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Andrew Radford
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Analysing English Sentences

Analysing English Sentences provides a concise and clear introduction to current work in syntactic theory, drawing on the key concepts of Chomsky's *Minimalist Program*. Assuming little or no prior knowledge of syntax or Minimalism, Radford outlines the core concepts and leading ideas and how they can be used to describe various aspects of the syntax of English. A diverse range of topics is covered, including syntactic structure, null constituents, head movement, case and agreement, and split projections. Using Radford's trademark approach and writing style, the book is intensive and progressive in nature, introducing grammatical concepts and working in stages towards more complex phenomena.

ANDREW RADFORD is Professor and Head of the Department of Language and Linguistics at the University of Essex. His recent publications include *Minimalist Syntax: Exploring the Structure of English* (Cambridge, 2004) and *English Syntax: An Introduction* (Cambridge, 2004).

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This book is dedicated to my long-suffering wife Khadija (who has had to put up with extended periods of authorial autism) and to her family, who have always spoiled me shamefully (and done their best to indulge my every whim) whenever we visit Morocco.

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Preface

Aims

This book supercedes my *Minimalist Syntax* book, published in 2004. Although there is much in common between the two books, it should be noted that this book contains new material and new analyses (particularly in later chapters). It has two main aims. The first is to provide an intensive introduction to recent work in syntactic theory (more particularly to how the *syntactic component* operates within the model of grammar assumed in recent work within the framework of Chomsky's *Minimalist Program*). The second is to provide a description of a range of phenomena in English syntax, making use of Minimalist concepts and assumptions wherever possible.

Key features

The book is intended to be suitable both for people with only minimal grammatical knowledge, and for those who have already done quite a bit of syntax but want to know something (more) about Minimalism. 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 different kinds of exercise
- 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 simple illustrations of 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 the main text (*italics* 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. A group of students I taught an earlier version of the book to gave the following degree-of-difficulty score to each chapter on a 5-point scale ranging from 1 = *very easy* to 5 = *very hard*: ch. 1 = 1.7; ch. 2 = 2.2; ch. 3 = 2.7; ch. 4 = 2.9; ch. 5 = 3.2; ch. 6 = 3.4; ch. 7 = 3.7; ch. 8 = 4.2; ch. 9 = 4.4. 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.

Teaching materials

For teachers adopting the book, I have developed a series of web materials (in the form of Powerpoint transparencies) designed to provide two hours worth of teaching material for each chapter. The relevant materials present detailed step-by-step analyses of those exercise examples which have the symbol (**w**) after them in the coursebook. They can be accessed at www.cambridge.org/radford.

Companion volume

This book is being produced in parallel with a shorter version entitled *An Introduction to English Sentence Structure*. In this longer version, the main text (particularly in the later chapters) is generally about a third longer than the main text in the shorter version (with the exception of chs. 1 and 6). This longer version is aimed primarily at students with (near-) native command of English who are taking (English) syntax as a major rather than a minor course. The two books have an essentially parallel organisation into chapters and sections (though additional sections, technical discussion and bibliographical

references have been added in this longer version), and contain much the same exercise material. In keeping the two books parallel in structure and organisation as far as possible, I am mindful of the comment made in a review of two earlier books which I produced in parallel longer and shorter versions (Radford 1997a and Radford 1997b) that some readers may wish to read the short version of a given chapter first, and then look at the longer version afterwards, and that this is ‘not facilitated’ if there is ‘an annoyingly large number of non-correspondences’ between the two (Ten Hacken, 2001, p. 2). Accordingly, I have tried to maximise correspondence between the ‘long’ and ‘short’ versions of these two new books.

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