

Chapter 1 : Noel Burton-Roberts | LibraryThing

Burton-Roberts N, Poole G. Syntax vs. phonology: A representational approach to stylistic fronting and verb-second in Icelandic. Lingua , (5), Poole G, Burton-Roberts N. MLC violations: Implications for the syntax/phonology interface.

NOM and the pro-form one Answers to appendix exercise Further exercise appendix 8 Sentences within sentences Complementisers: The form of non-finite clauses The form of non-finite verbs Ia. Bare infinitive verbs Ib. Passive participle verbs Iib. The functions of non-finite clauses Subject and extraposed subject Complement of A in AP Complement of P in PP Adverbial Complement of N in NP Modifier in NP Complement of V Discussion of in-text exercises Exercises Discussion of exercises Further exercises 11 Languages, sentences and grammars viii Languages Describing languages Describing infinite languages Grammars Grammars and sentence analysis Further reading Index Preface to the fourth edition In this fourth edition, I have revised the text in ways that I believe make it clearer and, in many cases, simpler and I hope more accessible. Sometimes this has meant changing examples, both in the text and in exercises. Several of these take the form of text passages in which the reader is asked to identify examples of particular syntactic phenomena. These offer a way of engaging with the language other than by drawing phrase markers. The treatment of auxiliaries is now more standard. Each auxiliary is treated as taking a VP complement. This also makes the use of the do so test for VP more consistent than in previous editions it actually works now. And it allows me to acknowledge that adverbials can, and very naturally do, occur between auxiliaries and between auxiliary and lexical verbs. Contrary to what I expected, this change has barely increased the complexity of the presentation. I have simplified some examples. The reader can concentrate on what really matters here – complementation of lexical verbs. This gives teachers the option of spending two weeks on that material. There are other, smaller, analytical changes: The latter remain pre-determiners i. These are now analysed as having an ellipted head those [E]N at the back. Other changes are mainly presentational. The presentation has been tightened up and it is, I hope, clearer and more user-friendly. There are a few more summaries. Chapter 10 is now divided into two more manageable parts. And there are some minor typographical changes: When a third edition of *Analysing Sentences* was planned, the publishers solicited anonymous reviews of the second edition. A surprising number came in, all of them detailed. I am extremely grateful to those who responded so constructively. Those responses presented me with a bewildering variety of views about what was good or bad about the previous edition. For example, some thought the Verb Group the best thing about the book, but the majority loathed it and regarded it as a blot on the landscape. So I have been selective in following their suggestions. A few suggested I present a thorough-going X-bar analysis. And I have kept Chapter 11 unchanged. It may have a rather dated feel to it but I think it still does the job it was designed to do. Nor have I changed its position in the book. It is a post-script to what is intended as a practical, descriptive, introductory account of English. For pointing out mistakes and making suggestions for improvement, I am grateful to strangers who have e-mailed me, to friends, colleagues, postgraduate tutorial assistants who have helped me teach first-year syntax at Newcastle and, last but not least, the students. One of those tutorial assistants, Laura Bailey, cast her eagle eye over the pre-final draft to great effect and she has my thanks for that. I have prepared an Answer Book for the Further Exercises. This included first-year undergraduates in linguistics and English language who would be going on to find out more about English syntax, syntactic theory, and argumentation in syntactic theory in later years. It also included many others who probably would not continue and whose purposes were different and quite varied. For these, the book had to provide a self-contained, systematic, and coherent introductory picture of English in its own right. They were less interested, perhaps, in syntactic theory than in forming a reasonably informed impression of the structural range of the language and a grasp of the vocabulary and concepts needed to describe it. So the aim was to strike a balance between providing both descriptive range and descriptive convenience on the one hand while, on the other, offering something of genuine use to someone about to embark more seriously on syntactic theory and argumentation. Many of the changes in this second edition have been made with this balance in mind. Occasionally, in the first edition, I made decisions which, while pedagogically convenient, have come

over the years to seem less and less defensible or useful in an introduction to syntax. So I have done something about them. For teachers familiar with the first edition who want an overview of more important changes, I have listed them below. A more general change concerns the exercises. These come without answers and can be used for seminar work. Some are designed as before to test comprehension, others to give practice in handling new data and to encourage thought. More than in the first edition, rather than give a phrase-marker in the text, I set the drawing of the phrase-marker as an exercise. This, I think, makes for more worthwhile and enjoyable reading, and it builds confidence. It seems essential the reader be encouraged to do these before consulting the Discussion. I grant the evidence which suggests there is no such thing and its incompatibility with X-bar. But there is less agreement on how verbs in English are to be treated. I have kept it because it is convenient: Besides, I have found it useful as an illustrative starting point in later courses on argumentation. The following major changes of detail have been made, not only in aid of bringing the analysis a little more into line with common current practice, but also in the light of my own experience of teaching the first edition. This has made me think that I was sometimes a little over-cautious as regards what is teachable at this stage. Even so, many of the changes have actually had a simplifying effect. This is more helpful, in my view. More importantly, the auxiliary is now fronted to the complementiser position daughter of S-bar, sister of S. This is a major change and involves changes elsewhere – see below. Auxiliary-fronting leaves a gap under AUX. It is more helpful to the student to remember that passive verbs are not intransitive to have a gap in the object position following a passive verb. Some students do this spontaneously, anyway. And it provides a better preparation for what is to follow, both in the book and elsewhere. So I now insist on a gap in object position. The discussion of one in the first edition was unsatisfactory. It was not used to motivate any distinction, within NP, between complements and adjuncts and so never really worked. The chapter can be read quite independently of that appendix, however in my experience, beginners find the distinction between adjunct and complement difficult in the context of NP. Tutors can decide for themselves whether to insist that the distinction be respected in Chapter 7. Other changes in Chapters 8 and 9 anyway mean that it does now eventually emerge, clearly and naturally, when really necessary. The representation of noun-complement clauses in the first edition was unsatisfactory. As complements, these are now more simply and accurately represented as sisters of N within NOM. See below for a consequent change to the structural position of restrictive relative clauses. The order of presentation has changed: This is convenient if, as I do, one spends two separate weeks on this chapter one on interrogatives, one on relatives. A further minor change from the first edition is that subject constituent questions are now presented as having a fronted auxiliary. Since auxiliaries are now fronted to the S-bar complementiser position Ch. Comp-2 is here defined as daughter of S-double bar, sister of S-bar. Since noun complement clauses are now sisters of N Ch. As explained there, this distinction between N-modifier complement clause and NOM-modifier relative clause parallels that between complement and adjunct in the VP. If interested or required! In preparing this second edition, I have benefited from the comments and advice of many people. They are too numerous to mention and thank individually here, but I must mention the help of Phil Carr and Siobhan Chapman. The students at Newcastle whose responses have invariably been interesting and instructive have taught me more than they know. I am especially grateful to Georgette Ioup, who I met in Morocco in when I had just started writing the first edition. Her detailed and insightful comments on it over the last ten years have been of great help, not to say indispensable. My wife Tessa has borne with grace my probings of her linguistic competence, and Julia, my daughter, has made the rewriting much more enjoyable by joining me in vandalising copies of the first edition, pasting, and stapling. I would like to dedicate this second edition to my mother and the memory of my father. Thanks, too, to Geoff Leech and Mick Short the series editors for their help and encouragement in producing the book as it now stands. Valerie Adams, painstakingly and to good effect, went through each chapter as it was completed and for this I am very grateful. I owe a general debt of gratitude to Sir Randolph Quirk, who introduced me to the study of the English language in the first place. Finally, my thanks to Tessa for her support and patience. Your language is very much part of you and your thinking. You use your language so instinctively that it is difficult to stand outside yourself and think of it as something that is independent of you, something which you know and which can be described. But as the native speaker of a language, there is an

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important sense in which you do know all that there is to know about that language. This is not to deny that there are almost certainly words with which you are not familiar.

Chapter 2 : Analysing Sentences : Noel Burton-Roberts :

Noel Burton-Roberts The phenomenon that I describe in this paper is a specific class of indirectly conveyed meanings. The meanings involved are definitional, or partially definitional.

Chapter 3 : Pragmatics : Noel Burton-Roberts :

Noel Burton-Roberts is the author of Analysing Sentences (avg rating, 70 ratings, 9 reviews, published), Phonological Knowledge (avg rating, 70 ratings, 9 reviews, published).

Chapter 4 : Analysing sentences (edition) | Open Library

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Chapter 5 : Noel Burton-Roberts (Author of Analysing Sentences)

noel burton roberts analysing sentences An Introduction to English Syntax" by Noel Burton-Roberts with Rakuten Kobo. This highly successful text has long.

Chapter 6 : Noel Burton-Roberts, The Limits to Debate: A Revised Theory of Semantic Presupposition - PhilPapers

Noel Burton-Roberts is Emeritus Professor of English Language and Linguistics at Newcastle University, UK.

Chapter 7 : Analysing Sentences: An Introduction to English Syntax - Noel Burton Roberts - Google Books

This highly successful text has long been considered the standard introduction to the practical analysis of English sentence structure. It covers key concepts such as constituency, category and functions, and also utilises tree diagrams throughout to help the reader visualise the structure of sentences.

Chapter 8 : Analysing Sentences: An Introduction to English Syntax, 4th Edition (Paperback) - Routledge

NOEL BURTON-ROBERTS is Professor of English Language and Linguistics, School of English Literature, Language and Linguistics at Newcastle University, UK. He is the author of Analysing Sentences: Introduction to English Syntax, Phonological Knowledge: Conceptual and Empirical Issues (with Philip Carr and Gerard Docherty) and The Limits to Debate: A Revised Theory of Semantic Presupposition.

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