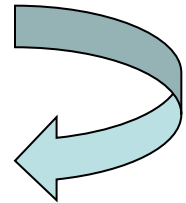
e.g.: **a fruit salad**

✓ *meal, made of fruit*

e.g.: **a fruit knife**

✓ *an instrument for cutting*

One of the words in a phrase can **change its meaning** depending on the meaning of the combining word.



e.g.: **white hair**
(of colour);

e.g.: **white lie**
(harmless lie);

e.g.: **white meat**
(pork, veal);

e.g.: **white power**
(Nazis)

DICHOTOMY

LANGUAGE



SPEECH



***stable word
combinations
(idioms,
phraseologic
al units)***



**free
word-combinat
ions**

PARTS of SPEECH

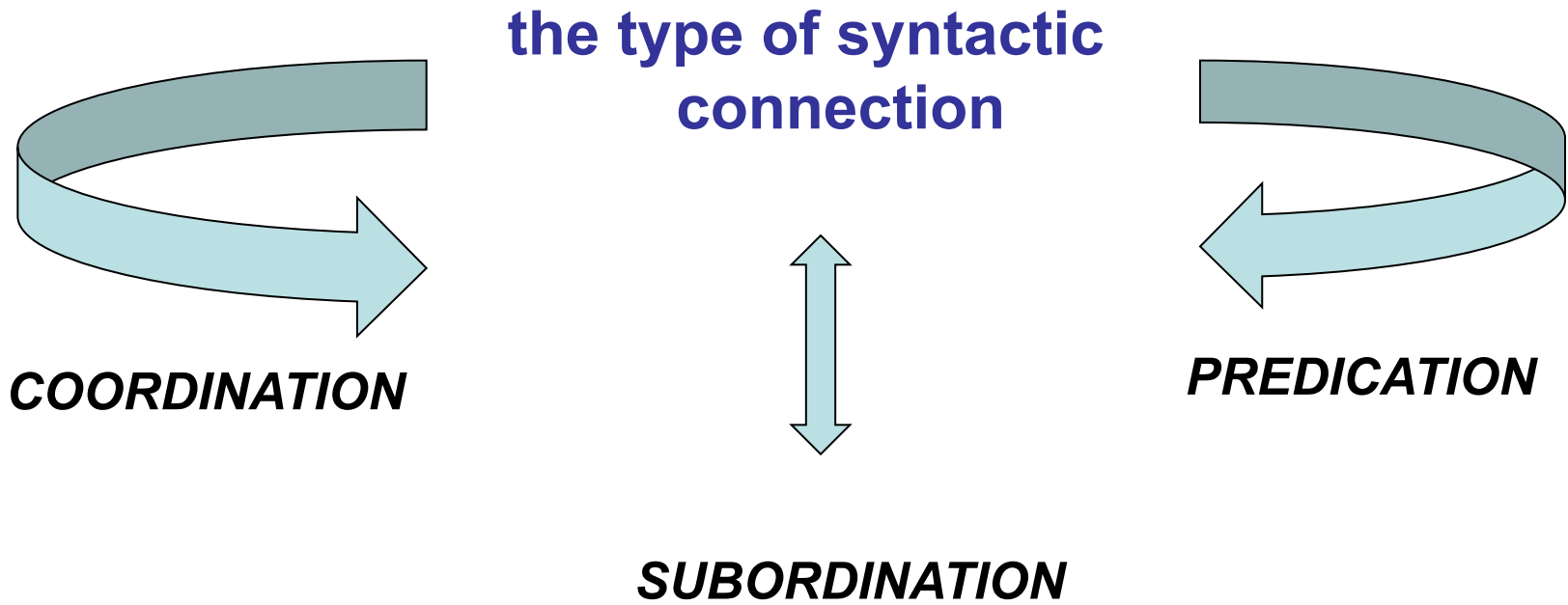


10 MODELS



1. *noun + noun*
2. *noun's + noun*
3. *adj + noun*
4. *verb + noun*
5. *verb + adv*

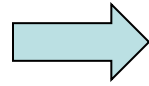
6. *adv + adj*
7. *noun + prep + noun*
8. *adj + prep + noun*
9. *verb + prep + noun*
10. *noun + verb (predicative phrase)*



3rd CLASSIFICATION

COORDINATION

COORDINATION
(*equipollent connection*):



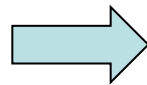
the combining words are of
equal rank.
E.g.: Ups and downs.

Words can be connected

Syndetically
E.g.: Come or go.

Asyndetically
E.g.: No sun, no moon

CUMULATION
(*cumulative connection*):

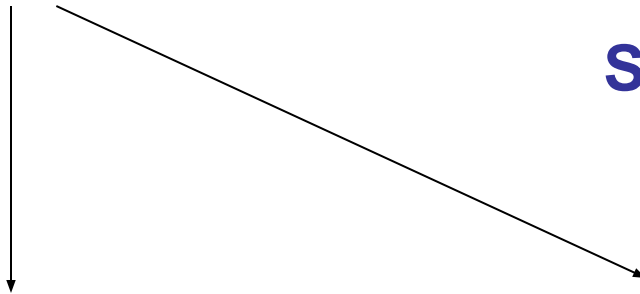


phrases in which words are connected
by *coordinative conjunctions* but are
unequal as to the character of
nomination.
E.g.: agreed but reluctantly

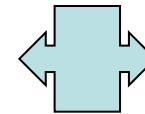
PREDICATION



*is a specific connection
which is reciprocal in its nature.*



Subject



Predicate

**Fully predicative
groups:**

Subject + Finite-verb

e.g.: He knows.

**Partially predicative
groups : Substantive
element + Non-finite
form.**

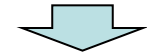
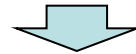
e.g.: For him to go

Subordination
(dominational connection):

*is effected in such a way that one of
the constituents of a phrase is*

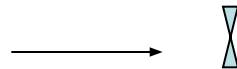
principal
or
dominating

subordinate or
dominated



*a kernel or a
head-word*

an adjunct

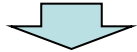


*e.g.: An old **house***

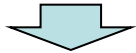
3rd CLASSIFICATION

Domination connection

Objective



Connections reflect the relation of the object to the process



□ non-prepositional

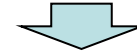
e.g.: I remembered the man (direct, non-prepositional)

e.g.: Will you show me the picture (non-prepositional, indirect)

□ prepositional

e.g.: Tom peeped into the hall (prepositional, indirect)

Qualifying



□ Attributive

progressive or regressive

e.g.: A woman of few ideas.

e.g.: a nice day

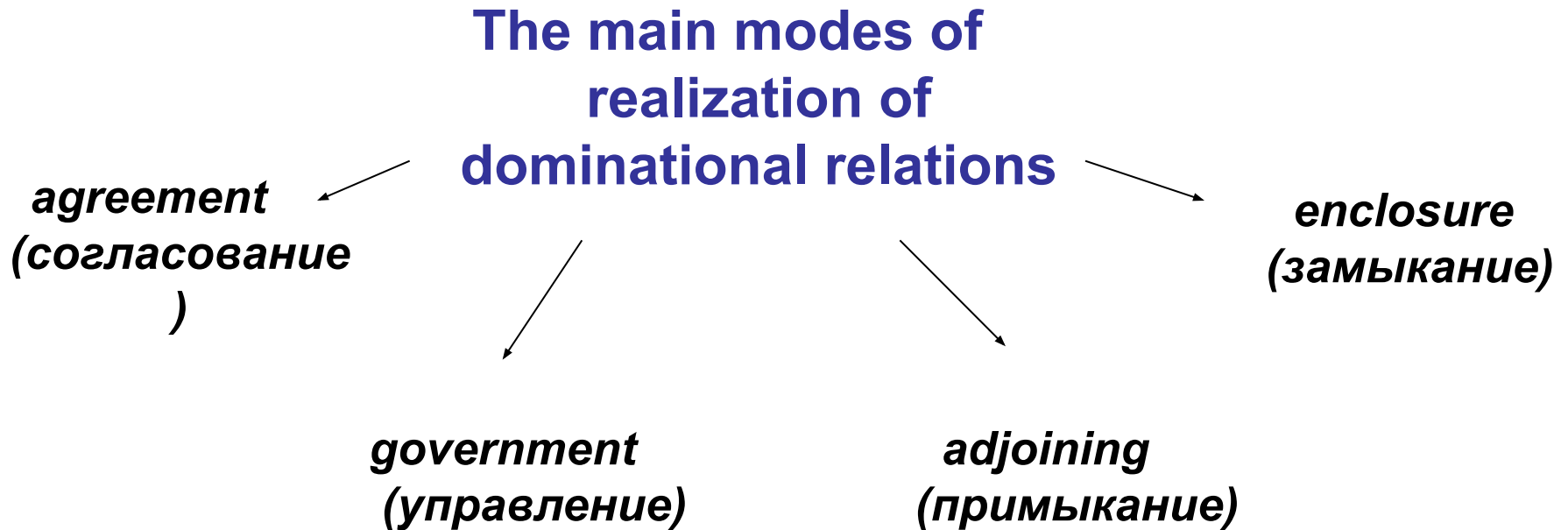
□ Adverbial:

- Primary - established between the kernel verb and the adverbial modifier.

e.g.: To come nowhere.

- Secondary - established between a non-verbal kernel expressing a quality and its adverbial modifier.

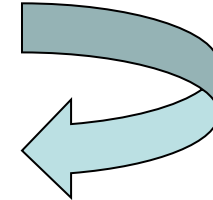
e.g.: Completely different



AGREEMENT

- ❖ establishes *formal equality* between the members of a phrase, usually between subject and predicate (the 3d person singular); modifier and the modified word.

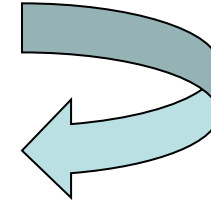
E.g.: to be; Tom runs;
this book



GOVERNMENT

- ❖ presupposes the change of the form in the dependent element or an adjunct. It is clearly seen in Russian and German but in English it is observed only when the adjunct is a personal pronoun.

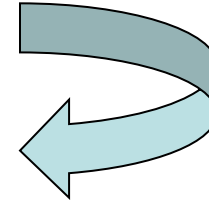
E.g.: to know him; dependent
on them



ADJOINING

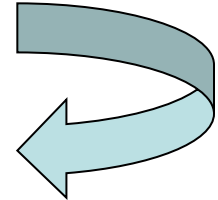
- ❖ is **not** expressed **formally** and is based on the **valency** properties of the combining elements.

E.g.: To nod (kernel) his head
silently (adjunct)



ENCLOSURE

- ❖ is observed when some element of a phrase is enclosed between 2 parts of another element.



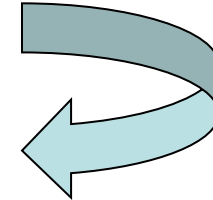
E.g.: to better understand, a nice boy
(the Split Infinitive)

The most widely known case of enclosure is the putting of a word between an article and a noun to which the article belongs.

E.g.: the then government

SENTENCE

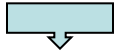
is a unit of speech built up of words according to a definite syntactic pattern and distinguished by a contextually relevant communicative purpose.



SENTENCE

E.g.: Why? Away!

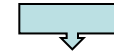
WORD-LEXEME



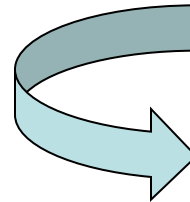
- only a nominative unit of a language;
- a ready-made unit.



WORD-SENTENCE



- a nominative unit
+
a predicative utterance unit;
 - It is generated in speech.
- The Sentence**
not only names some referents
BUT
□ presents these referents as making up a certain situation
□ reflects the connection between the nominal denotation of the event and the objective reality, showing the time of the event, its being real or unreal, desirable or not.



3. Sentence as the main object of syntax.

SENTENCE

CATEGORIES OF THE SENTENCE:

- ◆ **Predication** _____ establishes the relation of the named phenomenon to actual life.
- ◆ **Modality** _____ establishes the attitude of the speaker to the named situation.

CLASSIFICATIONS

FORM



It is a formal (structural) aspect.
It studies how words are connected into a sentence, how a sentence differs from a mere set of words and how grammatical meanings are expressed.

MEANING



It is a semantic aspect.
The referent of a sentence is a situation, so on the semantic level of a sentence there should be a predicate which names the situation and its participants.
E.g.: The situation of “giving” implies that there are 3 participants (who, what, to whom) whose semantic roles are: agent, patient, benefactive

USAGE (function)



It is a pragmatic aspect.
It studies how the sentence is used in communicative acts.
E.g.: A question can be used as inducement or declaration.
Could you buy me a toy? = Buy me a toy.

CLASSIFICATIONS

1st CLASSIFICATION



on the
structural
(formal)
basis



Sentences can be classed as:

- *one-member or two-member;*
- *complete or incomplete;*
- *simple-complex-compound.*

2nd CLASSIFICATION



on the *strucrural and semantic principles*
(Ivanova, Burlakova,
Pocheptsov)



These 2 principles are reflected in the category of modality of a sentence.

The sentences which differ according to the mode of the reflection of actual reality also differ in structure.

CLASSIFICATIONS

2nd CLASSIFICATION

SENTENCES

Sentences proper

- ✓ declarative
e.g.: John came
- ✓ interrogative
e.g.: Did John come?
- ✓ imperative
e.g.: John, come!
- ✓ optative
e.g.: If John came

NOTE: They name the situation, have the S – P basis and differ in the mode of reality reflection.

Quasi-sentences

- ✓ vocative
e.g.: John!
- ✓ interjectional
e.g.: Oh!
- ✓ meta-communicative
e.g.: Good-day!

NOTE: They do not name the situation; have no S – P basis; express emotions or direct addresses; they are speech formulae that serve for establishing speech contact; they can be substituted by non-verbal signals.

4. The main classifications of sentences.

CLASSIFICATIONS

3rd CLASSIFICATION



on the communicative principle (the purpose of communication)
(M.Y. Blokh)



3 cardinal sentence-types :

DECLARATIVE

□ expresses a statement either affirmative or negative

INTERROGATIVE

□ is a question, i.e. a request for information wanted by the speaker from the listener

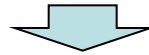
IMPERATIVE

□ expresses inducement either affirmative or negative

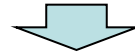
The Theory of Speech Acts (John Austin)

Pragmatic linguistics

□ the branch of linguistics which studies ways of expressing different purposes of communication of the speaker, i.e. his *communicative intentions*



speech acts



□ are characterized by such communicative intentions as statements of fact, confirmations, agreement, disagreement, commands, recommendations, promises, greetings, menaces, etc.

The Problem of the Exclamatory Sentence

The property of exclamation is an accompanying feature and can be effected within the system of 3 cardinal types:

Declarative sentence

e.g.: It was a very small cabin. (non-exclamatory)

e.g.: What a small cabin it was! (exclamatory)

Interrogative sentence

e.g.: Why did you come? (non-exclamatory)

e.g.: Why in God's name did you come? (exclamatory)

Imperative sentence

e.g.: Don't compare me to common people. (non-exclamatory)

e.g.: Don't dare to compare me to common people! (exclamatory)

CLASSIFICATIONS

Intermediary Predicative Constructions

- distinguished by mixed communicative features



1. Declarative – Interrogative Pattern

- Utterances which are declarative by their formal features although containing a question (for example, indirect questions)

E.g.: I wonder why they come.

- Utterances structurally interrogative but expressing a statement (rhetorical questions)

E.g.: Can a leopard change his spots?

2. Declarative – Imperative Pattern

The expression of inducement within the frame-work of a declarative sentence is achieved by means of modal verbs.

E.g.: You can't come in.

4. The main classifications of sentences.

CLASSIFICATIONS

Intermediary Predicative Constructions (continued)



3. Imperative-Interrogative Pattern

The sentence can be imperative in form but interrogative in meaning.

E.g.: Tell me about your up-bringing. = What is your up-bringing?

4. Interrogative - Imperative Pattern

The sentence can be interrogative in form but imperative in meaning.

E.g.: Can we take a taxi? = Let's take a taxi!

CLASSIFICATIONS

Intermediary Predicative Constructions (continued)



within each of the 3 cardinal communicative
types there are 2 intermediary sentence-
models:

**6 communicative
subtypes**

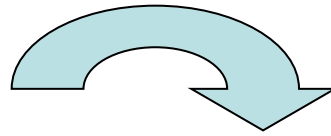
<i>form</i>		<i>meaning</i>
interrogative	→	declarative
declarative	→	interrogative
imperative	→	declarative
declarative	→	imperative
imperative	→	interrogative
interrogative	→	imperative

Actual Division of a Sentence

Functional Sentence

Prospective

(Ilyish)



*The PURPOSE
of Actual Division*



to reveal the correlative significance of the sentence-parts from the points of view of their actual informative role in the utterance, i.e. what semantic contribution they make to the total information conveyed by the sentence in the context

Actual Division of a Sentence

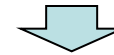
The main components of the Actual Division



the Theme

(данное, тема)

- It expresses the starting point in the communication, i.e. denotes an object (phenomenon) about which something is reported.



the Rheme

(новое, рема)

- It expresses the basic informative part of the sentence, its contextual centre.

E.g.: There is **a book** on the table

Actual Division of a Sentence

Between a theme and a rheme
some intermediary parts of various
degrees of **informative value** are
positioned.



E.g.: Again (**intermediary element**) Charly (**theme**) is
being too clever (**rheme**).

Actual Division of a Sentence

The AD finds its full expression only in the concrete context of speech.



E.g.: Mary (theme) is fond of poetry (rheme)

However if we build a certain context around a given sentence, then the order of the A.D. will be changed into the reverse.



E.g.: – Isn't it surprising that Tom is so fond of poetry?
– But you are wrong. Mary (rheme) is fond of poetry (theme), not Tom.

Actual Division of a Sentence

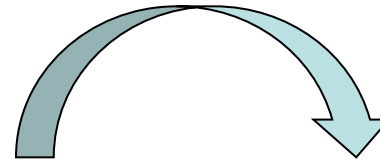
The *formal means* that help to distinguish between theme and rheme:



- ✓ word-order patterns
- ✓ intonation contours
- ✓ constructions with introducers
- ✓ articles and other determiners
- ✓ intensifying particles

Actual Division of a Sentence

The A.D. has a predicative role because it relates the nominative context of the sentence to the reality. The connection of A.D. with the context can be seen in *elliptical sentences* where the rheme of the utterance is placed in isolation, presenting the most informative part very clearly.



E.g.: –How have you received him?
– Coldly (only a rheme)