THE STRUCTURE OF MODERN ENGLISH

A LINGUISTIC INTRODUCTION

LAUREL J. BRINTON

CD-Rom workbook included

The Structure of Modern English

A linguistic introduction

Laurel J. Brinton
University of British Columbia

John Benjamins Publishing Company
Amsterdam/Philadelphia

The paper used in this publication meets the minimum requirements of American National Standard for Information Sciences – Permanence of Paper for Printed Library Materials, ANSI Z39.48-1984.

Library of Congress Cataloging-in-Publication Data

Brinton, Laurel J.
The structure of modern English : a linguistic introduction / Laurel J. Brinton.
p. cm.
Includes bibliographical references and indexes.
1. English language--Grammar. 2. English language--Phonology. 3. English language--Syntax. I. Title.
PE1106.B75 2000
425--dc21 00-023618
ISBN 90 272 2567 2 (Eur.) / 1 55619 662 8 (US) (Hb; alk. paper)

© 2000 – John Benjamins B.V.
No part of this book may be reproduced in any form, by print, photoprint, microfilm, or any other means, without written permission from the publisher.

John Benjamins Publishing Co. · P.O.Box 75577 · 1070 AN Amsterdam · The Netherlands
John Benjamins North America · P.O.Box 27519 · Philadelphia PA 19118-0519 · USA

Acknowledgments

I would like to acknowledge Distance Education and Technology of the University of British Columbia for permission to use materials which I originally prepared for a distance education course as the basis of this text and accompanying workbook.

I am grateful to my colleagues, Lilita Rodman and Leslie Arnovick of the University of British Columbia, and to Barbara Dancygier and Lynne McGivern, who tested parts of the text and workbook in their classrooms, to my research assistant, Patte Rockett, who assisted me at various stages in the production of the manuscript, and to my students, who offered critiques and corrections of the material.

Alan Doree of the University of British Columbia did the painstaking work of preparing the numerous tree diagrams; I am appreciative of the diligence and care he took with them. I am also very grateful to my husband, Ralph Brands, who produced some of the figures in the text and whose computer expertise saved me hours of frustration.

Finally, I would like to thank Kees Vaes of John Benjamins, who was the type of editor that every author hopes to have.

Preface

The following text gives a full introduction to English sounds, grammar, and vocabulary. It begins with a study of the distinctive sounds of English (*phonology*). It turns next to an analysis of the structure of English words and their classification (*morphology*) as well as the classification of English words and their grammatical modification. This is followed by an exploration of the meaning of English words (*lexical semantics*). The next section is taken up with a detailed analysis of English sentence structure (*syntax*) from a generative perspective. The text then looks at the interaction of syntax and semantics (*sentence semantics*) and considers the functions and contexts of language use (*pragmatics*). A chapter outlining the importance of a knowledge of the structure of English for teaching and learning (*pedagogy*) is also included on the accompanying CD-ROM.

This textbook is addressed to advanced undergraduate (and graduate) students interested in contemporary English, including those whose primary area of interest is English as a second language, primary or secondary-school English education, English literature, theoretical and applied linguistics, or speech pathology. For this reason, this textbook, unlike many other introductory linguistics textbooks, emphasizes the empirical facts of English rather than any particular theory of linguistics. Furthermore, the text does not assume any background in language or linguistics. Students are required to learn the International Phonetic Alphabet as well as the technical vocabulary of grammar and linguistics, but all necessary terms and concepts are presented in the text.

Upon completion of this textbook and accompanying workbook, students will have acquired the following:

1. a knowledge of the sound system of contemporary English;
2. an understanding of the formation of English words and of their grammatical modification;
3. a comprehension of the structure of both simple and complex sentences in English;
4. a recognition of complexities in the expression of meaning, on both the word and sentence level; and
5. an understanding of the effects of context and function of use upon the structure of the language.

The textbook is divided into eleven chapters. Chapter 1 briefly examines the discipline of linguistics and the nature of human language and grammar. After a consideration of the means of production of human speech sounds, Chapter 2 studies the consonant and vowel

此为试读,需要完整PDF请访问: www.ertongbook.com

sounds of English and methods of their phonetic transcription. Chapter 3 continues discussion of the English sound system, considering sound combinations, stress, intonation, and syllable structure; it also examines phonological rules in English and the concept of the *phoneme* (distinctive sound of a language). Chapter 4 explores the internal structure of words, the concept of the *morpheme* (meaningful unit of a language), and the varied processes of word formation in English. Chapter 5 begins by defining the grammatical categories and looking at the grammatical modification of English words and ends with a study of the means of word classification in the language. Chapter 6 surveys a number of traditional and structural approaches to word meaning and includes a discussion of figurative language. Chapter 7 treats the syntax of the simple sentence, looking at the internal structure of the noun, adjective, adverb, and prepositional phrase, complement structures in the verb phrase, verb types, and grammatical functions. Chapter 8 continues to treat the syntax of the simple sentence, including adverbial modifiers and verb premodifiers, and then examines the structure of passive, interrogative, negative, and imperative sentences. The syntax of the complex sentence is dealt with in Chapter 9, including *that*-clauses, *wh*-clauses (*wh*-questions, relative clauses, and indirect clauses), and nonfinite clauses (infinitival and participial clauses). Chapter 10 turns to the question of sentence meaning, understood in terms of thematic roles and predication analysis. Chapter 11 looks at two quite different approaches to the question of the function of language in context: information structuring and speech act theory.

A CD-ROM accompanies this textbook. It includes:

1. a complete workbook with self-testing exercises; and
2. a chapter on pedagogical applications of the material presented in the textbook.

Answers for all of the self-testing exercises are provided. At relevant points in each chapter in the text, students are directed to complete specific exercises and are advised to do so before continuing with the chapter. The exercises should provide a check on students' understanding and progress. The additional chapter discusses the changing role of linguistics in the teaching of English, reviewing arguments both in favor and opposed to explicit grammatical instruction for native and nonnative speakers and considering the importance of grammatical knowledge for both the teacher and the learner.

At the end of each chapter, students are also directed to readings that provide more detailed or enriched content on certain topics or supplemental help in understanding the content of the chapter.

A note to the student on punctuation

Various punctuation conventions are used in this textbook with which you may not be familiar.

It is the practice to distinguish between words (or parts of words) which are "mentioned" rather than used. Using words is what we do whenever we speak, but mentioning words is what we do when we refer to words as words or to the forms of words, rather than evoking their meanings. For example, try reading the following sentences:

> The word paper has five letters. Court has several different meanings. The feminine suffix -rix is almost obsolete. The clause whatever you do is an indefinite relative clause.

You may have had some difficulty reading these sentences. The reason for your difficulties is that these sentences contain word forms which are mentioned rather than used. The convention in printed texts is to italicize these mentioned forms, as follows:

> The word *paper* has five letters. *Court* has several different meanings. The feminine suffix *-rix* is almost obsolete. The clause *whatever you do* is an indefinite relative clause.

Note the this convention makes these sentences much easier to read. (In handwriting, mentioned forms are underlined.) This use of italics differs from the use of quotation marks to repeat the exact words of a spoken or written text, e.g., "convention" occurs two times in the previous paragraph.

Italics denote all linguistic forms which are used as examples within a sentence. However, it is not the practice to italicize examples which are set off from the sentence, as in the following:

> Below are two structurally ambiguous sentences:
>
> Visiting relatives can be tiresome.
>
> Flying planes can be dangerous.

When the actual sound of the word is being referred to, the International Phonetic Alphabet is used. To distinguish such representations from regular writing, they are enclosed in square brackets (or slashes), e.g.:

> The word *read* is pronounced [rɛd] or [rid].

Single quotation marks are used to give the meaning or gloss for a word; e.g., the word *garrulous* means 'tiresomely talkative'.

Another convention in linguistic works is the use of capitals to denote all the forms of a single word, thus WORK stands for *works, work, working, worked.* Capitals are also used for phonological and semantic features. These usages will be explained in more detail within the text.

Table of Contents

List of Tables xiii

List of Figures xv

Acknowledgments xvii

Preface xix
A note to the student on punctuation xx

UNIT 1
The Study of English

Chapter 1
The Nature of Language and Linguistics
The Nature of Human Language 3
Fundamental Beliefs about Language 3
Linguistic Signs 4
The Rule-Governed Nature of Language 6
Language Universals, Innateness, and Creativity 6
Animal Communication Codes 7
The Nature of Grammar 7
Definition of *Grammar* 8
Fallacies concerning Grammar 8
Linguistics and the Components of Language 10
Organization of the Book 11

UNIT 2
The Speech Sounds of English

Chapter 2
English Consonants and Vowels
The Spoken versus the Written Form of Language 18
English Spelling 18
The Advantages of Speech and Writing 19
The Production of Speech Sounds 20

Consonant Sounds 23
Classification of Consonants 23
Consonants of English and their Phonetic Notation 25
Vowel Sounds 34
Classification of Vowels 34
Vowels of English and their Phonetic Notation 36
Consonant versus Vowel 42

Chapter 3
English Phonology, Phonotactics, and Suprasegmentals
Phonemes 47
Phonemic Rules 49
Phonological Processes 51
Phonotactics 54
Suprasegmental Features 57
Stress 57
Intonation 62
Syllable Structure 65

UNIT 3
The Structure and Meaning of English Words

Chapter 4
The Internal Structure of Words and Processes of Word Formation in English
Defining the Word 73
Morphemes 75
Morpheme versus Morph 75
Morphemic Analysis versus Morphological Analysis 79
Allomorphs and Morphemic Rules 82
Processes of Word Formation 85
Derivation 86
Reduplication 91
Conversion or Functional Shift 91
Compounds 93
Blends 97
Back Formations 97
Shortening 98
Root Creations 100
Idioms 100

Chapter 5
Grammatical Categories and Word Classes
Grammatical Categories 103
Number 104
Gender 105
Person 106
Case 107
Degree 109
Definiteness 110
Deixis 111
Tense 111
Aspect 113
Mood 115
Voice 117
Determining Word Classes 118
Inflectional and Distributional Tests 119
Tests Applied to Various Word Classes 120
Recategorization 124

Chapter 6
Lexical Semantics
Traditional Semantics 129
Basic Semantic Relationships 131
Structural Semantics 134
Semantic Features 138
Feature Analysis of Nouns 139
Feature Analysis of Verbal Predicates 143
Feature Analysis of Modals 147
Strengths and Weaknesses of Semantic Features 150
Prototypes 151
Semantic Anomaly 153
Selectional Restrictions 153
Figurative Language 153

UNIT 4
The Structure of English Sentences

Chapter 7
Phrasal Structure and Verb Complementation
Introduction to Phrase Structure Grammar 163
The Form of Phrase Structure Rules 165
Constituents 167

A Phrase Structure Grammar of English 168
Subject and Predicate 168
Noun Phrase 169
Adjective Phrase 172
Adverb Phrase 175
Prepositional Phrase 176
Conjunction 179
Verb Phrase 181
Review of Phrase Structure Rules 186

Chapter 8
Adverbials, Auxiliaries, and Sentence Types
Adverbials 191
Adjunct Adverbials 191
Disjunct Adverbials 193
Conjunct Adverbials 194
Functions of Postverbal Prepositional Phrases 194
Auxiliary 198
Passive Sentences 201
Verb Subcategorization and the Passive 202
Yes/No Questions and Negative Sentences 203
Yes/No Questions 204
Negative Statements and Questions 205
Do-Support 205
Tag Questions 207
Imperatives 208
Review of Phrase Structure Rules 211

Chapter 9
Finite and Nonfinite Clauses
Finite Clauses 215
That-Clauses 216
Adverbial Clauses 221
Wh-Clauses 224
Nonfinite Clauses 238
Forms of Nonfinite Clauses 239
Omissions from Nonfinite Clauses 241
Complementizers in Nonfinite Clauses 241
Functions of Nonfinite Clauses 244
Nonfinite Clauses as Complements of V 251
Review of Complex Sentences 256

此为试读,需要完整PDF请访问: www.ertongbook.com

UNIT 5
The Meaning of English Sentences and their Communicative Functions

Chapter 10
Sentence Semantics
Propositions 264
Thematic Roles 266
The Expression of Thematic Roles in English 268
Dual Thematic Roles 271
Thematic Grids 274
Predications 276
Descriptive Predicates 276
Cognitive Predicates 282
Locative and Possessive Predicates 283

Chapter 11
Information Structuring and Speech Acts
Pragmatics and Syntax 290
Basic Distinctions 290
Syntactic Options and Pragmatic Considerations 293
Information Structuring in a Passage 300
Speech Act Theory 301
Components of Speech Acts 302
Taxonomy of Speech Acts 303
Appropriateness Conditions on Speech Acts 305
Indirect Speech Acts 307
The Cooperative Principle and Conversational Implicature 312

References 317

Appendices 323

Subject Index 327

List of Tables

Table 2.1:	The Consonants of English	27
Table 2.2:	The Vowels of English	37
Table 2.3:	The Tense and Lax Vowels of English	42
Table 2.4:	Consonant versus Vowel	43
Table 3.1:	Initial Consonant Clusters in English	57
Table 3.2:	Strong and Weak Forms	60
Table 4.1:	The Productive Inflections of Modern English	79
Table 4.2:	Enclitics in English	80
Table 4.3:	Regular Plural Formation in Nouns	83
Table 4.4:	Root Allomorphy	86
Table 4.5:	Semantic Classes of Prefixes in English	87
Table 4.6:	Derivational Suffixes in English	88
Table 4.7:	Syntactic Patterns in English Compounds	95
Table 5.1:	The Nineteen Parts of Speech of English (C. C. Fries 1952)	119
Table 6.1:	Componential Analysis of a Livestock Paradigm	140
Table 6.2:	Componential Analysis of (a) Types of Garments and (b) Bodies of Water	141
Table 6.3:	Feature Analyses of Sample Nouns	142
Table 6.4:	Typology of Situation Types	144
Table 6.5:	Epistemic and Deontic Meanings of the Modal Auxiliaries	149
Table 6.6:	Core and Peripheral Members of the Category "Vehicle"	152
Table 6.7:	Examples of Selectional Restrictions	154
Table 7.1:	Expansions of NP	170
Table 7.2:	Expansions of AP	172
Table 7.3:	Expansion of (a) AdvP and (b) PP	176
Table 7.4:	Conjunction	180
Table 7.5:	Expansions of VP	186
Table 8.1:	Specifiers of the Verb (Active)	199
Table 8.2:	Specifiers of the Verb (Passive)	201
Table 9.1:	*That*-Clauses	216
Table 9.2:	Adjunct Adverbial Clauses	222
Table 9.3:	Forms of the Interrogative *Wh*-Complementizer	226
Table 9.4:	Relative Clauses	230
Table 9.5:	Indirect Questions	236

Table 9.6: Controlled and Indefinite PRO in Nonfinite Clauses 242
Table 9.7: *Persuade-*, *expect-*, and *want*-type Verbs in English 255
Table 10.1: Ø-, 1-, 2-, 3-, and 4-Place Predicates 265
Table 10.2: The Syntactic Expression of Thematic Roles in English 269
Table 10.3: Thematic Grids for English Verbs 275
Table 10.4: Stative, Inchoative, and Causative/Agentive Forms 281
Table 11.1: Focusing Operations in English 299
Table 11.2: Types of Speech Acts and their Appropriateness Conditions 308
Table 11.3: Sentences Conventionally Used in the Performance of Indirect Directives 311

List of Figures

Figure 1.1: Organization of the Text 12
Figure 2.1: The Vocal Tract with (a) Velum Raised and (b) Velum Lowered 21
Figure 2.2: Configurations of the Larynx: (a) Voiceless (Exhalation), (b) Voiced, and (c) Whispered 22
Figure 2.3: Some Places of Articulation 25
Figure 2.4: The Diphthongs of English (Approximate Starting and Ending Points) 40
Figure 4.1: Types of Morphemes 76
Figure 4.2: Types of Morphs 77
Figure 6.1: A Hierarchy of Fish Hyponyms 135

UNIT 1

The Study of English

此为试读,需要完整PDF请访问: www.ertongbook.com