Taalstructuren (E1SA-GR)
Lecture 1

2019-2020

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General overview

- E1SA

  - BASICS

  - STRUCTUREN: 2 main parts

    - PART ONE: Introduction to Grammar/Grammatical analysis

    - PART TWO: The Verb Phrase

PART ONE: Introduction to grammatical analysis (4 weeks)

- Introduction to syntactic analysis:
  - Analytical tools: terminology
  - Formal and functional analysis on different levels:
    - Sentence
    - Clause
    - Phrase
    - Word
    - Morpheme
- Exercises

PART TWO: The Verb Phrase (4 weeks)

- General introduction
  - Time, Tense and Aspect
- The expression of present time
  - Simple Present, Present Progressive
  - Present Perfect, Present Perfect Progressive
- The expression of past time
  - Simple Past, Past Progressive,
  - Past Perfect, Past Perfect Progressive

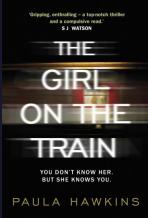# PART ONE: Introduction to grammatical analysis

Try-out: to which <u>class</u> do the underlined items belong?

- Rachel, devastated by <u>her</u> recent divorce, spends her daily commute fantasizing about the seemingly perfect couple who live in a house <u>that her train passes every day</u>, until one morning she sees <u>something shocking</u> happen there and becomes <u>entangled</u> in the mystery that unfolds.

- Her:
- That her train passes every day:
- Something shocking:
- Entangled:

'Gripping, enthralling – a top-notch thriller and a compulsive read.'
S J WATSON

THE
GIRL
ON THE
TRAIN

YOU DON'T KNOW HER.
BUT SHE KNOWS YOU.

PAULA HAWKINS

Try-out: what is the <u>function</u> of the underlined items in the next higher unit?

- Rachel, devastated by <u>her</u> recent divorce, spends her daily commute fantasizing about the seemingly perfect couple who live in a house <u>that her train passes every day</u>, until one morning she sees <u>something shocking</u> happen there and becomes <u>entangled</u> in the mystery that unfolds.

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  - That her train passes every day:
  - Something shocking:
  - Entangled:

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- FORM (CLASS, TYPE) LABELS ≠ FUNCTION LABELS

Aims of PART ONE

- to become familiar with the <u>terminology</u> used in traditional descriptive grammar of English
- to develop <u>insight</u> into the structure of English
- to develop basic skills in <u>syntactic analysis</u>
  - the analysis of particular construction types
    - On different levels (sentence, clause, phrase, etc.)
    - In terms of **form** and/or **function**

1.What is grammar?

- **Broad**: a language-related set of rules
- in its broadest sense, 'grammar' comprises a number of disciplines:
  - PHONOLOGY: describes how the language system combines (abstract) features into phonemes and phonemes into words.
    - English vs. Russian: onset syllables
      - kniga 'book', vnuk 'grandson', tkanj 'fabric', ptitsa'bird', etc.
      - zdr-, zbr-, zbl-, zgr-, zgl-, zgn-, vzv-, vgl-, vzb-, fkl-ftr-, vbr-, sxv-, vsk or 4: fspl-, fstr-, fskr-, vzdr-, vzgl-,

1.What is grammar?

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- in its broadest sense, 'grammar' comprises a number of disciplines:
  - <u>PHONETICS:</u> describes how the speaker produces the fixed set of meaningful speech sounds and all their combinations.
    - Plural –s: [s] (in "cats"), [z] (in "cabs"), or as [əz] (in "buses");
    - E.g. Spanish: **c**omer vs. **c**enar
    - Differences between varieties of a language
      - E.g. advertisement (BrE) vs. advertisement (AmE)
      - https://www.youtube.com/watch?v=DKEM-juLxmM
      - https://www.youtube.com/watch?v=FRar12QZOsQ
      - https://www.youtube.com/watch?v=UjlTVLxDM8g
      - https://www.youtube.com/watch?v=aCc7I_659xE

1.What is grammar?

- Broad: a language-related set of rules

- in its broadest sense, 'grammar' comprises a number of disciplines:

  - MORPHOLOGY

  - 1) inflectional morphology:

  - i.e. the study of how words can take different guises to show grammatical meanings:

    - e.g. the plural is shown by adding a suffix -s (book-s)

    - e.g. the third person sg. is shown by adding suffx –s (she walk-s)

1.What is grammar?

- **Broad**: a language-related set of rules
  - <u>MORPHOLOGY</u>
  - 2) derivational morphology = word formation = lexical morphology; i.e. the study of how new words are formed from existing words:
    - E.g. *–ness* is more productive than*–ity*:
      - vain-ness, plain-ness, slow-ness, happiness; vanity, *planity, *slowity, *happity.
    - E.g. *un-* more productive than *in-* (not used for new words)
      - undo, unscrew, unhappy vs. *indo, *inscrew, *inhappy
    - E.g. Use of infixes

1.What is grammar?

- **Broad**: a language-related set of rules
  - MORPHOLOGY
  - 2) derivational morphology = word formation = lexical morphology; i.e. the study of how new words are formed from existing words:
    - e.g. you can form a noun from a verb by adding a suffix –ion (communicat-ion, interact-ion, …);
    - E.g. you can form a noun from a verb by adding a suffix –er, -or (to refer to agent)
      - Terminator, negotiator, farmer, womanizer, etc.
    - or a verb from a noun by adding –ize: catastroph-ize
    - or merge existing words into new ones:
      - Web + log => blog
      - *chillax, wurfing, bromance*, *smombie*, *smirting*, *mansplaining*, etc.

1.What is grammar?

- **Broad**: a language-related set of rules
- in its broadest sense, 'grammar' comprises a number of disciplines:
  - or merge existing words into new ones: *chillax, wurfing, bromance*, *smombie*, *smirting*, etc.
  - https://www.theguardian.com/lifeandstyle/womens-blog/2016/sep/13/mansplaining-how-not-talk-female-nasa-astronauts

1.What is grammar?

- **Broad**: a language-related set of rules
- in its broadest sense, 'grammar' comprises a number of disciplines:
  - MORPHOLOGY
  - 2) derivational morphology = word formation = lexical morphology; i.e. the study of how new words are formed from existing words
  - Other processes: conversion (change of word class)
    - A text => to text
    - An e-mail => to e-mail
    - To Like => how many likes have you got?
    - To download => Too many downloads can clog your hard drive

1.What is grammar?

- **Broad**: a language-related set of rules
- in its broadest sense, 'grammar' comprises a number of disciplines:
  - LEXICOLOGY operates at word level only, which is concerned with LEXICAL ITEMS, mainly words.
    - LEXICOLOGY is the study of their history, meaning(s) and usage.
      - E.g. etymology of advocado < Aztec ahuacatl.
      - E.g. West-Flemish "cavatn" < Spanish zapatos
      - E.g. etymology of nightmare, hazard, etc.
    - LEXICOGRAPHY lists and describes LEXICAL ITEMS in dictionaries.

1.What is grammar?

- **Broad**: a language-related set of rules
- in its broadest sense, 'grammar' comprises a number of disciplines:
  - <u>SEMANTICS:</u> the meaning of sentences and their components

    - Colourless green ideas were sleeping furiously.
    - He bought a shirt for me. He bought me a shirt.
    - He parked the car for me. *He parked me the car.
    - He splashed paint on the wall. He splashed the wall with paint.
    - He dribbled paint on the floor. *He dribbled the floor with paint.
    - => lexical semantics vs. constructional semantics: not always compatible
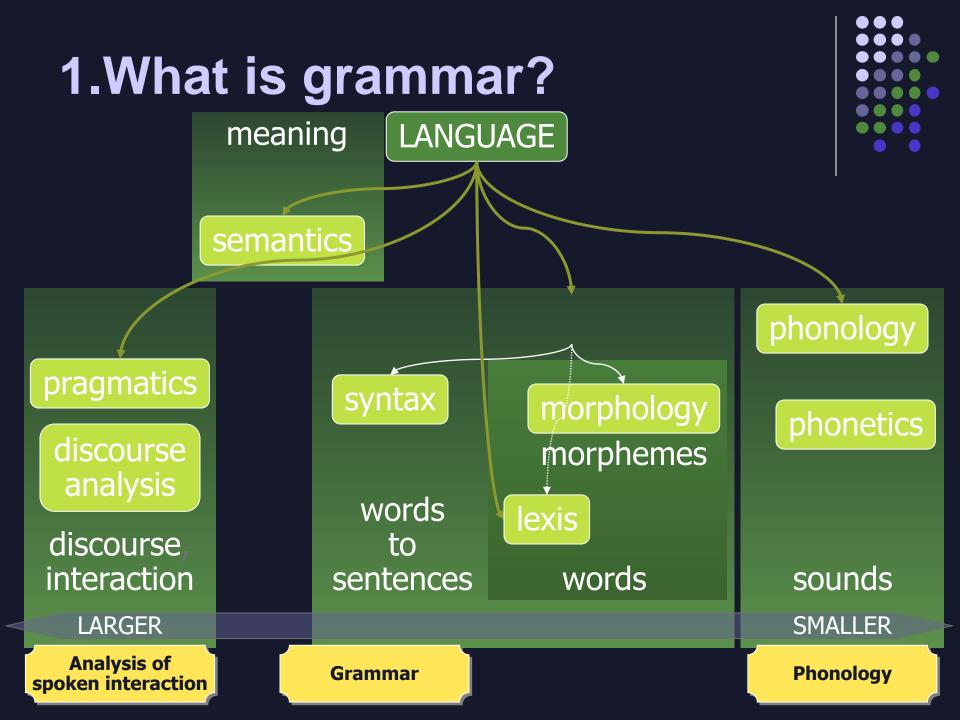
1.What is grammar?

- **Broad**: a language-related set of rules

- in its broadest sense, 'grammar' comprises a number of disciplines:

  - SYNTAX (i.e. 'grammar' in its **narrow**, traditional sense): < Greek *sýntaxis* = 'arrangement', 'setting out together'

    usually relates to the levels of and relationships between: sentence - clause - phrase – word.
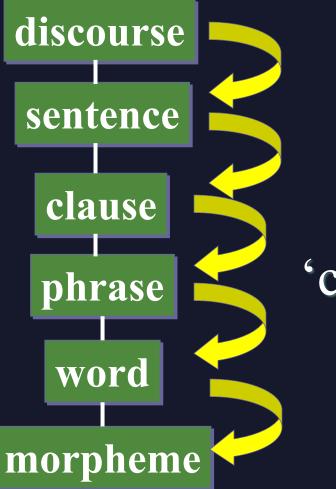
    - the way in which parts of a sentence are internally organized and arranged, and

    - the way they relate to one another

- = **descriptive** grammar

- ≠ **prescriptive** grammar (rules)

1.What is grammar?

- **Broad**: a language-related set of rules
- <u>PRAGMATICS</u>
  - Focuses on discourse and on the communicative aspects of language which is broken down into **<u>utterances</u>**. An utterance is considered to be a sentence that expresses a speech act:
    - Statements, commands (or orders), exclamations, questions, requests, offers, suggestions
  - The notion of conversational implicature.
    - "you breath smells of garlic"
  - See also: Conversational principles (Quality, Quantity, Relevance, Manner), Politeness Theory, etc.
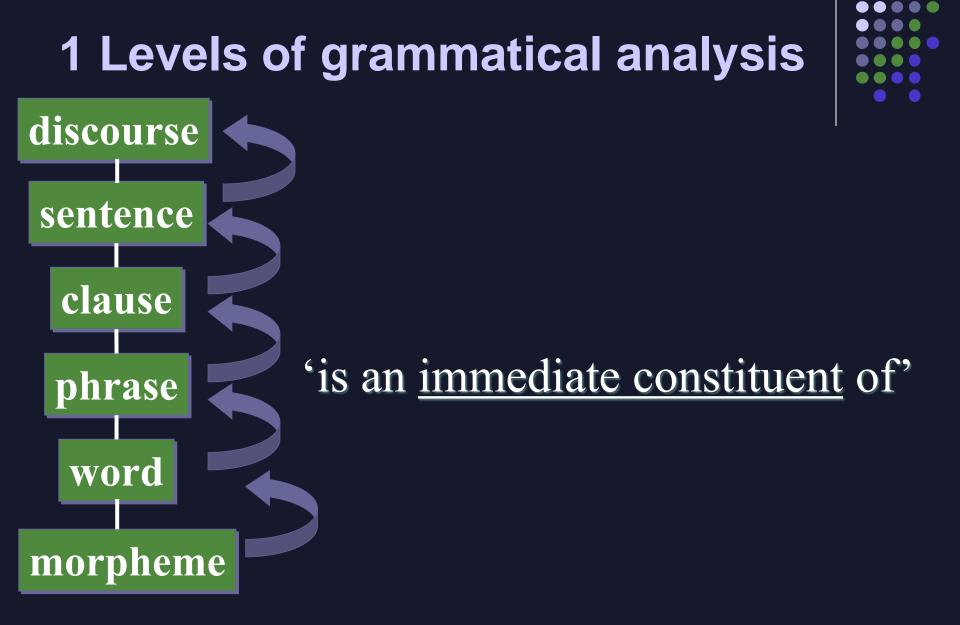   - http://www.youtube.com/watch?v=vEM8gZCWQ2w

1.What is grammar?

meaning

LANGUAGE

semantics

pragmatics

discourse analysis

discourse interaction

phonology

syntax

morphology

morphemes

phonetics

lexis

words to sentences

words

sounds

LARGER

SMALLER

Analysis of spoken interaction

Grammar

Phonology

2. Levels of grammatical analysis

discourse

sentence

clause

phrase

word

morpheme

6 Levels= units = ranks

'consists of'

1 Levels of grammatical analysis

discourse

sentence

clause

phrase

word

morpheme

'is an <u>immediate constituent of</u>'

1.1 Discourse

- The discourse/<u>text level</u>
- LDELC: connected language in speech or writing
- OED: a connected series of utterances by which meaning is communicated, esp. forming a unit for analysis; spoken or written communication regarded as consisting of such utterances.

1.1 Discourse

- '‘Connected’
    - => COHESION
    - Ellipsis

- See examples course material

- https://www.youtube.com/watch?v=Hj9WsioJbJw
    - (Matchpoint, Woody Allen)

DreamWorks / Clive Coote

1.1 Discourse

- So, who's my next victim? You?
- I haven't played table tennis in quite a while.
- Would you like to play for a thousand pounds a game?
- What did I walk in to?
- What did I walk in to?
- It's like this.
- May I?
- Please.
- You have to lean in and hit through the ball.
- I was doing just fine until you showed up.
- Ah…story of my life.
- So tell me…what's a beautiful young American ping-pong player
- doing mingling among the British upper class?

1.1 Discourse

- Did anyone ever tell you you play a very aggressive game?
- Did anyone ever tell you you have very sensual lips?
- Extremely aggressive.
- I'm naturally competitive. Is it off-putting?
- I'll have to think about that for a while.
- Ah! There you are. I wanted to introduce you to Chris Wilton.
- Chris Wilton this is Nola Rice, my fiance.
- The tennis pro.
- My pleasure.
- He was trying to have his way with me over the table.
- Oh really? Well you'd better watch out for this one.
- He's made a living out of hustling.
- I'll be ready for you next time.

1.1 Discourse

- **discourse analysis:** a method of analysing the structure of texts or utterances longer than one sentence, taking into account both their linguistic content and their sociolinguistic context.
  - E.g. differences between men and women? (Mars ⇔ Venus)
  - Some (studies) say: men prefer to hold the floor, frown on interruption and compete for expert status. "Mansplaining". Competitive. Talking about emotions is hard.
  - Women, on the other hand, cooperate with each other to tell a story, finishing each other's sentences, making more encouraging noises than men and often even talking at once. They also talk more than men.
  - BUT: Deborah Cameron. The Myth of Mars and Venus published Oxford University Press
    http://www.guardian.co.uk/world/2007/oct/01/gender.books

1.2 Sentence

- definition:
  - OED: A series of words in connected speech or writing, forming the <u>grammatically complete</u> expression of a single thought; in popular use, such a portion of a composition or utterance as extends from one full stop to another. It is the verbal expression of a proposition, question, exclamation, command, or request, containing normally a subject and a predicate (though either of these may be omitted by ellipsis).
- how to recognize?
  - in writing: **<u>punctuation</u>**:
    - starts with capital
    - ends with : . ? !
  - in speech: **<u>intonation</u>**

1.2 Sentence

- Types:
  - Declarative: All you need is love and a cat.
  - Interrogative: Who's your daddy?
  - Imperative: Keep calm and carry on.
  - Exclamative: What a beast of a car!

- Sentence structures
  - Simple: I don't like man buns.
  - Compound: I don't like the Fiat Multipla but who does?
  - Complex: Did you know that ants do not have lungs?
  - Compound complex
  - Complex compound (cf. later)

1.3 Clause

- Simple sentences consist of one clause.
- Sentences can also consist of different clauses.
- definition:
= an immediate constituent of a sentence
- recognition:
    - a clause is most often
organized around at least two elements:
        - a verb
        - a subject
    - it is a meaningful unit:
it indicates an <u>event</u> or a <u>state</u> in reality

1.3 Clause

- Examples:
  - We're all in the gutter, but some of us are looking at the stars. (Oscar Wilde)
  - We're all in the gutter. But some of us are looking at the stars.
  - We're all in the gutter. Some of us are looking at the stars, however.

1.3 Clause

- Two <u>main</u> clauses: they can stand on their own, but they are textually dependent => the order is fixed.

  - *Some of us are looking at the stars, however. We're all in the gutter.

1.3 Clause

- <u>Although</u> we are all in the gutter, some of us are looking at the stars.

- Subclause/subordinate clause + main clause => first sentence is structurally dependent on the second clause.

1.4 Phrase

- **definition**:

  = an immediate constituent of a clause

  = a group of words which fulfils a syntactic function in the clause.

- *He / was reading / a novel.*

  NP/   VP   / NP

  S   V   DO

1.4 Phrase

- **recognition**: -> tests
  - Substitution: he was reading it.
  - movement in the clause: the novel was read by him.

  [cf. later]

1.5 Word

- **definition**

  = an immediate constituent of a phrase

  = the unit below the phrase

- separate entries in the lexicon, lexical items
- Simple words: eye, sand, time
- Compound words:
  - eye candy, sandpaper, carbon footprint, Chelsea tractor, credit crunch, yummy mummy
  - long-distance runner, mother-in-law, jack-of-all trades
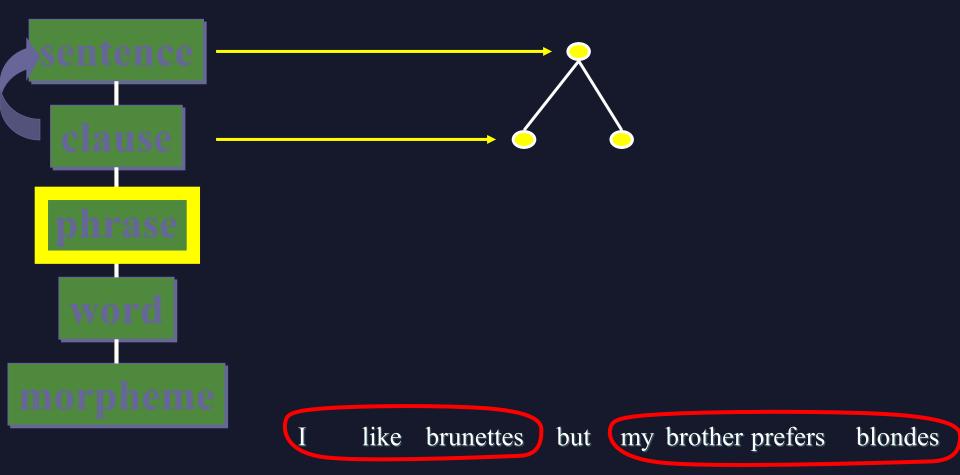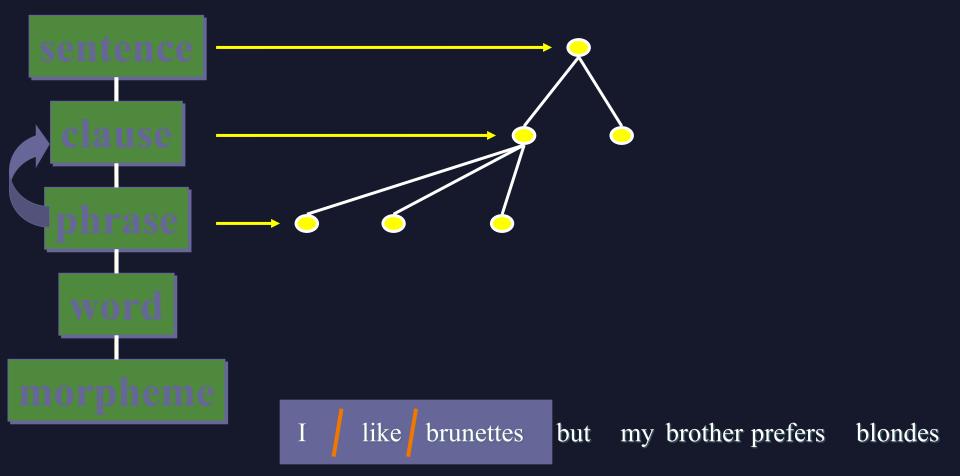 - forget-me-not, hand-me-down

1.6 Morpheme

- **definition**
  = an immediate constituent of a word

  = the smallest meaning-bearing grammatical unit

- free morphemes: separate words

- bound morphemes: cannot occur on their own
  - Prefixes and suffixes
    - Un-believable, in-tolerant, pre-modifier
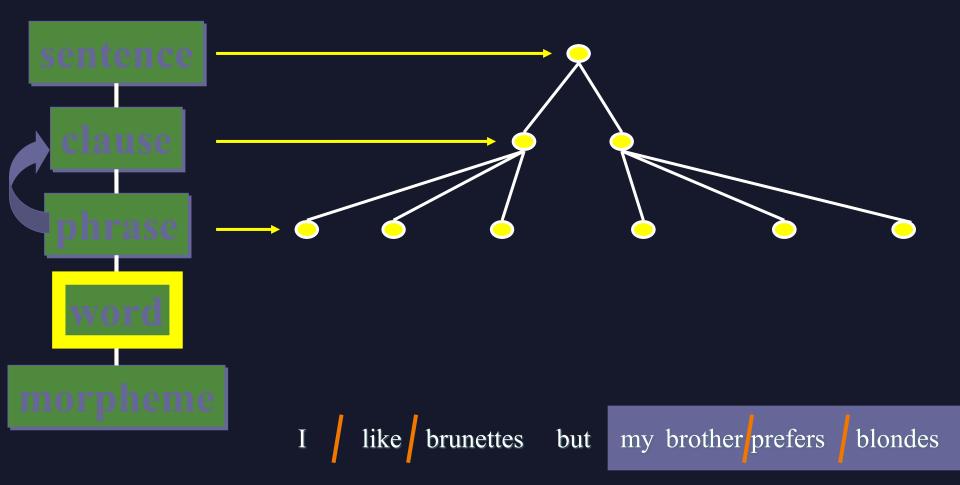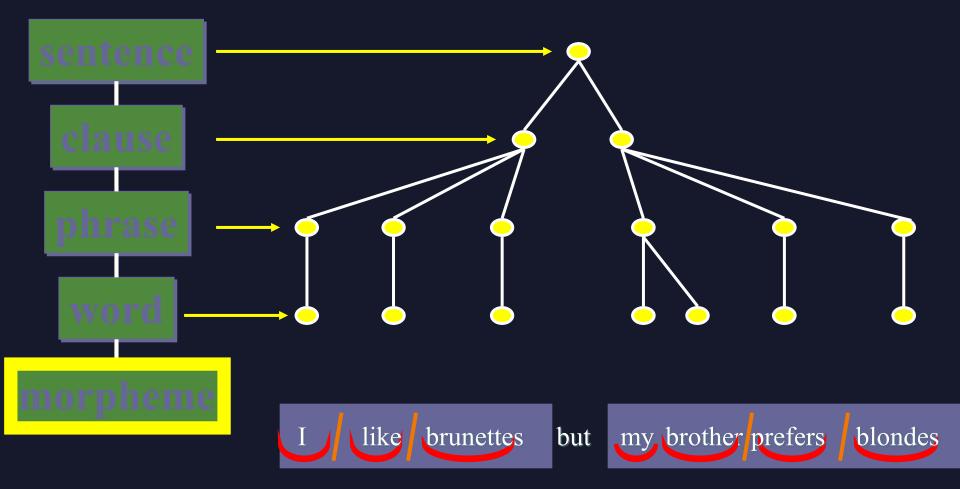   - Brief-ly, cat-s, work-ed, work-s

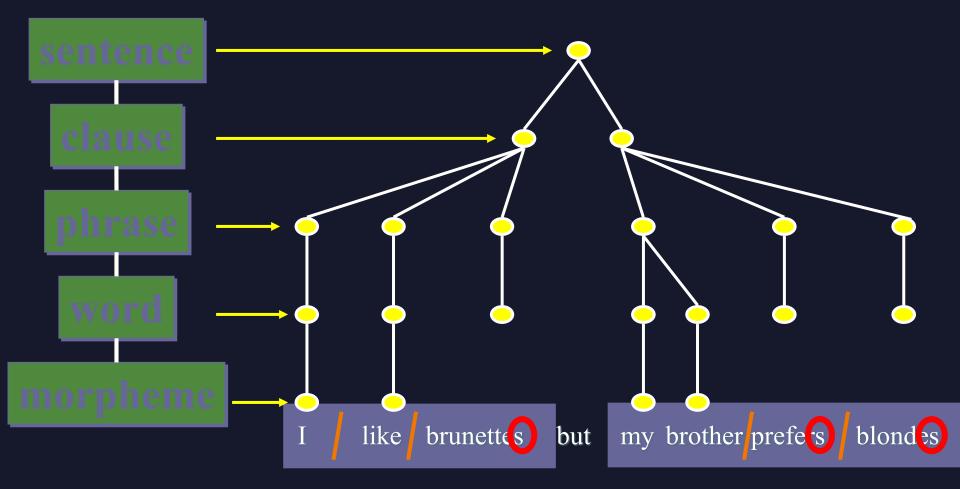# Hierarchy: recap

sentence

clause

phrase

word

morpheme

I   like   brunettes   but   my brother prefers   blondes

Hierarchy: levels of analysis

sentence

clause

phrase

word

morpheme

I / like / brunettes but my brother prefers blondes

Hierarchy: levels of analysis

sentence

clause

phrase

word

morpheme

I / like / brunettes but my brother / prefers / blondes

Hierarchy: levels of analysis

sentence

clause

phrase

word

morpheme

I / like / brunettes   but   my brother / prefers / blondes

Hierarchy: levels of analysis

sentence

clause

phrase

word

morpheme

I / like / brunettes but my brother / prefers / blondes

Hierarchy: levels of analysis

sentence

clause

phrase

word

morpheme

I / like / brunette -s but my brother / prefer -s / blonde-s

Hierarchy: levels of analysis

sentence

clause

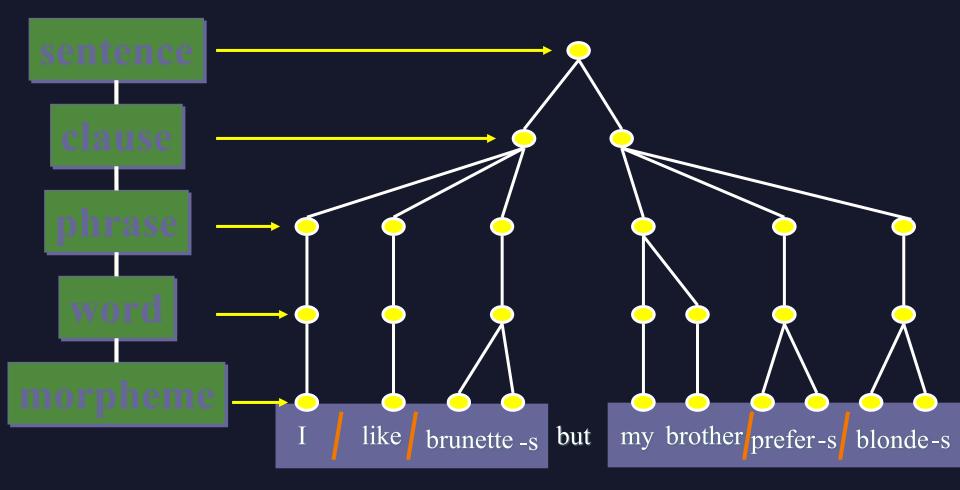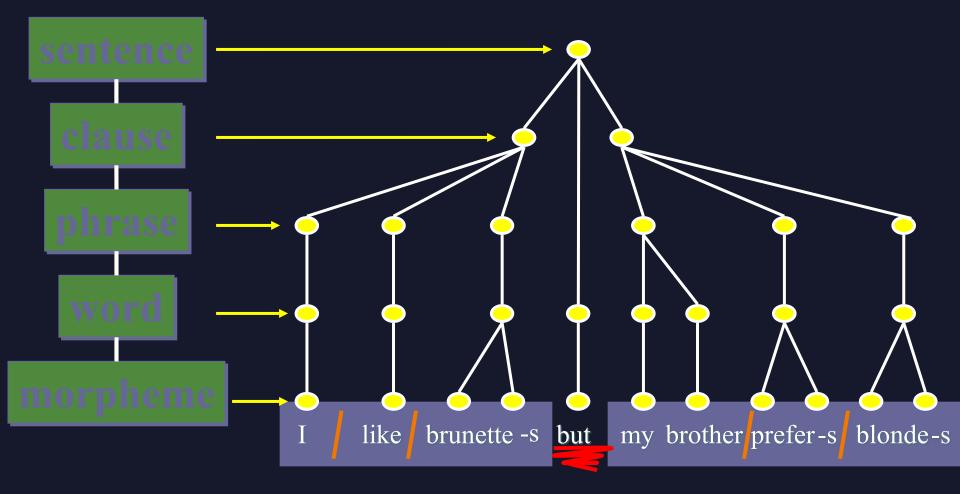phrase

word

morpheme

I / like / brunette -s but my brother / prefer -s / blonde -s

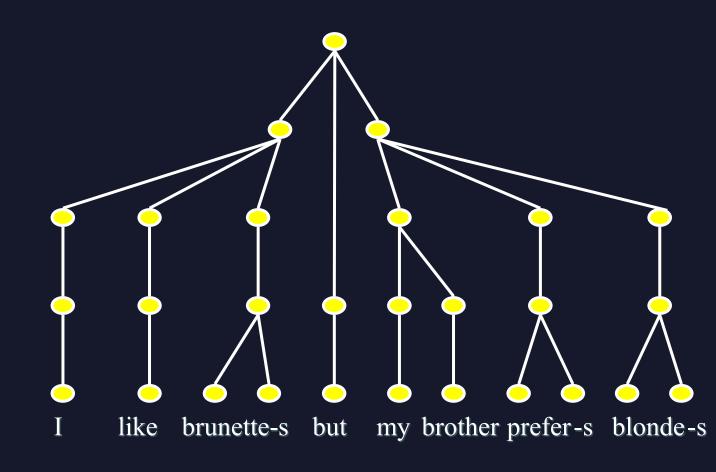# Hierarchy: levels of analysis

Tree diagram

I   like   brunette-s   but   my   brother   prefer-s   blonde-s

Tree diagram