**Lesson 1**

**1.** Revision

- see Handout No. 1 (Lesson 1)

**References:**

Chalker, S. (1998) *A Student’s English Grammar Workbook*. Essex: Longman. – Chapter 2, pp. 7 – 10.

Greenbaum, S. and R. Quirk (1990) *A Student’s Grammar of the English Language*. Essex: Longman. – Chapter 2, pp. 11 – 23.

**2.** The simple sentence

**- the simple sentence x complex sentence x compound sentence:**

In a **SIMPLE** sentence all sentence elements are expressed by PHRASES. A simple sentence is a **single independent clause**:

*She is smart. I put it on the table.*

In a **COMPLEX** sentence at least one sentence element must be expressed by a CLAUSE. A complex sentence contains one MATRIX clause (the main clause) and at least one SUBORDINATE clause. We talk about **subordination**:

*Yesterday I came home rather late.*  – simple sentence

*Yesterday I came home when it was rather late.*  – complex sentence

In a **COMPOUND** sentence there are two or more coordinate clauses. We talk about **coordination**:

*I like him, but he doesn’t like me. We can go to the cinema, or we can stay at home. She’s beautiful and really intelligent too.*

*- see slide No. 1 for more detail* (Lesson 1)

**- clause types (simple sentence;** answers to *handout No. 2***):**

* *How many* ***clause types*** *do we have in English?*

We distinguish **seven** clause types (SV, SVC, SVA, SVO, SVOO, SVOA, SVOC).

* *According to which criteria do they differ?*

The types differ according to whether one or more clause elements are obligatorily present in addition to the S (subject) and V (verb). The V element in a simple sentence is always a finite verb phrase.

* *Which clause element determines what other elements (apart from S) will be present in a sentence? …* a VERB
* *What do you know about* ***optional adverbials*** *in connection with clause types?*

Any number of optional adverbials can be added without changing the clause type:

e.g. *The sun is shining.* ***Luckily****, the sun is* ***already*** *shining.*  = SV

 *He is at home. He is* ***probably*** *at home* ***now.*** = SVA

 *You can put the book on the table.* ***Later,*** *you can* ***perhaps*** *put the dish on the table.* = SVOA

* *Clause types are closely connected with* ***verb classes****; there are* ***3 main verb classes****. Which are they?*

**intransitive verbs** – followed by no obligatory element, and occur in type **SV** (*shine, work, …*)

**transitive verbs** – all verbs requiring an object. They can be further classified:

 **monotransitive** – **SVO** (*bore, see, …*)

 **ditransitive** – **SVOO** (*give, send, show,…*)

 **complex-transitive** – **SVOC** (*find*) and **SVOA** (*put*)

**copular verbs** – followed by a SUBJECT COMPLEMENT or an ADVERBIAL; thus occur in types: **SVC** (*seem*) and **SVA** (be)

*(Which verbs can normally build the passive?…*transitive verbs – there are exceptions, though – so called **middle verbs** that seem transitive but normally occur only in the active: *They have three daughters. This jumper doesn’t fit you. Three times three equals nine. I lack further information.)*

* *Explain the following term:* ***multiple class membership of verbs****. Give some examples:*

For instance, the verb *to get* can belong to different verb classes, and hence can enter into more than one clause type:

*She’s getting upset. –* SVC

*You’ll get a long letter. –* SVO

*She got him a pricey gift. -* SVOO

Sometimes different interpretations are possible (ambiguities can arise):

*I found her an entertaining partner.* SVOC or SVOO

*He is preparing his family dinner.* SVO or SVOO

* *What is understood by the* ***complementation of the verb****?*

**Complementation** of the verb comprises any clause/sentence element (O, C and A) that is needed in order to form a **grammatically acceptable sentence**:

*\* I put it. \* The dinner tastes.* – these are incomplete structures, they are unacceptable

However, in some cases, an element can be considered grammatically optional:

*I’m eating.* SV *I’m eating lunch.* SVO

*I’m teaching.* SV *I’m teaching English.* SVO *I’m teaching you English.* SVOO

- these verbs have a multiple class membership

* *What is a broader notion:* ***complement*** *or* ***complementation****?*

Most verbs require a particular **complementation**, which can be of **three kinds**: O, C, A. **Complement** (**C**) is one kind of complementation, thus complementation is a broader notion than complement. Complement is one of the sentence/clause elements.

* *What is the relationship between* ***phrases = forms*** *and* ***clause elements = functions****?*

**- syntactic characterization of clause elements**

*(see Chalker 1998: 7, 8 for more detail and for revision, and also the corresponding chapter in Greenbaum and Quirk 1990 – chapter 2)*

* when we talk of PHRASES we are talking of FORMAL CATEGORIES – the way phrases are formed
* when we talk of CLAUSE ELEMENTS we are thinking of the way different kinds of formal phrases FUNCTION, how the same kind of phrase can express different elements

**VERB** – always realized by a VP; normally present in all clauses; determines what other elements must occur; in a simple sentence always a finite verb phrase

**SUBJECT** – typically a NP (or a subjective form of pronouns); determines the number and person of the verb, where relevant

**OBJECT** – typically a NP (or objective form of pronouns); normally follows the S and V, if two objects, then usu the indirect one precedes the direct one; can become the S of the corresponding passive clause

**COMPLEMENT** – typically a NP or an AdjP; subject complement relates to the S x object complement relates to the O; does not have a corresponding passive subject

**ADVERBIAL** – can be realized by AdvP, PP, NP or CLAUSE:

*e.g. I’m coming tomorrow / in the afternoon / this evening / when I finish my homework. ;* can occur in more than one position in the clause; frequently optional except in SVA and SVOA

**References:**

Chalker, S. (1998) *A Student’s English Grammar Workbook*. Essex: Longman. – Chapters 2 and 10, pp. 7-10; 74-76.

Greenbaum, S. and R. Quirk (1990) *A Student’s Grammar of the English Language*. Essex: Longman. Chapters 2 and 10, pp. 11-23; 204-208.