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Analysing English Sentences, 2nd Edition

Andrew Radford has acquired an unrivalled reputation over the past thirty years for writing syntax textbooks in which difficult concepts are clearly explained without the excessive use of technical jargon. *Analysing English Sentences* continues in this tradition, offering a well-structured introduction to English syntax and contemporary syntactic theory which is supported throughout with learning aids such as summaries, lists of key hypotheses and principles, extensive references, handy hints and exercises. Instructors will also benefit from the book's free online resources, which include PowerPoint slides of each chapter's key points and analyses of exercise material, as well as an answer key for all the in-book exercises.

This second edition has been thoroughly revised and updated throughout, and includes additional exercises, as well as an entirely new chapter on exclamative and relative clauses. Assuming no prior knowledge of grammar, this is an approachable introduction to the subject for undergraduate and graduate students.

ANDREW RADFORD is an emeritus professor at the University of Essex. He has written a number of popular textbooks, including *Transformational Syntax* (1981) and *Minimalist Syntax* (2004), and has co-authored two introductions to linguistics.

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Analysing English Sentences

Second edition

ANDREW RADFORD

University of Essex

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Preface

Overview

This book has grown out of a substantial reworking of my *Analysing English Sentences* book published by Cambridge University Press in 2009, which itself was a reworking of my *Minimalist Syntax* book published in 2004. Feedback from teachers, students and reviewers led me to make substantial changes to numerous parts of the text and exercises, and to add new chapters, exercises and references: details of the most substantial revisions are given below. This new book has three main aims. The first is to provide an intensive introduction to key background assumptions in syntactic theory, to how the *syntactic component* of a grammar works, and to the argumentation and critical evaluation skills which underlie contemporary work in syntax. The second is to provide a description of a range of phenomena in English syntax, making use of the theoretical concepts and constructs introduced in the book. The third is (through the extensive exercise material in the book) to enable readers to gain experience in devising analyses of specific phenomena, and in critically evaluating the theoretical and descriptive strengths and weaknesses of competing analyses.

Key features

The book is intended to be suitable for people with little (if any) grammatical knowledge and/or experience of linguistics; it is aimed at intermediate undergraduates, or graduates in the first year of a Masters programme. It is not historicist or comparative in orientation and does not presuppose knowledge of earlier or alternative models of grammar. It is written in an approachable style, avoiding unnecessary complexity and unexplained jargon. Each chapter contains

- a core text (divided up into ten sections or so) focusing on a specific topic
- a summary recapitulating the main points in the chapter
- a list of key concepts/principles introduced in the chapter
- a bibliographical section providing extensive references to original source material
- a workbook section containing two (or more) different kinds of exercise

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- a set of model answers accompanying the exercises, together with extensive helpful hints designed to eliminate common errors students make and to help students whose native language is not English
- an extensive glossary and integral list of abbreviations.

The bibliographical background section often contains references to primary research works which are highly technical in nature, and so it would not be appropriate for students to tackle them until they have read the whole book: they are intended to provide a useful source of bibliographical information for extended essays or research projects in particular areas, rather than being essential back-up reading: indeed, the exercises in the book are designed in such a way that they can be tackled on the basis of the coursebook material alone. The Glossary at the end of the book provides guidance on how key technical terms are used (both theory-specific terms like **EPP** and traditional terms like **subject**): technical terms are written in **bold** print when they are mentioned for the first time in any given chapter (*italics* and underlining being used for highlighting particular expressions – e.g. a key word appearing in an example sentence). The Glossary also contains an integrated list of abbreviations.

The book is intensive and progressive in nature, which means that it starts at an elementary level but gets progressively harder as you delve further into the book. Successive chapters become cumulatively more complex, in that each chapter presupposes material covered in previous chapters as well as introducing new material: hence, it is helpful to go back and read material from earlier chapters every so often. In some cases, analyses presented in earlier chapters are subsequently refined or revised in the light of new assumptions made in later chapters.

Differences from *Analysing English Sentences* (2009) and *Minimalist Syntax* (2004)

There are five main differences between the new book and its 2009 and/or 2004 predecessors. One is that the new book has restored and updated the chapter (= Ch. 2) on grammatical categories and features that appeared in the 2004 book but was omitted in the 2009 one, because teachers felt this is useful for students with little or no previous background in linguistics. A second difference is that the present book includes substantial new (text and exercise) material which compares, contrasts and evaluates alternative analyses of specific phenomena (e.g. a range of different analyses of relative clauses in the text and exercise material in Chapter 7): this is in response to a criticism that there wasn't enough evaluation of alternative analyses in the earlier books. A third difference is that there is more explicit formulation of the key hypotheses and principles which guide the discussion throughout the book, and this is designed to give a greater continuity and cohesion between chapters. A fourth difference is that the material from the 2004 and 2009 books is being divided into two separate volumes (*intermediate* and *advanced*): the first (= this one) is intended as an

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intermediate introduction to syntax, and the second (= to be published at a later date) is intended as a follow-up book covering more advanced topics. This is in response to comments from teachers and students that there simply wasn't enough time in a one-term or one-semester course to cover anything like all the material in my 2009 book. (I will never forget one student telling me that she had studied my book in three different universities in three different countries, but in none of them had the course ever got past Chapter 6.) Specific details of the changes made to individual chapters are given below. The fifth difference is that (in response to widespread requests from teachers) I have produced an *Answer Key* which provides a detailed answer to every one of the exercise examples included in the book: this will be available for free for teachers who adopt the book to download from a password-protected website.

Chapter 1 In this chapter on *grammar*, a new section has been added on approaches to grammar (§1.2) comparing prescriptive and descriptive approaches to grammar, and discussing the pros and cons of different methods of collecting data. New sections have also been added on universals (§1.4) and the nature of universals (§1.5), and the discussion of the Minimalist approach has been updated. Additional material has been added to the sections on parameters (§1.7) and on parameter setting (§1.8).

Chapter 2 I have restored the chapter on *words* which appeared in the 2004 book (but was omitted in the 2009 one). This chapter includes a discussion of categories and features (in response to remarks from teachers that students with little or no previous knowledge of grammar need more grounding in this). An entirely new section has been included on items difficult to categorise, containing discussion on the nature of *whether, how come* and (factive) *how* in present-day English.

Chapter 3 This is a chapter on *structure* which includes new material in §3.5 comparing the NP and DP approaches to nominals, and new material on syntactic structure in §3.6. In addition, a new section on word order has been added in §3.8.

Chapter 4 In this chapter on *null constituents*, additional material has been added on small clauses in §4.6, on clause typing in §4.7, on default case in §4.9, on adnominal adjectives in §4.11 and on null prepositions in §4.11.

Chapter 5 This chapter deals with *Head Movement*. The analysis of Auxiliary Inversion presented in §5.2 and §5.3 has been completely rewritten, in order to make it more consistent with Chapter 6. New sections have been added on CP recursion (§5.4) and null operators (§5.5). The sections on do-support (§5.10) and Head Movement in nominals (§5.11) have been completely rewritten. Additional exercise material on do-support and on nominals in Chaucer has been added to exercise §5.2.

Chapter 6 This whole chapter on *Wh-Movement* has been completely rewritten and reorganised (and restricted to wh-questions), with some important changes to details of the analysis. A new section has been added covering constraints on movement (§6.9). Extensive new exercise material has been introduced.

Chapter 7 This is an entirely new chapter on *A-bar Movement.* It begins with a section on wh-exclamatives (§7.2), and then goes on (in §7.3) to discuss various types

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of relative clause. §7.4 provides a Wh-Movement account of restrictive relative clauses, and §7.5 outlines problems with it. §7.6 sketches an alternative Antecedent Raising account, §7.7 refines this and §7.8 outlines potential problems. §7.9 argues that restrictive relatives have two distinct sources, one involving Wh-Movement, and the other Antecedent Raising. §7.10 argues that Wh-Movement in interrogatives, exclamatives and relatives is a specific instance of a more general type of A-bar Movement operation which also subsumes other operations like Neg-Movement, Deg-Movement, Foc-Movement and Top-Movement. A substantial raft of new exercises are included at the end of the chapter, one on exclamatives in contemporary and Elizabethan English, a second on WH+COMP structures, a third on free relatives, a fourth on resumptive relatives and a fifth on restrictive relatives: the aim in all but the first of these exercises is to get students to use the data they are given to evaluate two or more competing analyses of the relevant types of structure.

Teaching materials

I have prepared an accompanying Answer Key providing detailed answers to all the exercise examples in the book. I have additionally prepared some accompanying PowerPoint materials which (for each chapter) provide a brief summary of the key points in the chapter as well as providing answers to some of the exercise examples in the chapter. This is available only to teachers adopting the book as a coursebook (and is provided for free) and can be accessed from a password-protected website.

Acknowledgments

I am grovelingly grateful to Neil Smith for his perennially pertinent and perceptive comments on an earlier draughty draft of the whole manuscript: he has helped to eliminate black holes in argumentation and hopefully make the whole more wholesome. I am also grateful to Martin Atkinson for fertile feedback on an early draft of Chapter 1, and to Bob Borsley, Memo Cinque, Chris Collins and Annabel Cormack for guiding my earlier misguided attempts at producing a draft of Chapter 7. I'm also grateful to the editor Andrew Winnard and his production team for putting up with periodic procrastination, and wimpish wolf-crying and whingeing, and particularly to the copy editor Jacqueline French for teaching me that the Uniformity Principle applies to manuscripts as well as syntactic structures, and that the Economy Principle requires minimising (and in the best-case Minimalist scenario, *eliminating*) the use of *viz*.

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Dedication

This book is dedicated to my beloved but beleaguered wife Khadija (with heartfelt thanks for the love, friendship, care and concern she has shown for me over the past four decades – in spite of having to put up with authorial autism, temperamental tantrums, man maladies, etc.) and to her two sons Karim and Mourad, with whom I have shared many memorable moments and a passion for football. *Allez l'OM!*

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