



SINTAXE E SEMÁNTICA DA LINGUA INGLESA

Ignacio M. Palacios Martínez

GUÍA DOCENTE E MATERIAL DIDÁCTICO
2011/2012

FACULTADE DE FILOLOXÍA. DEPARTAMENTO DE FILOLOXÍA INGLESA E ALEMÁ

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Edición electrónica. 2011

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FACULTADE DE FILOLOXÍA
Departamento de Filoloxía Inglesa e Alemá

Sintaxe e Semántica da lingua inglesa
Prof. Ignacio M. Palacios Martínez

GUIA DOCENTE. 2011/2012

Materia: Sintaxe e Semántica da lingua inglesa
Grao en Lingua e Literatura inglesas
Curso: 2011-2012

1. Datos descritivos da materia

1.1. Descrición

A materia Sintaxe e Semántica da lingua inglesa (código G5061325) é unha asignatura de 6 créditos que se imparte no terceiro curso do Grao en Lingua e Literatura Inglesas. Esta materia ten carácter troncal e impártese ao longo do segundo cuadrimestre de acordo co horario establecido pola Secretaría do Centro.

1.2. Profesorado

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2. Obxectivos da materia

2.1. Xerais

- Mellorar o coñecemento por parte do alumnado das estruturas gramaticais da lingua inglesa a través da exploración e da análise de datos lingüísticos.
- Fomentar a reflexión sobre o funcionamento da lingua. A este nivel o alumnado non só debe ser capaz de expresarse con propiedade e fluidez e comprender o inglés oral e escrito sen maior dificultade senón que tamén debe ser consciente dos mecanismos que utiliza a lingua inglesa para expresar significados.
- Favorecer a capacidade crítica do alumnado en relación cos fenómenos lingüísticos.
- Iniciar ao alumnado na investigación lingüística.
- Ensinar ao alumnado a facer uso da bibliografía lingüística co fin de que poidan interpretala e traballar con este material de modo efectivo.

2.2. Específicos

- Introducir ao alumnado no estudo da oración simple, complexa e composta desde unha perspectiva sintáctica e semántica.
- Familiarizar ao alumnado coas principais diferenzas e similitudes entre os procesos sintácticos de coordinación e subordinación.
- Estudar as diferenzas principais entre a coordinación básica e a non básica.
- Estudar os diferentes tipos de construcións subordinadas: nominais, de relativo, non finitas, comparativas, sen elemento verbal e cláusulas adverbiais.
- Aprender a representar as diferentes relacións sintácticas mediante diagramas arbóreos reflexionando sobre a utilidade e relevancia desta actividade.
- Familiarizar ao alumnado con nocións básicas da Semántica inglesa.
- Explorar as conexións entre a Sintaxe e a Semántica inglesas.

3. Metodoloxía

Alternaranse pequenas presentacións teóricas con clases prácticas e titorías personalizadas. O alumnado terá que completar toda unha serie de tarefas e exercicios prácticos. A asistencia e a participación activa na clase son moi importantes

4. Competencias

- Desenvolvemento de destrezas xerais da aprendizaxe do inglés, con atención especial ao estudo da Sintaxe e Semántica inglesas.
- Desenvolvemento de destrezas metalingüísticas.
- Desenvolvemento de destrezas de iniciación á investigación lingüística.
- Desenvolvemento de destrezas de consciencia lingüística e gramatical.
- Desenvolvemento de destrezas de lingüística contrastiva.
- Desenvolvemento de destrezas para a análise e lectura crítica de bibliografía en torno á Sintaxe e Semántica inglesas.

5. Tempo de estudo e de traballo persoal que debe dedicar un estudante para superala

O número de horas adicado ao estudo desta materia poderá variar dunha semana a outra. Porén, se estima que os alumnos terán que adicar arredor de 8 a 10 horas semanais, incluíndo neste cálculo o período de tempo destinado ás lecturas e á realización das tarefas e exercicios correspondentes.

6. Sistema de avaliación da aprendizaxe

O alumnado será avaliado de acordo cos criterios seguintes:

- a) Asistencia a clase (15%)
- b) Participación activa na clase (15%)
- c) Exame de autoavaliación que se realizará ao remate da unidade 2 (20%)

d) Proba final de carácter escrito (50%)

Pódese obter unha puntuación engadida mediante a realización de traballos relacionados cos contidos do curso. A asistencia e participación na clase valoraranse tamén en razón ao número e calidade de traballos presentados e realizados fóra da clase.

7. Contidos da materia

7.1. Programa

0. Revision. Revision of some basic concepts:

1. Unit 1: Introduction to interclausal connections

2. Unit 2: Coordination

3. Unit 3: The subordination of clauses

4. Unit 4: Basic concepts of English Semantics. Word and sentence semantics.

7.2. Temario

(a) descrición

Trátase dunha introdución ao curso mediante o repaso de conceptos básicos da teoría gramatical inglesa xa estudados no curso académico anterior na materia Morfosintaxe inglesa.

(b) detalle do programa

0. REVISION.

0.1. Revision of some basic concepts: Noun phrase structure, kernel clause, thematic systems of the clause, clause structure, verb complementation patterns, the expression of negation in English.

(c) exemplo de actividades

Classify the following negative expressions. Justify your answers.

- 1.- No security is required.
- 2.- Not many people attended the meeting.
- 3.- We refused to say what we had been told.
- 4.- No news is good news.
- 5.- It's hard to believe. That's impossible.
- 6.- Only rarely does she lose her temper.
- 7.- I think they live now not far from us.
- 8.- Eric won't throw in the towel.
- 9.- I saw Richard not long ago.
- 10.- She may think your reaction is crazy or illogical.
- 11.- Getting a new TV? Make sure you don't get mugged by taking the wrong option.
- 12.- Don't just talk about it, take a positive step and call us now.
- 13.- There are no fees.

- 14.- I don't care a bit about that.
15. He loses his cool over nothing.
- 16.- Instant cash for your unwanted goods.
- 17.- Price- We can't be beaten.
- 18.- The film was violent and amoral.
- 19.- My brother doesn't drink a drop of alcohol.
- 20.- Why don't you just open the door and walk out very slowly?
- 21.- I'll do it for nothing.
- 22.- They didn't do nothing nowhere.
- 23.- Mr Blair said he was unable to reverse the Tory move unless every other EU country agreed.
- 24.- That figure is not irregular.
- 25.- Bosses will have to give unlimited time off to deal with domestic emergencies in a huge shake-up of workplace law.
- 26.- She had better not encourage him.
- 27.- He would rather not see her.
- 28.- 'I didn't have much choice- our motto states the customer is always right.'
- 29.- 'I was hoping no one would recognise me.'
- 30.- She was not in the slightest worried about that question.
- 31.- The *Sun* has not offered any money for the nurses' stories.
- 32.- The money has never been handed over.
- 33.- She wouldn't lift a finger to help you.
- 34.- He would not agree to it being paid until Mr. Gilford admitted it was "blood money".
- 35.- It would be very unfortunate if he didn't succeed in his enterprise.

1. UNIT 1: INTRODUCTION TO INTERCLAUSAL CONNECTIONS

(a) descripción

Nesta unidade introdúcese os concetos de cláusula simple, composta e complexa de acordo coas aproximacións tradicionais e as máis modernas. Poñeráse atención especial á noción de “embedded clause”, analizándose tamén casos nos que a fronteira entre a coordinación e a subordinación non está ben delimitada.

(b) detalle do programa

- 1.1. Simple, compound/multiple and complex sentences.
 - 1.1.1.- Traditional analysis.
 - 1.1.2.- Modern approaches.
- 1.2. Interclausal Connections: Syntactic Relationships.
 - 1.2.1.- Parataxis.
 - 1.2.2.- Hypotaxis.
 - 1.2.3.- Problematic Cases.
- 1.3. Interclausal Connections: Logico-semantic Relationships.
- 1.4. Coordination versus subordination: main differences.

(c) exemplo de actividades

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UNIT I EXERCISES

I.- Indicate the type of syntactic clausal connection found in the following examples:

- 1.- They rejected the suggestion which your son made.
- 2.- The woman, who was sitting at the bar, reminded me of my sister.
- 3.- They rejected the suggestion that your son was lying.
- 4.- He understood that some vision of himself had been destroyed.
- 5.- One day, while he was carefully measuring out tonics for himself in the bedroom, he glanced up and saw his wife's small reddened eyes staring incredulously but ironically at him over the bedclothes.
- 6.- He almost decided to work on an oil-rig, but turned down the offer at the last minute.
- 7.- The blue-green algae, discovered in 21 reservoirs, can kill animals and cause nausea, diarrhoea, skin rashes and minor liver damage in humans.
- 8.- I wonder whether she can do it.
- 9.- I remembered to talk to my doctor.
- 10.- She looks thinner than she used to be.
- 11.- Liz ordered a martini and Bill a beer.
- 12.- I'm afraid I was robbed by bandits on the way to class and my homework was stolen.
- 13.- My friend Ed, a bright guy, promised to come up with something interesting.
- 14.- If in doubt, request your teacher's attention.
- 15.- He won't reveal the nature of the threat or where it came from.
- 16.- While John bought the tickets, Mary parked the car.
- 17.- Why he resigned was never discovered.
- 18.- He has become what he always wanted to be.
- 19.- I have bought some beautiful tapestries and I think you will like them.
- 20.- I'm glad that you came.
- 21.- That they refused didn't surprise us.
- 22.- The secretary wrote to all members who were absent from the meeting.
- 23.- They rejected the suggestion that your son was lying.
- 24.- They rejected the suggestion which your son made.
- 25.- The treatment was less painful than it was last time.

II.- Indicate the type of logico-semantic clausal relationships found in the following examples:

- 1.- It's an extremely simple device, but actually it's very effective.
- 2.- Alcoholic drinks are sold only to adults, i.e. people over 18.
- 3.- The children ran across the newly-sown field- which displeased the farmer.
- 4.- They spread the cloth on the grass and then began unpacking the picnic things.
- 5.- He likes music, and so does she.
- 6.- Go wherever you like, as long as you don't get lost.

- 7.- Look both ways before crossing the road.
- 8.- She said she would go.
- 9.- She wanted him to go.
- 10.- 'I'll take the cases,' he whispered.
- 11.- He whispered to us not to say a word.
- 12.- 'Do eat more slowly', she begged the child.
- 13.- When he saw me, he waived.
- 14.- My age is against me; still, there's no harm in trying.
- 15.- He didn't say even an hour, but instead returned to London on the next train.

III.- Provide an example for the following:

- linear embedding:
- sentential relative clause:
- interordination:

IV.- What is meant by a multiple clause? Provide a suitable example.

V.- Give an example of a correlative comparative construction.

VII.- Find definitions for the following notions. When necessary, provide suitable examples.

- *initiating clause:*
- *continuing clause:*
- *verbal aspect:*
- *bare infinitival clause:*
- *canonical clause:*
- *catenative verb:*
- *multiple word:*

2. UNIT 2:COORDINATION

(a) descripción

Esta unidade céntrase de modo exclusivo nas relacións paratácticas, facendo una distinción clara entre a coordinación básica e a non básica. Asímesmo, estudaranse en detalle os trazos característicos e definatorios da coordinación. Unha boa parte desta unidade estará adicada á identificación e análise de estruturas de coordinación non básica que a múdo revisten bastante complexidade.

(b) detalle do programa

2.1. Introduction

2.1.1.- Parataxis, hypotaxis and coordination

2.2. The Traditional Compound Sentence

2.2.1.- Basic and non-basic coordination.

2.2.2.- Yuxtaposition.

2.3. Basic coordination

2.3.1. Defining features of coordinated structures

2.3.1.1. Coordinators.

2.3.1.2. Reductibility to one element.

2.3.1.3. Order change.

2.3.1.4. Likeness of class and function.

2.2.1.5. Open endedness.

2.2.1.6. Range of occurrence.

2.4. Non-basic coordination

2.4.1. Discontinuity.

2.4.2. Bound ellipsis. Gapping.

2.4.3. Restructuring.

2.5. Expressive and idiomatic uses of coordination

2.5.1. Pseudocoordination.

2.5.2. Iterative or continued use of coordination.

2.5.3. Other expressive uses of coordination.

2.6. Coordination versus supplementation

2.6.1. General properties of supplementation

2.6.2. Syntactic representation of supplementation

2.6.3. The form of supplements: relative clauses, NPs, apposition, etc.

(c) exemplo de actividades

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UNIT II .- EXERCISES

I.- Are the coordinations in the following sentences grammatically replaceable by each one of the elements? Justify your answers.

- 1.- John and I visited her in London.
- 2.- A friend of mine and a friend of hers had lunch together in the Union cafeteria.
- 3.- The local government and the army negotiated a truce.
- 4.- One or other of them is going to have to resign.
- 5.- You and I could do it together.
- 6.- Tom and Ed should watch their step next time.
- 7.- Politics and sports don't mix.
- 8.- Ed and Liz are an amiable pair.

II.- Construct example sentences containing coordination in the following positions:

- 1.- PP structure: (i) head, (ii) complement;
- 2.- NP structure: (i) determiner, (ii) pre-head modifier, (iii) head, (iv) post-head modifier, (v) complement;
- 3.- AdjP structure: (i) pre-head modifier, (ii) head, (iii) post-head modifier, (iv) complement.
- 4.- AdvP structure: (i) pre.head modifier, (ii) head;

IV.- Discuss the interpretation of the disjunction (inclusive or exclusive) in:

- 1.- They're selling it for 500 dollars or the nearest offer.
- 2.- I bet he marries Susan or Jane.
- 3.- He hadn't written to his mother or his father.
- 4.- Half of them had already read the novel or seen it on TV.

V.- Provide definitions and examples, when necessary, for the following notions:

- *combinatory coordination:*
- *basic coordination:*
- *interpolation:*
- *asyndetic coordination:*
- *gapping:*

VI.- Identify the coordination type (basic, non-basic- gapping, discontinuity, bound ellipsis type b-, pseudocoordination, iterative and idiomatic uses of coordination) found in the following sentences. Justify your answer.

- 1- I hit him good and hard.
- 2.- They've gone and upset her again.
- 3.- John- and Richard too- are good at languages.
- 4.- Gregory Peck always was, and always will be, her favourite Hollywood star.
- 5.- The balloon went up, up, up, until it was a tiny speck in the sky.
- 6.- Don't just stand there and grin.
- 7.- If the appliance is defective, write directly to the manufacturer or complain to your local consumer protection service.
- 8.- He found the way very easily but she didn't.
- 9.- They knocked and knocked.
- 10.- They felt more and more angry.
- 11.- Margot and Dennis are in love
- 12.- You can find politicians and politicians.
- 13.- She is, or at least she was, a great dancer.
- 14.- Jane has looked more healthy and Tim more relaxed since their holiday.
- 15.- We gave William a book on stamps and Mary a book on drawing.
- 16.- She talked on, and on and on.
- 17.- He went and complained about us; can you believe it?
- 18.- My mother plays badminton, and sometimes even tennis.
- 19.- Real Madrid won the league in 1985 and Atl. Bilbao in 1986, I think.
- 20.- Why did you go and do a silly thing like that?

VII.- Draw tree diagrams for the following sentences:

- 1.- I have bought a new shirt, but it does not fit me.
- 2.- You could go to France, we could go to Spain, or we could all go to Greece.
- 3.- They made a big deal about it and I couldn't understand why.
- 4.- They stepped inside and then they talked to the porter.
- 5.- You must not fear the sea, but you must respect it.
- 6.- Her father, a colonel of the old school, had been very particular about that issue.
- 7.- They marched ahead, and there they met the enemy.
- 8.- Joan admits that she had a lot of money in the bank, but she claims that she has lost everything.
- 9.- I wish he would tell me the truth but I know he is a coward.
- 10.- I assume they are living in Mallorca or they are spending a vacation there.

3. UNIT 3: THE SUBORDINATION OF CLAUSES

(a) descripción

Nesta unidade abordarase a subordinación de cláusulas, comezando pola súa caracterización para posteriormente describir e analizar en detalle os diversos tipos e subtipos. Prestarase atención especial ás *that* clauses, cláusulas de relativo, cláusulas non finitas e estruturas subordinadas de comparación.

(b) detalle do programa

- 3.1. Classification and marking of subordinated clauses.
 - 3.1.1. Revision.
 - 3.1.2. Subordinate clause: Definition.
 - 3.1.3. Features of subordinate clauses:
 - 3.1.3.1. Subordinators.
 - 3.1.3.2. Relative words.
 - 3.1.3.3. Non-finiteness.
 - 3.1.3.4. Ellipsis.
 - 3.1.3.5. Order.
 - 3.2. Subordinators.
 - 3.3. Types of subordinated clauses:
 - 3.3.1. Content or nominal clauses.
 - 3.3.2. Relative clauses and their types:
 - 3.3.2.1. Restrictive.
 - 3.3.2.2. Non-restrictive.
 - 3.3.2.3. Fused relative constructions.
 - 3.3.3. Non-finite subordinate clauses:
 - 3.3.3.1. The catenative constructions.
 - 3.3.3.2. Non-finites as dependent in AdjP. Structure
 - 3.3.3.3. Non-finites as dependent in NP. structures.
 - 3.3.4. Comparative clauses. Comp. cls. versus clauses of comparison.
 - 3.3.5. Verbless clauses.
 - 3.3.6. Adverbial clauses.
 - 3.3.6.1. Clauses of time.
 - 3.3.6.2. Clauses of place.
 - 3.3.6.3. Clauses of condition.
 - 3.3.6.4. Clauses of concession.
 - 3.3.6.5. Clauses of reason or cause.
 - 3.3.6.6. Clauses of result.
 - 3.3.6.7. Clauses of purpose.
 - 3.3.6.8. Clauses of manner and comparison.

(c) exemplo de actividades

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UNIT III.- THE SUBORDINATION OF CLAUSES

I.- Classify the following subordinate clauses:

- 1.- The fact that he was only sixteen didn't really matter.
- 2.- I am very happy to know that you were able to see them.
- 3.- You're going to be in trouble, whatever you say.
- 4.- I watered the plants because my parents told me to do so.
- 5.- I couldn't feel anger against him because I liked him too much.
- 6.- The exam was much more difficult than we expected.
- 7.- If you are to escape, you must leave me and go on alone.
- 8.- Even though you dislike ancient monuments, Warwick Castle is worth a visit.
- 9.- This is something I'm very proud of.
- 10.- I'm really sorry to hear that.
- 11.- While I don't want to make a fuss, I feel I must protest at your interference.
- 12.- The treatment, which is being tried by researchers at four hospitals, has helped patients who have failed to respond to other remedies.
- 13.- Although very upset, she performed really well.
- 14.- Angered by the policies of the union, she wrote a letter to the General Secretary.
- 15.- They arranged things so that they never met.
- 16.- He said he was happy where he was.
- 17.- What he said was perfectly true.
- 18.- I'll do whatever you do.
- 19.- If I had seen you, I would have invited you home.
- 20.- The river continues winding until it reaches a large lake.
- 21.- As I drove away, I saw them waving goodbye.
- 22.- Turn off the tap was all I did.
- 23.- I eat what I like.
- 24.- My assumption is that interest rates will soon fall.
- 25.- Then he met Mary, who invited him to a party.
- 26.- He was having his Christmas dinner when the telephone rang.
- 27.- He knocked at the door, sick with fear and embarrassment.
- 28.- Laughing and shrieking, the crowd rushed under the nearest trees.
- 29.- I couldn't feel anger against him because I liked him too much.
- 30.- I wanted to talk to her.
- 31.- He ran off to the house as if escaping.
- 32.- I've been in politics since I was at university.
- 33.- Angered by the policies of the union, she wrote a letter to the General Secretary.

II.- Draw tree diagrams for the following sentences:

- 1.- Phil Grant, the famous football player, has got a new job as an actor.
- 2.- Be realistic in your targets.
- 3.- As soon as you get home change your work clothes.
- 4.- If you are drinking a lot of alcohol, have plenty of water or fruit juices.
- 5.- Anyone who thinks that must be mad.
- 6.- The last person you expect to see will bring good news to your door.

III.- Classify the unbracketed clauses as finite or non-finite, and if non-finite as infinitival, present-participial or past-participial, and if finite as content, relative, comparative or adverbial. Identify the type of construction of which they are immediate constituent, and identify their function within that construction.

- 1.- [The necklace], which Richard had given her, [was in the safe].
- 2.- Whoever wrote the letter [must be mad].
- 3.- [It was unable] to walk.
- 4.- [Choose] whichever one of the three methods you fancy.
- 5.- [They found the weapon] with which she had shot her.
- 6.- If we take a text which is cohesive in the sense described above, [we can see that a lot more mental work has to go on for the reader to make it coherent].
- 7.- [The boy nodded], pale and scared.
- 8.- [They suggested] staying at home.
- 9.- [Lady Sackville was prepared to come], provided that she might bring her daughter.
- 10.- [Sam had consented to take an overcoat] in case the wind rose.
- 11.- Walking about, [you notice something is different].
- 12.- [Stupid as it sounds], I was so in love with her that I believed her.

IV.- Identify the finite subordinate clauses and classify them as relative (RRCIs/NRRCIs), comparative, content, adverbial or verbless.

- 1.- The old lady driving the horse was all in black.
- 2.- The fact that he was only sixteen didn't really matter.
- 3.- It swims above the sea floor just as its ancestors did.
- 4.- The film was longer than it should have been.
- 5.- She's coming back at six, by which time the report should be ready.
- 6.- What I need is a lawyer.
- 7.- Much discouraged, I moved on to Philadelphia.
- 8.- It's no surprise that London is the most expensive city to stay in, in Britain.
- 9.- He refused to do it, which didn't surprise us at all.
- 10.- I asked him who came.
- 11.- He resigned after the takeover was completed.
- 12.- Nervous, he didn't know what to say.

V.- Change the Rel-gap relatives to the Rel-word type.

- 1.- All those she consulted thought she should make a formal complaint.
- 2.- Do you remember the time we took over to Aunt Agatha?
- 3.- The reason he gave seemed pretty unconvincing to me.
- 4.- The reason he didn't seek re-election was that he wanted to have more time to devote to research.

VI.- Draw tree diagrams for the following sentences:

- 1.- British Rail, which has launched an enquiry, said one coach was badly damaged.
- 2.- Stay with me until I go.
- 3.- My cousin plays hockey and flies a small plane but her mother doesn't approve because she says it's dangerous.
- 4.- I was sorry we didn't get the chance to continue our conversation on the train.
- 5.- His mania to smoke in small places drives her crazy.
- 6.- Georgina said she was going to bed because she was not feeling very well.
- 7.- He asked where I was going.
- 8.- I never met Brando again, which was a pity.
- 9.- The idea, which never came to anything, bothered me at the time.
- 10.- They claimed that they were not in favour of her proposal.

VII. Classify the following relative clauses as restrictive, non-restrictive or fused.

- 1.- I'll leave it where you put it.
- 2.- Peter won the competition, which gave him great satisfaction.
- 3.- I'll be back on Tuesday, by which time the contract will be ready.
- 4.- The reason he gave seemed pretty unconvincing to me.
- 5.- Those of you who are taking part in the contest should work very hard.
- 6.- They went to see whoever deals with cases like this.
- 7.- He was the cleverest man I ever knew.
- 8.- He then became involved in a row with the party chairman, whom he accused of lying.
- 9.- This is the year when the profits should start.
- 10.- Stroud , I think, is where I want to die.
- 11.- Prior to speaking she was a little tense, which was understandable.
- 12.- They did not like what he wrote.
- 13.- According to Cook, whose book is published on Thursday, most disasters are avoidable.
- 14.- What I need is a lawyer.
- 15.- He is the only person who might be able to help.

UNIT 4: BASIC CONCEPTS OF ENGLISH SEMANTICS. WORD AND SENTENCE SEMANTICS.

(a) descripción

Esta unidade servirá para pechar o curso tratando de revisar os conceptos básicos da Semántica inglesa ao mesmo tempo que se estuda a relación entre a disciplina sintáctica e a semántica.

(b) detalle do programa

- 4.1. Basic concepts of semantic theory: the notions of meaning, sense, denotation, reference, utterance, proposition, deixis, prototype.
- 4.2. Lexical semantics, lexical fields and meaning relationships: synonymy and hyponymy.
- 4.3. Some aspects of the relationship between Syntax and Semantics: predication and argument structure (thematic roles)

(c) exemplo de actividades

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UNIT 4: BASIC CONCEPTS OF ENGLISH SEMANTICS. WORD AND SENTENCE SEMANTICS.

1. Answer the following:

- a. State which of the following represents an utterance (U) and which a sentence (S):

<i>John sang wonderfully last night</i>	S/U
“John sang wonderfully last night”	S/U
b. Can a sentence be true or false)	Yes/No
c. Is an utterance tied to a particular time and place?	Yes/No
d. Can a proposition be said to be in any particular language?	Yes/no
e. Can an utterance be true or false?	Yes/no

2. Reference

- a. What would be the referent of the phrase the *present Prime Minister* used in Britain?

- in 2011?
- in 1982?
- in 1944?

- b. Therefore we can say that the phrase the *present Prime Minister* has

c. What would be the referent of the phrase the Prime Minister used in a conversation about:

- British politics in 2011?
- in 1982?
- in 1944?

d. In the light of the preceding questions, does the reference of an expression vary according to (a) the circumstances (time, place, etc.) in which the expression is used, or (b) the topic of the conversation in which the expression is used, or (c) both (a) and (b)? Circle your choice.

e. Imagine two different everyday situations in which separate couples are having separate conversations about what they refer to with the phrase *the sun*.

- Would they be talking about the same object (i.e. does *the sun* normally have constant reference)? Yes/No
- Does *The People's Republic of China* normally have constant reference? Yes/No
- Does *Paul* normally have constant reference? Yes/No
- Does *Halley's Comet* normally have constant reference? Yes/No

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*Para algumas unidades haverá tamén outras lecturas obrigatorias..

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* Ademais das anteriores, recomendaranse outras lecturas adicionais ao longo do curso.

III. Páxinas e sitios web

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9. Apéndices

Apéndice A: Modelo de handout

Universidade de Santiago
Departamento de Filoloxía Inglesa
Sintaxe e Semántica inglesas
Prof. Ignacio M. Palacios

UNIT III.- THE SUBORDINATION OF CLAUSES

I. SUBORDINATE CLAUSES: DEFINITION AND MARKING

1.1.- *Revision*

Can you think of an example for each of these?

- main clause:
- compound/multiple clause:
- complex clause:
- superordinate clause:
- embedded clause:

1.2.- *Subordinate clause: Definition*

A subordinate clause is one functioning as dependent within a larger construction that is itself a clause or a constituent of one. A subordinate clause cannot stand on its own.

1.3.- *Features of subordinate clauses*

- a) Presence of subordinators:
- b) Relative words:
- c) Non-finiteness:
- d) Ellipsis:
- e) Order:

II.- SUBORDINATORS

They constitute a closed class and their primary role is to mark a clause as subordinate.

That and *whether* are the most central. *That*--- declarative & jussive cls.
whether--- interrogative

Other less central subordinators are *if* and *for*. The latter also belong to the preposition class. *If* as a subordinator presents certain restrictions that do not apply to *whether*. So, subordinator *if* does not occur in clauses functioning as (non-extraposed) subject:

(1) Whether/* if she can do it remains to be seen.

Furthermore, *if* always takes as complement a tensed cl., not an infinitival one.

(2) They were wondering whether/* if to take it.

The subordinator *for* is not omissible and it depends for its occurrence on the presence of a subject (3). The complementary relation with *that*, together with the fact that prepositions do not take declarative infinitival cls. as complements, allow us to classify *for* with subordinators.

(3) * We borrowed a knife for to cut it with

(4) We borrowed a knife for them to cut it with.

Dik (1965), on the contrary, considers it as a coordinator.

Features of subordinators

a) They cannot be analysed as heads of the constructions they enter into. *That* may be omissible but *whether* it is not.

b) When a PP is functioning in cl. structure, it is prototypically an adjunct, but when a cl. introduced by a subordinator functions in cl. structure it is prototypically complement (5) or subject (6).

(5) I believe (that) I owe you three thousand pesetas.

(6) That he is not lying is obvious.

This means that in cl. structure a preposition + cl. sequence prototypically resembles an AdvP in function (7), whereas a subordinator + cl. sequence resembles a NP (8).

(7) I'll see you after I finish with this.

(8) They'll tell you that they can't do it.

III.- TYPES OF SUBORDINATED CLAUSES

3.1.- Content (noun/nominal/that/complement) clauses

Content clauses are the most basic of all subordinated clauses. They represent the unmarked category of finite subordinate cl. They enter into contrasts of cl. type:

- | | |
|--|---------------|
| (9) They know (that) it is a sound investment. | Declarative |
| (10) They require (that) it be a sound investment. | Jussive |
| (11) They wonder whether it is a sound investment. | Interrogative |
| (12) They realise what a sound investment it is. | Exclamative |

That is the most common subordinator for declaratives. It is obligatory when it functions as subject of the clause, while in the rest of the cases it is optional.

- (13) That she is wrong is not clear. (obligatory)
 (14) I know that it's genuine. (optional)
 (15) * I left before that he arrived. (inadmissible)

Jussive content clauses are limited to the non-imperative class and the verb is a base form (10). In other words, tense is not marked and therefore there is no possibility of backshifting. This is what traditionally was called the subjunctive.

- (16) They required (that) it be a sound investment.

The base form may be substituted by modal *should*.

- (17) They require that it should be a sound investment.

The most important differences between interrogative content cls. and their main clause counterparts are:

- (i) The rule of subject-operator inversion normally applies only in main cls. (18)
- (ii) Closed interrogative content clauses are introduced by one or other of the subordinators *whether* and *if*.

	<u>Main</u>	<u>Subordinate</u>
Open	Why did they say so?	I'm thinking why they said so.
Closed	Did they say so?	I wonder whether/if they said so.

With exclamatives, main and subordinate cls. coincide; the exclamative in (18) could stand on its own:

- (18) How wrong she is!

However, subject-operator inversion does not occur in subordinate exclamatives.

Content clauses may perform a wide variety of functions. Underline the content cl. in the examples below and indicate their syntactic function.

- (19) That he is guilty is obvious.
 (20) You can't ignore the fact that he was drunk.
 (21) I am amazed that she feels so confident.
 (22) This idea, that she was right, drove me crazy.

- (23) They're completely sure that it's not true.
- (24) It is admitted that a quick peace settlement is unlikely.
- (25) I'm glad that you could come.

Compare the following sentences:

- The proposal that students should spend a year abroad was defeated.
- The proposal that you made was defeated.

Show the differences between the two through a tree analysis.

3.2.- Relative clauses

Classification:

a) restrictive/integrated

(26) The news that you gave me cheered me up.

b) non-restrictive/supplementary

(27) I met his only sister, who lives in Lisbon.

c) fused constructions

(28) Whatever book you see is yours to take.

Leech *et al.* (1982) distinguish *wh-relative clauses*, *that relative clauses* and *zero relative clauses*.

3.2.1.- RRCIs

They function as Mods within NP structure and serve to restrict the denotation of the noun head. Furthermore, prototypical relatives contain an overt or covert element anaphorically related to the noun head.

Subclasses:

a) Rel-word relatives

(29) This is the book that I bought at the sale.

b) Rel-gap relatives or bare relatives

(30) This is the book (that) I bought at the sale.

The main relative words occurring in the restrictive Rel-word construction are: *WHO*, *WHOM*, *WHICH*, *WHOSE*, *WHERE*, *WHEN* and *WHY*. All of them are anaphoric, that is, they refer to an antecedent.

Features of relative words:

a) Antecedent

who + human

where... places

which - human *when...* times
whose +/- human *why...* reasons

- Three relativizers stand out as being particularly common: *who*, *which* and *that*.
- The zero relativizer is particularly common.
- The remaining five- *whom*, *whose*, *where*, *when*, and *why*- are considerably less common. The relativizer *why* is particularly rare in all registers.
- The relativizers *which* and *that* are the most common overall, but they have notably different distributions across registers. (*Longman Grammar of Spoken and Written English*, p. 609.)

b) Function

who and *which* are pronouns which may head NPs functioning as:

subject: (31)

Od: (32)

complement of a preposition: (33)

who: nominative form

whom: accusative form

where: complement/adjunct of place

when: complement/adjunct of time

In Rel-gap relatives, the missing element has almost the same range of functions as the relative word in Rel-word relatives: object, subject, adjunct of reason, etc. The main difference is that the missing element cannot be a determiner. Therefore, there is no Rel-gap counterpart to *whose* relatives.

(34) the student whose brother was arrested...

(35) * the student (that) brother was arrested...

3.2.2.- NRRCIs

(36) I spoke to Dr. Spolsky, who was willing to give further details.

(37) This excellent book, which has only just been reviewed, was published a year ago.

(38) Politicians who make extravagant promises are widely distrusted.

(39) Politicians, who make extravagant promises, are widely distrusted.

It is not possible to use *that* in NRRCIs or to omit the relative pronoun when it substitutes for an object in the relative clause:

(40) * My television set, that is portable, is battery-operated.

(41a) John Smith, whom I've known for ten years, helped me.

(41b) * John Smith, I've known for ten years, helped me.

Differences between RRCs and NRRCLs:

- Speech: NRRCLs are spoken with a separate intonation contour.
RRCs are prosodically bound to their antecedent.
- Writing: NRRCLs are marked off by commas, RRCs are not.
- Meaning: NRRCLs- information presented as separate from and secondary to the rest of the superordinate cl. In RRCs- the information presented forms an integral part of the message conveyed by the superordinate cl. as a whole.
- Internal form: Rel-gap relatives are always restrictive. NRRCLs allow *which* as determinative as well as pronoun.

(42) I'll be back next Sunday, by which time the contract will be ready.

- Antecedents:

Non specifics such as *no one* take only restrictives.

(43) No one who knew what is going on said a word.

(44) * No one, who knew what is going on, turned up.

Proper nouns only allow non-restrictives. They express unique reference, so they do not need to be defined.

(45) Richard, who has just come back from the USA, explained his views about the political situation in that country.

(46) * Richard who has just come back from the USA explained his views about the political situation in that country.

It is also important to bear in mind that non-restrictives can take a clause as antecedent.

(47) They decided not to go, which turned out to be a mistake.

On the whole, restrictives are much more common than non-restrictive ones.

3.2.3.- The fused relative construction (Frre relative, headless relative, nominal relative)

They are also known as *free relatives*, *headless relatives* or *nominal relatives*.

(48) He had done what I told him to do.

(49) He had done the assignment which I told him to do.

In (49) *which I told him to do* is a restrictive Rel-word relative clause functioning as modifier of the NP, with assignment as its head; *which* has as antecedent *assignment*. Semantically both (48) and (49) are quite similar but whereas in (49) we find two objects (*assignment* and *which*), in (48) we do not. The first is then a *fused relative construction* because the relative pronoun includes both the relative and its antecedent.

The most common relative words occurring in the fused constructions are: *what*, the *ever*-compounds *whatever*, *whoever*, *whichever*, and the adverbial relatives *where* and *when*. *Who* and *which* do not occur with these constructions.

(50) Whoever did that must be out of his senses.

- (51) I'll leave it where you put it.
(52) Whoever said that was trying to mislead you.

Say where the following clauses are nominal relatives or not and indicate their function:

- (53) What happened upset him.
(54) I want to see whoever deals with complaints.
(55) He gave whoever came to the door a winning smile.
(56) Home is where your friends and family are.
(57) You can call me what(ever) names you like.
(58) You can take whichever you like.

There is a considerable amount of overlap between fused relatives and interrogative content clauses.

- (59) I really liked what she wrote (fused)
(60) I wonder what she wrote (interrogative content clause)
(61) What she wrote is unclear (ambiguous, relative or interrogative)

3.3.- *Non-finite subordinate clauses*

Three main subtypes can be distinguished:

a) Infinitive with or without *to* non-finite subordinate cl.

- (62) The best thing would be to tell everybody.
(63) All I did was hit him on the head.

b) Participial *-ed* non-finite subordinate cls.

- (64) Covered with snow, he couldn't move at all.

c) participial *-ing* non-finite subordinate cls.

- (65) Knowing my temper, I didn't reply.

Identify the non-finite subordinate clauses in the following examples and indicate their syntactic function:

- (66) To sell now would be a mistake.
(67) I'm tired of being treated like a slave.
(68) His hobby, collecting coins, absorbed him.
(69) I expect them to come.
(70) The old lady driving the horse was all in black.
(71) When questioned, she denied being a member of the group.
(72) .Kept in the refrigerator, the drug should remain effective for at least three months.
(73) Once informed, we decided to do something about it.
(74) I an glad to hear it.
(75) They recommended me to stay at home.
(76) Leaving the room, he tripped over the mat.

The majority of the non-finite clauses have no subject element in their structure. They consist of just a VP. Semantically, the VP stands in the predicate relation to what we may call an understood subject. Under restricted conditions, the understood subject may be recoverable from the context of discourse.

3.3.1.- The catenative construction

PREDICATOR + NON-FINITE COMPLEMENT

Differences between simple catenative (I promised to read the report) vs complex catenative (We persuaded Sue to read the report)

(77) The children don't want to go to school.

In some cases non-finites can be similar to NPs.

(78) The first mistake was John inviting the boss.

(79) She considered his/him attempting a waste of time.

In the rest of the cases, non-finites are not so similar to NPs and it is better to analyse them as catenative complements.

It is important to bear in mind that only a relatively small number of catenatives take bare-infinitivals or past participials. On certain occasions both *to*-infinitival and present-participial may be possible. The present-participial tends to be associated with actuality, factuality while the infinitival is more connected with non-actuality, non-factuality. Observe the contrast:

(80) He hoped to read it. (He didn't read it)

(81) He enjoyed reading it. (He read it)

What then may be the difference in meaning between the following pairs?

(82) I saw him cross the street.

(83) I saw him crossing the street.

(84) He wants to shoot.

(85) He wants shooting.

(86) I'll try to clean it.

(87) I'll try cleaning it.

Certain verbs such as *arrange*, *call*, *hope*, *long*, *wait* take an infinitival cl. introduced by *for*:

(88) Please arrange for a taxi to collect us after the performance.

(89) There is no call for you to be so rude.

Other verbs such as *deplore*, *enjoy*, *like*, *regret*, *resent* take a present-participial clause with a possessive expression or (in more informal style) an NP as subject:

(90) They enjoyed him/his playing the piano.

3.3.2.- Non-finites as dependent in NP structure

Non-finites can function as complement or modifier within the NP structure.

(91) Her/a desire to return to Australia (complement, the noun derives from the verb)

(92) Ed is easy to get on with. (complement)

(93) Here is a knife to cut it with (mod., *to*-infinitival)

(94) He wasn't among those consulting the boss. (mod., present participial)

(95) He wasn't among those consulted by the boss. (mod., past participial)

All of these are in fact quite equivalent to relative clauses.

Participial modifiers should be distinguished from NRRCIs and rather than being analysed as peripheral dependent of the NP structure, they should be taken as peripheral dependents in clause structure as they are quite mobile.

(96) John, alarmed by the chaotic situation, decided to leave the country.

Exercise

The verbs in the bracketed clauses below are all **plain forms**. Which if the clauses are **infinitival**, and hence **non-finite**?

1. All I did was [give them your phone number].
2. You can stay at our cabin, but [make sure you bring plenty of warm clothes].
3. I recommend [that the proposal be approved without delay].
4. They advised me [to reject your offer].
5. Should we [give more money to charity than we do]?

3.4.- Comparative clauses

(97) This test is more difficult than it looks.

(98) She made more money in those three weeks than in one year.

(99) She wrote as many pages as you wrote lines.

(100) I made the same mistake as you.

(101) They're over forty, as you know.

(102) The two doctors were equally inexperienced.

The previous sentences express comparisons between two poles or terms. A proposition expressed in the superordinate clause is compared with a proposition expressed in the subordinate clause by means of a comparative element. The two terms are distinguishable as

Since the verbless cl. is basically an elliptical intensive verb cl., the variations are quite limited.

S [V intens] A
(119) She marched briskly up the slope, the blanket across her shoulder. <i>when+</i> [S V intens] PCs
(120) When ripe, the apples will be delicious. [S Vintens] PCs
(121) His gaze travelled round, irresolute.

These structures fall at the limit of the clause category and it is difficult at times to decide whether they should be analysed as AdjPs or clauses on their own. Verbless clauses normally occur as complements to forms such as *although, if, unless, when, while*, etc. On many occasions there is a clear similarity between verbless cls. and participial constructions.

3.6.- Adverbial clauses

Adverbial cls., like adverb(ial)s in general, are capable of occurring in a final, initial, or medial position within the main clause; medial position being quite rare.

Types

- Clauses of time: They are introduced by such subordinators as *after, before, since, until, when, as soon as*:

(122) I'll let you borrow the tapes as soon as I finish.

(123) He was detained last Monday after he returned from a business trip overseas.

The *-ing* cl. may be introduced by *after, before, since, until, when(ever)*, and *while*; *--ed* cls. by *once, until, when(ever)*, and *while*; and verbless clauses by *as soon as, once, when(ever)*, and *while*; can you suggest examples for this?

Furthermore, *-ing* cls. without a subject are also used to express time relationship.

- Clauses of place: They are introduced by *where* or *wherever*. Suggest examples, please. Non-finite and verbless cls. occur with both the subordinators:

(124) They went wherever they could find work.

- Clauses of condition:

They can be introduced by *if* (positive) or *unless* (negative condition). Notice the difference in meaning between a negative clause with *if* and a clause with *unless*. The *unless* clause has the more exclusive meaning of "only if... not" or "except on condition that...". Other conditional conjunctions are *provided that, as long as, on condition that*.

Remember the distinction between real and unreal conditions. Suggest possible examples.

Notice that the combination *if only* is an intensified equivalent of *if*. It is typically used in preposed unreal conditions to express a wish.

(125) If only I had known that, I would have done something about it.

The subjunctive or *should* can also be used in formal real conditions:

(126) If she should be found (be found) guilty, her family will have a hard time.

Inversion of the subject-auxiliary may be possible with conditional clauses (especially unreal ones).

(127) Had I known, I wouldn't have said anything about it.

Certain infinitival clauses can also be used with a conditional meaning:

(128) They'd be stupid to accept that offer (if they didn't accept...)

- Clauses of concession:

They are introduced by *though*, *although*, *while*, *whereas* (mainly formal), *even if*, and occasionally *if*. Think of possible examples, please.

The correlative sequence *whether (...)* *or* is a means of coordinating two subordinating clauses which combine conditional meaning with disjunctive meaning.

(129) Whether or not he succeeds in that enterprise, he will complain about it.

Non-finite and verbless clauses of concession can be introduced by conjunctions, but not by *whereas*.

(130) Though a little child, he behaved like an adult.

- Clauses of reason or cause:

They are most commonly introduced by *because*, *as*, *since*. Think of possible examples with each one of these. Notice that *because*-clauses function as *adjuncts*, while *as* and *since*-clauses are disjuncts.

(131) The flowers are growing so well because I sprayed them.

Non-finite and verbless clauses can also be used to express cause and reason.

(132) Being late, I didn't know what to say.

- Clauses of result:

Result clauses (disjuncts, placed finally in superordinate clauses) express a factual meaning rather than a putative one; therefore, they may contain an ordinary verb form without a modal auxiliary and they are introduced by *so that* and informally by *so*:

(133) A great storm had brought the sea right into the house, so that they had been forced to make their escape by a window at the back.

- Clauses of purpose

They are adjuncts, usually infinitival. They are introduced by *in order (to)*, *so as to*.

(134) They had to take some of his land in order to extend the churchyard.

(135) I left early to catch the train.

Negative purpose is expressed by *for fear (that)*, *in case*, or the rather dated form *lest*.

Contrast the following two sentences:

(136) We paid him immediately, so (that) he left contented. [result]

(137) We paid him immediately, so (that) he would leave contented. [purpose]

- Clauses of manner and comparison:

They are introduced by *(exactly) as*, *(just) as*.

(138) Do as you please.

Some manner clauses can be quite close to adverbial clauses of comparison, introduced by *as if*, *as though*.

(139) He looks as he is going to be ill.

If the comparison is hypothetical (implying lack of reality), a subjunctive or hypothetical past may be used as alternative.

(140) She treats me as if I'm/I was/I were/ a stranger.

Appendix

- Only 15 subordinators occur at least 200 times per million words in at least one of the registers.
- The semantic categories of reason and condition have the least diversity in commonly used subordinators. A single subordinator dominates in each category: *because* with reason clauses, and *if* with condition clauses.
- The semantic category of time shows the most diversity in commonly occurring subordinators.
- Although frequencies vary slightly, the AE registers follow the same patterns as the BE registers. The greatest difference is that AE news has a slightly higher frequency of *as* used for manner and for time than BE news.
- Conversation shows a marked tendency to use just one subordinator very frequently for each semantic category.

- Fiction and news make most use of the range of common time subordinators, but with a slightly different profile of frequencies.

(*Longman Grammar of Spoken and British English*, p. 841)

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Apendice B. Modelo de test de autoevaluación

Universidade de Santiago/ *Grammar II*
Prof. Ignacio M. Palacios
Self-assessment: introduction, units 1 & 2

NAME.....

Score:

1.- Indicate the type of syntactic and logico-semantic relationships found in the following examples. (1 mark)

- 'Mark, Mark', he called in a loud voice.
- Mark didn't speak English but we managed somehow in Latin.

2.- Explain briefly with a tree diagram the two positions defended by grammarians with respect to the role and function of the coordinator within a coordinated structure. (1 mark)

3.- Identify the coordination type found in the following sentences. Justify your answer. (1.5 mark)

- a) Phil is, and I'm speaking very seriously, not telling the whole truth.
- b) Go and tell him I'll be late, please.

4.- Draw tree diagrams for the following sentence. Do not forget to write a brief commentary or explanation indicating the type of structure presented from both a syntactic and a logico-semantic perspective. (4 marks)

Herbert, the son of a textile worker in Manchester, left school at fourteen. After working for three years in an advertising office, he discovered that he had a gift for salesmanship.

5.- Classify the following negatives: (1 mark)

- a) He didn't do anything about that.
- b) Not surprisingly they arrived very late.

6.- Define the following notions and provide examples when necessary. (1.5 mark)

gapping:

catenative verb: