
Structural Grammar*

*เนื้อหาทั้งหมดของ Structural Grammar คัดลอกมาจากเอกสารประกอบการสอนรายวิชา
2202326 วากยสัมพันธ์ภาษาอังกฤษ (English Syntax) (Chapter 1 Structural Grammar, หน้า 1-16)

เรียบเรียงโดย ผศ.ดร.น้ำทิพย์ กิ่งคารวัฒน์ และ ดร.รักสงบ วิจิตรโสภณ

ภาควิชาภาษาอังกฤษ คณะอักษรศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

In Structural Grammar, groups of words can be analyzed based on the relationship they hold. This can be represented in terms of structures and their major components. There are five main types of syntactic structures:

1. Structure of Modification: Head + Modifier

M H H M H M

Ex: *large / house* *sing / sweetly* *the boy / who cried*

2. Structure of Predication: Subject + Predicate

S P S P S P

Ex: *they / left* *your brother / came yesterday* *It / is marvelous*

3. Structure of Complementation: Verbal element + Complement

VB C VB C VB C

Ex: *seems / a good place* *kept / it a secret* *give / him a call*

4. Structure of Subordination: Subordination + Dependent Unit

SUB D SUB D SUB D

Ex: *owing to / the delay* *in / the room* *after / they left*

5. Structure of Coordination: 2 or more conjoins with a coordinator

CN CO CN CO CN CO CN CN CN CO CN

Ex: *you / and / me* *neither / by bus / nor / by train* *read, / write / or / edit*

In the following sections, each of the five structures will be presented in terms of its major components, the principal pattern of order and a range of functions that it may hold.

Structure of Modification

A structure of modification consists of a head (H) and a modifier (M). The head carries the principal meaning while the modifier serves to describe, limit, intensify the meaning of the head. Both the head and the modifier may be either single words, phrases or clauses. In terms of ordering, the modifier can precede or follow the head.

Below, the structures of modification will be presented based on the types of heads.

1. Noun or Noun Phrase as Head

Examples below show a range of modifiers that can occur with nouns or noun phrases as heads; all the modifiers are underlined. The pronominal modifiers are presented first.

- Determiner as modifier: the boy
- Noun as modifier (called “noun adjunct”): chocolate cake
- Verb as modifier - present participle form: chattering girls
 - past participle form: recommended lists
- Adjective as modifier: pretty women

The post nominal modifiers include the following.

- Noun Phrase as modifier (called “noun phrase in apposition” or “appositive”):
my uncle, the doctor
- Adverb as modifier: *the house over there*
- Infinitive as modifier: *a house to rent*
- Infinitival Phrase as modifier: *a book to present to class*
- Present Participial Phrase as modifier: *the boy coming in second*
- Past Participial Phrase as modifier: *people raised in the city*
- Adjective Phrase as modifier: *children, big and small*
- Prepositional Phrase as modifier: *the house on the hill*
- Relative Clause as modifier: *the stranger who I met*

2. Verb or Verb Phrase as Head

Modifiers of different types can occur with verbs or verb phrases as heads. Identify the types of the underlined modifiers to the verbs phrases below. Pay attention to the position of the modifiers in relation to the heads.

- | | Type of Modifier |
|-----------------------------------|------------------|
| - <u>never</u> said a word | _____ |
| - has <u>completely</u> forgotten | _____ |
| - climbed <u>two feet</u> | _____ |
| - went <u>crazy</u> | _____ |
| - works <u>to succeed</u> | _____ |
| - lay <u>gasping for breath</u> | _____ |

- dreamt about the holiday _____
- behaved as if he were my master _____

Positions of modifiers:

3. Adjective as Head

Adjective may function as head in structure of modification, with different types of words and phrases as modifiers.

Identify the types of the underlined modifiers to the adjectives below. Pay attention to the position of the modifiers in relation to the heads.

- | | Type of Modifier |
|-------------------------------|------------------|
| - <u>extremely</u> important | _____ |
| - <u>quite</u> hungry | _____ |
| - helpful <u>in every way</u> | _____ |
| - <u>house</u> high | _____ |
| - <u>bright</u> blue | _____ |
| - <u>boiling</u> hot | _____ |
| - easy <u>to follow</u> | _____ |

Positions of modifiers:

4. Adverb as Head

When an adverb is used as head, a range of modifiers is quite limited. Identify the types of the underlined modifiers to the adverbs below.

- | | Type of Modifier |
|------------------------------|------------------|
| - beautifully <u>indeed</u> | _____ |
| - <u>unbelievably</u> well | _____ |
| - <u>two minute</u> before | _____ |
| - outside <u>in the dark</u> | _____ |

Positions of modifiers:

5. Prepositional Phrase as Head

Prepositional phrase may occur as head in structure of modifier of modification, with certain types of modifiers. Identify the types of the underlined modifiers to the prepositional phrases below.

- | | Type of Modifier |
|--|------------------|
| - <u>much</u> above average | _____ |
| - <u>clearly</u> off tune | _____ |
| - <u>five days</u> before the deadline | _____ |

Positions of modifiers:

6. Clause as head

A Whole clause can occur with modifiers of various types. These modifiers are called “sentence modifiers”. Identify the types of the underlined sentence modifiers below. Pay attention to their position.

- | | Type of Modifier |
|---|------------------|
| - He came to my recue, <u>fortunately</u> . | _____ |
| - The research, <u>in my opinion</u> , is complete. | _____ |
| - <u>Threatened by the police</u> , the criminal confessed. | _____ |
| - <u>To win a lotto</u> , you have to start buying one. | _____ |
| - <u>When you see him</u> , you will recognize him. | _____ |

Positions of modifiers:

Exercise 1

For each underlined structure of modification below, draw a vertical line separating the two main components; put H above the head and M above the modifier. Also identify the type of head.

- The new book tackles the very origins of America’s racial history.

- The necklace must have been hidden somewhere.

- Her maid seemed to have become incapable of any thought.

4. In one intense section a few years ago, a patient cried out loud.

5. To be sure, the orchestra is not the best in the world.

6. Her performance is a bit below average.

7. Police are advising the public against traveling in the fog.

8. That vey shiny tea kettle with a wooden handle was a gift from my sister.

9. He parked a little farther away.

10. Her eyes flashed open when she heard the news.

Exercise 2

For each underlined structure of modification below, put parentheses around its modifier.

1. Roy admitted that he had hugely inflated the company's profits for years.

2. In recent week they launched economic rescue efforts similar to those in the west.

3. To impress the interviewers, he managed to arrive half an hour before schedule.

4. Her new book, in my opinion, is much better than the earlier ones.

5. About thirteen years ago, he stayed in this lovely village for almost a month.

6. I need a walk-in closet big enough to hold all my clothes.

7. According to a poll, across America 59% of workers say they are satisfied with their jobs.

8. In addition to moderately priced accessories made with anonymous strings, Molly creates pieces from celebrity strings.

9. He remarked in recalling his memories that the function of the marriage broker was honorable.

10. Do you think we can confidently rely on him to improve the image of the company?

Structure of Predication

A structure of predication consists of a subject (S) and a predicate (P). The subject can be a word, a phrase or a clause of various types, whereas a predicate can be only a verb or a verb phrase. The form of the verb in the predicate may be either finite or non-finite. As for ordering, the subject normally precedes the predicates. Still, in some cases, the predicate may precede the subject; this is called “Inversion”. One may even find the subject in the middle of the predicate.

S P

- *The girls / gathered wild flowers.*

 S P

- *(We watched) a kitten / trying to climb a tree.*

 S P

- *(We'll get) someone / to repair the door.*

 P S

- *Down the street came / a mad dog.*

 P S P

- *How did / she / react to your comment?*

Identify the type of the underlined subject below.

- | | Type of subject |
|---|-----------------|
| - <u>The driver of the speeding car</u> signaled for a left turn. | _____ |
| - <u>Studying</u> demands most of her time. | _____ |
| - <u>To obey</u> is to follow a command or request. | _____ |
| - <u>Helpful to the blind</u> is what you should be. | _____ |
| - <u>Here</u> is too dark. | _____ |
| - <u>On the pavement</u> is where they are standing. | _____ |
| - <u>Whoever closed the door</u> must have been real careful. | _____ |
-

Exercise 3

For each underlined structure of predication below, draw a vertical line separating the two main components; put S above the subject and P above the predicate.

1. Dorothy encourages her son to pursue his interest in map till he becomes an expert.
 2. Fifty yards of tiptoeing brought them to a door which the director cautiously opened.
 3. I overheard my husband telling our son about a fishing game he downloaded.
 4. From the ranks of the crawling babies came little squeals of excitement.
 5. Workers have reportedly seen Monarch butterflies flutter by their windows.
 6. A few feet from my office live some colleagues whose parents come from Ireland.
 7. Even in the dry season, I can observe grass shoots springing out.
 8. Directly facing him was the box of old Mrs. Mingott, the former beauty queen.
 9. “We want to raise some money for the poor”, said Mr. Kenning, the CEO.
 10. These waters are frequented by whales, and locals attribute the return of fish to the recent conservation efforts.
-

Exercise 4

Underline all the subjects found in the following passage.

In some parts of East Orange, the buildings that had once been gracious apartment houses with marble lobbies, doormen, canopied walkways, private garages, had degenerated into dangerous low-income projects, welfare hotels, and mental-health warehouses. But the Brick Church district, where the Wyatts lived, had not changed in twenty years. Right there had always been a blue collar neighborhood of run-down tenements with rust-stained asbestos siding.

Exercise 5

Underline all the predicates found in the following passage.

“Nobody will admit that they’re at fault in phoning while driving,” says Inspector Ken Lee of the Malaysian Traffic Police. “But who among us has not seen a driver on a hand phone suddenly cut into a lane, heedless of the traffic flow?”

Structure of Complementation

A structure of complementation is a verb phrase consisting of two major components: a verbal element (VB) and a complement (C). The verbal element may be a finite verb or verb phrase, or a non-finite verb in the form of an infinitive, an infinitive without 'to' or a present participle. The complement is an essential part; it cannot be omitted since it helps make the construction meaningful.

There are four kinds of verbs that occur in the structure of complementation; each has its own complement or set of complements as follow.

- linking verb + subjective complement

VB SC

becomes / a real teacher

- mono-transitive verb + direct object

VB DO

drinking / low-fat milk

- di- transitive verb + indirect object + direct object

VB IO DO

to tell / the class / all the instructions

- complex-transitive verb + direct object + objective complement

VB DO OC

considered / the policy / a smart one

Complements may be words, phrases, or clauses of various types.

Circle the **linking** verb. Identify the type of the underlined subjective complement below.

Type of subjective complement

- Those trainees seem nervous. _____
- The time to leave is now. _____
- My brother became an engineer of the company. _____
- Her job is to bathe the babies. _____
- James remained in a good mood. _____
- The problem is he can't keep his promise. _____
- Jane feels happy to return home. _____

Circle the **mono-transitive** verb. Identify the type of the underlined direct object below.

Type of direct object

- Jane enjoys swimming. _____
- The boys think they saw a ghost. _____
- My girlfriend is planning to open a store. _____
- Liz likes walking in the park. _____
- The committee agreed the oral defense was satisfactory. _____

Circle the **di-transitive** verb. Identify the type of the underlined indirect object below.

Type of indirect object

- The teacher told the class her expectation. _____
- The club promised them a farewell party. _____
- I will give whoever wins a kiss. _____

Circle the **complex-transitive** verb. Identify the type of the underlined objective complement below.

Type of objective complement

- The board appointed him chairman of the committee. _____
- They will hold you responsible for all the damage. _____
- The judge declared Martha guilty. _____
- We found the little boy alone. _____
- I will have my apartment refurnished. _____
- Their answer keeps us in doubt. _____

Some verbs have homonyms, which are different types of verbs. Identify the type of the underlined verb of verb phrase below as either linking verb, mono-transitive verb, di-transitive verb, complex-transitive verb, or intransitive verb.

Type of verb

- He sounded his horn raucously. _____
- The music sounds lovely. _____
- The church bells sounded faintly in the distance. _____
- She made him a good husband. _____
- She is making him a cake. _____
- She has made him promise. _____
- She will make a good wife. _____

Exercise 6

For each underlined structure of complementation below, draw a vertical line or lines separating the components; put VB above the verbal element, SC above the subjective complement, DO above the direct object, IO above the indirect object and OC above the objective complement.

1. The sightline provides clients one of the resort's many memorable view.
 2. The high ratio of salinity in the Dead Sea creates an effect on swimming like having yourself pumped full of air.
 3. Whatever the motivations, working adult will bring the classroom life and industry experiences that contribute to classroom dynamics.
 4. Ken has made the molecular tool kit freely available to his colleagues.
 5. In the past employers may have been more willing to allow new hires a longer time to learn on the job.
 6. Old-shirts are in a box in the attic, awaiting the day my girls head for college.
 7. English has become more than just a tool to gain access to modern technology.
 8. The textbook presents the country we lived in as colorless and dull.
 9. Indigenous languages seem to have relied more and more heavily on the spoken words.
 10. A lengthy competitive campaign means being willing to drop everything.
-

Exercise 7

Underline every complement found; specify whether it is a (n) SC, DO, IO or OC.

The shell in my hand is simple, bare, and beautiful. It once housed a whelk, a snail-like creature, and then temporarily, after the death of the first occupant, sheltered a little hermit crab, who ran away, leaving behind him his track on the sand. He vacated, and left me his shell. I pay with the shell in my hand, gazing into the wide open door from which he made his exit. Did he hope to find a better mode of shelter? I too have run away, I realize.

Structure of Subordination

A structure of subordination is a phrase or a clause which consists of two major components: a subordinator (SUB) and a dependent unit (D). The subordinator may be a preposition e.g. at, in, above or a subordinating conjunction e.g. ‘although, when, that’. The dependent unit may be a word, a phrase or a clause.

SUB D

- *in / the car*

SUB D

- *because of / the rain*

SUB D

- *when / I listen to this song*

SUB D

- *that / people believe this story*

Structure of subordination can perform several functions; namely, they can serve as different major components of larger structure.

Exercise 8

Identify the function of the underlined structure of subordination below. Use abbreviations.

- | | Function |
|--|----------|
| 1. Studies show <u>that standing old trees release nutrients to younger trees.</u> | _____ |
| 2. <u>After their arrival</u> , the early people slowly spread southward. | _____ |
| 3. The story is <u>beyond your imagination.</u> | _____ |
| 4. I wonder <u>whether you can give me a hand.</u> | _____ |
| 5. <u>When he comes</u> or when he leaves is always a secret. | _____ |
| 6. <u>That men evolved from monkeys</u> is strongly objected. | _____ |
| 7. Anna told the host <u>why she left the party so soon.</u> | _____ |
| 8. <u>In the cellar</u> is where all the wine is kept. | _____ |
| 9. Your argument hit precisely <u>on the spot.</u> | _____ |
| 10. He arrived late <u>due to the train strike.</u> | _____ |
-

Structure of Coordination

A structure of coordination consists of two or more conjoins with a coordinator or coordinators. The conjoins can be words, phrases, or clauses of any types that are syntactically equivalent units. The coordinators may be coordinating conjunction e.g. ‘and, but, or’, correlative conjunction e.g. ‘either...or, not only... but also’. This is the only structure that contains more than two components.

CN CO CN

- *quickly / as well as / quietly*

CO CN CO CN

- *either / stay home / or / go out jogging*

CO- CN -CO CN

- *not only/ what he claimed / but also / what they mentioned*

Conjoins usually belong to the same category and may have the same structure. This is a simple version of conjoins as “syntactically equivalent units”.

CN1 CN2

- *both buy the grocery and cook dinner*

CN1 = verb phrase, structure of complementation

CN2 = verb phrase, structure of complementation

CN1 CN2

- *(the topic) which surprised everyone and which amazed me*

CN1 = relative clause, structure of predication

CN2 = relative clause, structure of predication

Similar to other structures, structures of coordination can perform several functions in larger constructions such as head, subject or complement.

Exercise 9

Underline the structures of coordination, circle the coordinator, and specify the functions of the structures of coordination.

1. We heard nothing but were not worried.

Function

2. Air-conditioning both cleans and cools buildings.

3. I can lend him my razor bit not my toothbrush. _____
 4. He sent her red, pink, and yellow flowers. _____
 5. His tone was not only confident but also forceful. _____
 6. She neither slept on the couch nor went to a hotel. _____
 7. Dogs and cats often do not get along. _____
 8. They considered his answer firm but pleasant. _____
 9. He looked everywhere for his keys and wallets. _____
 10. Jane told not only her husband but also Sue the secret. _____
-

Exercise 10

Draw a vertical line separating each underlined structure into its major components. For the structure of coordination, circle the coordinator instead. Then identify the structure of each of the underlined items using the following abbreviations.

Mod – Structure of modification

Subor – Structure of subordination

Pred – Structure of predication

Coor – Structure of coordination

Comp – Structure of complementation

- _____ 1. Combinations of tones sound pleasant to the ear when the individual frequencies are in proportion.
- _____ 2. Green tea seems to boost metabolism above and beyond the lift from caffeine alone.
- _____ 3. Ordinarily a tornado breaks up suddenly and dissipates less than four hours after it was formed.
- _____ 4. When you're in love, your eyes light up, your face lights up, and apparently, so do four tiny bits of your brain.
- _____ 5. His good time as a teenager was sitting in a coffee shop with a newspaper, writing a line on the back of a napkin.
- _____ 6. John usually says it's not the injuries that hurt but the regret that he failed to save the life of that boy.
- _____ 7. With the Renaissance came advances in the arts, government, philosophy, and science.
- _____ 8. About 18,500 new private businesses opened in Vietnam last year bringing the number established since January 2000 to 33,000.

- _____ 9. Light projected from a source or reflected by an object enters the cornea and lens of the eyeball.
- _____ 10. Potassium argon dating, which is used to calculate the age of ancient volcanic rocks has caused anthropologists to revise their estimates of the age of some Stone Age cultures.
-

Exercise 11

In the blank provided, indicate the function of the underlined items using the following abbreviations.

<i>H</i>	<i>head</i>	<i>OC</i>	<i>objective complement</i>
<i>M</i>	<i>modifier</i>	<i>DO</i>	<i>direct object</i>
<i>S</i>	<i>subject</i>	<i>IO</i>	<i>indirect object</i>
<i>P</i>	<i>predicate</i>	<i>CN</i>	<i>conjoin</i>
<i>VB</i>	<i>verbal element</i>	<i>CO</i>	<i>coordinator</i>
<i>SC</i>	<i>subjective complement</i>	<i>SUB</i>	<i>subordinator</i>
<i>D</i>	<i>dependent unit</i>		

- _____ 1. A drop of 20 percent in production from 1967 has left millions of Africans hungry and physically weakened.
- _____ 2. The national government could enforce decisions that required states to cooperate with each other or to support activities that served the common good.
- _____ 3. When we hear others in the environment speaking our native language, we hear them uttering words.
- _____ 4. The growth of international law and cooperation over the past century has prepared all the world citizens to create a permanent peace with worldwide prosperity.
- _____ 5. Once we begin to construct plausible answer, we quickly discover that interesting and subtle new problems arise.
- _____ 6. While assigning the creatures their varying activities and social standing, Sanga designs each with tow common features: a narrow slit and a smile.
- _____ 7. Radically modern new modes of thought flowered everywhere.
- _____ 8. Silkroad has expanded its offering to include matching tote bags and sandals, perfect for a short summer excursion.

- _____ 9. The selfish Western nations have refused to cooperate or to contemplate ways to alleviate the plight of the poor.
- _____ 10. At the spice stand are bags of garlic, shallots, and dry chilies, all used in curry pate.

Immediate Constitute Analysis

In order to show the relationship among words or groups of words systematically, structural linguists have proposed the method of Immediate Constitute Analysis (or in short the IC Analysis) based on the five basic types of relationship. That is, words or groups of words are divided or cut, usually into two, as soon as one can determine the type of relationship that holds between or among their components.

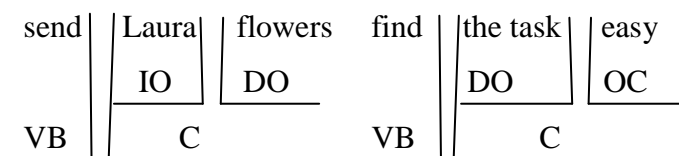
Structure of Modification



Structure of Predication



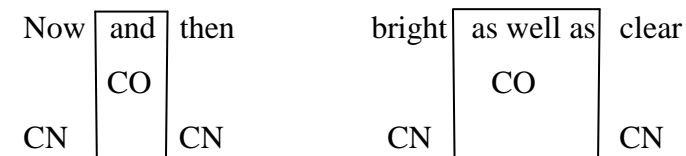
Structure of Complementation



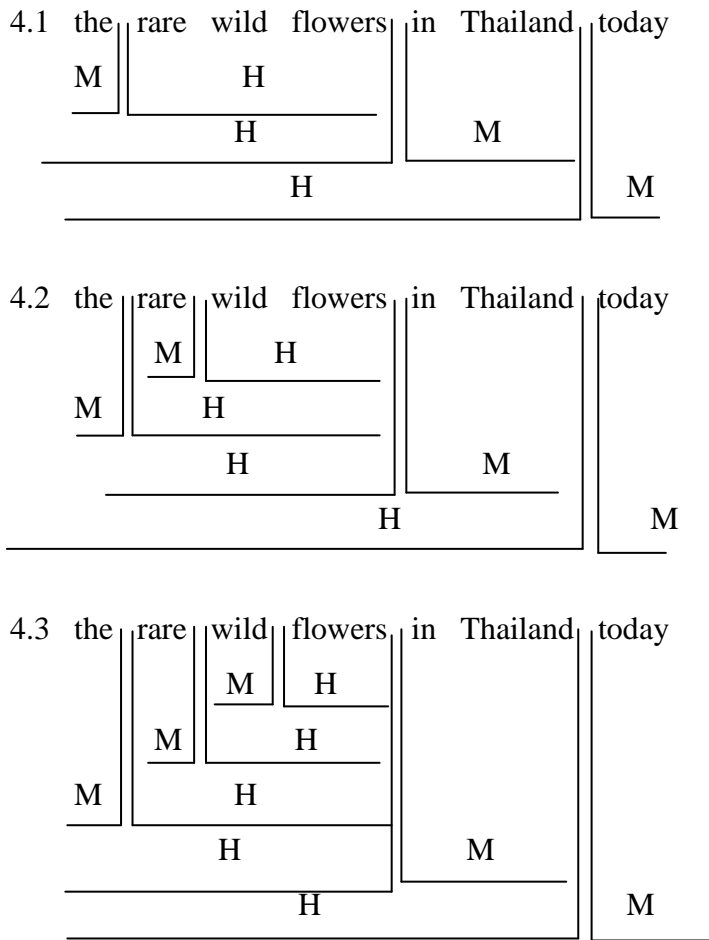
Structure of Subordination



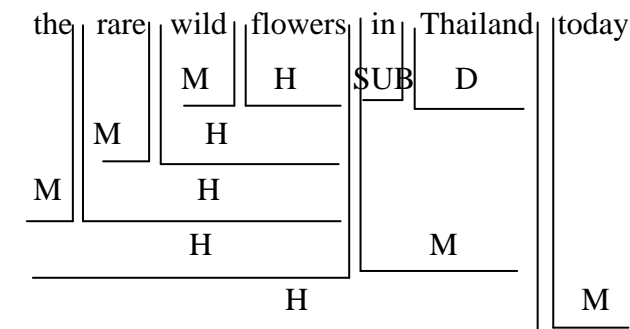
Structure of Coordination



4. Then cut off the premodifiers beginning with the first one and continue cutting until you reach the nucleus.



5. Do further IC-analysis until you reach the individual word.



Steps in doing IC-analysis of a verb phrase

1. Determine the nucleus of the verb phrase

rarely **take** the children to his hometown during vacation

2. Identify the type of verb (as intransitive, transitive, or linking)

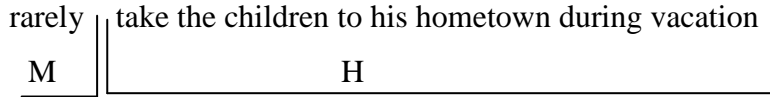
rarely **take** [the children] to his hometown during vacation

3. Identify the premodifier (usually there is only one) and the postmodifier (s)

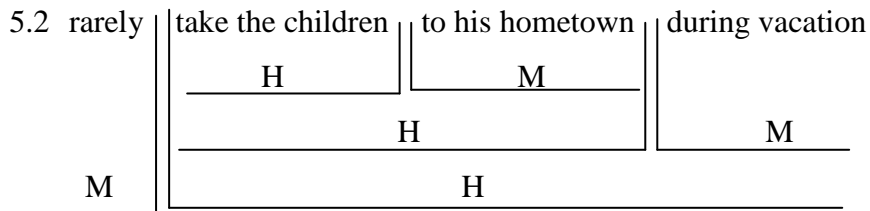
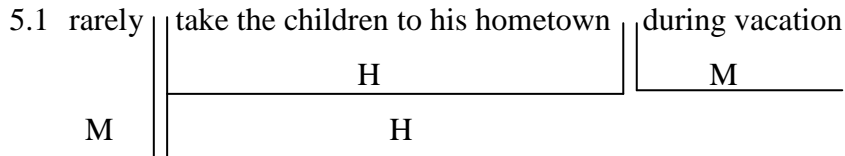
[] indicates the direct object. { } indicates units that are modifiers.

rarely **take** the children {to his hometown} {during vacation}

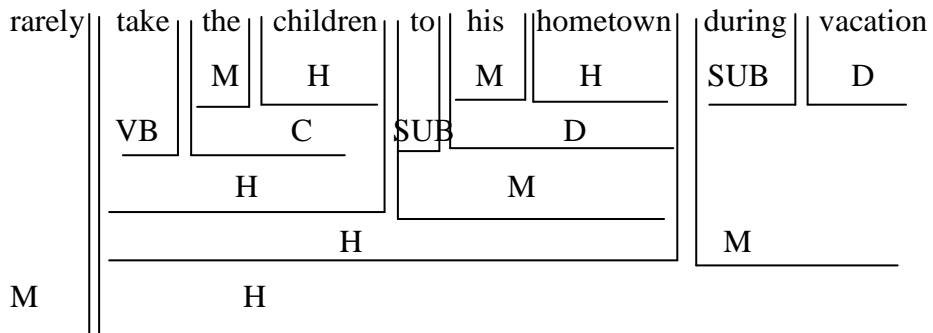
4. Cut off the premodifier first.



5. Then cut off the postmodifier (s) beginning with the last one.



6. Do further IC-analysis until you reach the individual word.



It is also noteworthy that the following are not divided because they are considered individual words:

- two-word verbs i.e. ‘call on, bring in, give up’
- verb phrases consisting of a modal and/or an auxiliary and a verb, i.e. ‘has done, is being considered, will have chosen, might have been running’.

Exercise 12

Make an IC analysis of the following sentences down to the individual words. Also label each component using standard symbols, i.e., S, P, H, M, VB, DO, etc.

1. The wind blew up the busy street.
2. The bomb blew up the police station.

3. Verb often we acquire prejudices from others without thinking.

4. His fast growing business tired him to death.

5. The truck turned off the high way.

6. In this class students may write about whatever interests them.

7. Through the valley marched the soldiers who were exhausted.

8. Whoever comes home first starts cooking the supper.

9. From the kitchen drifted a heavenly smell of freshly baked bread.

10. A biologist assigned to work there hired a guide to take him upriver.

11. Each season will offer visitors to the park an array of sights and activities.

12. Next to it is a different sign which simply says 'Beware'.