

# ANALYTICAL SYNTAX FOR TEACHING ENGLISH (6)

— a non-native approach —

October 1976

Kan KATAYANAGI

## Chapter VIII Sample Curriculum<sup>1)</sup>

### 8.1 Basic layout of the curriculum

It has been our contention throughout that a curriculum should be an organized whole, no matter to what extent or fineness, and that it should be even more so for teaching the structure of a language especially in the case of a foreign language. In accordance with what we have asserted as necessary and sufficient for such a curriculum, a tentative sample is to be presented here, though with much reservation and hesitation, in the hope that this will contribute toward improvement of foreign language teaching, English in particular, in our schools where the language is being actually taught to every child above 12 years of age for three to six years more or less compulsorily, and allegedly with considerable dissatisfaction to every party involved.

The sample curriculum to be proposed might prove effective, if applied, in alleviating the situation where the matters in all the other areas of the teaching remain equal, that is, any improvement attained by any practical reform to take place in the pedagogical environment at large far outweighs the one resulting from the present proposal. However, if the foreign language teaching in our formal education is not only for ulterior purposes or for utilitarian goals, but also for proper training in intellectual performance, the aspect we designate as 'syntax' should be made the stem of the teaching and it should be 'intellectual' as a teachable subject, to be learned not by rote but by reason.

We earlier conceded to the condition that in spite of the fact that English is an actual and natural language, it is here parenthetically and pedagogically presented as an unnatural, arbitrary system of communication, consistent of itself, finite and closed. Its teaching process, accordingly, demands to be progressional and reversible. We have come to conceive the said system to consist of three conventions mutually related

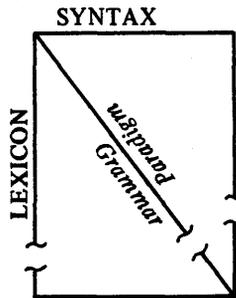
---

1) Continuation since Vol. 21. 1971 of the present publication.

in nature but different in kind and order, governing the matters we want to teach or learn.

The first is the 'syntax', the set of necessary and sufficient prescriptions stipulated in terms of 'syllables', the immediate constituents of unit speech simultaneously the highest continuity of words below the sentence, the enacted, valid act of communication in formulated language; the second, the 'lexicon', the body of vocabulary items classified and mapped according to the grammatical idiosyncrasy of the members, with necessary indices for retrieval into speech, and the third, the 'paradigm-grammar complex', the system of cross-references connecting the other two, thus we have a symbolical expression of the basic layout as shown in Fig. 1.

Fig. 1 Basic layout for language

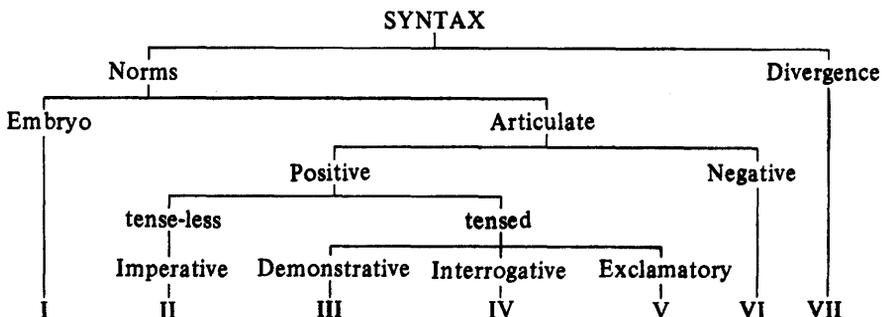


The diagonal is read in two ways; it reads 'paradigm' toward 'syntax', while it reads 'grammar' toward 'lexicon' indicating the mediating function of the third element we proposed to enter in the picture over the one we gave in the preceding Chapter (7.3).

### 8.2 Syntax simplified for curriculum

The first element, the syntax, or according to our terminology, the 'analytical syntax', may be deployed over the finite abscissa in the following manner as in Fig. 2, much simplified for a general perspective of our pedagogy.

Fig. 2 Structure of syntax



The curriculum will proceed with a uniform depth of detail across the sections designated by the Roman numerals from Section I to VII, and then revert to Section I with added detail and across likewise to VII, thus repeating the sweeping process to the desired degree of fineness and extent.

Thus our zero-degree curriculum with the zero-degree lexicon consisting of indispensable symbols as representative vocabulary population will be somewhat like the following.

**Fig. 3** Zero-degree curriculum

---

LEXICON: *Oh* (interjection), N, V (either of  $V_1$ ,  $V_2$ ,  $V_3$ ,  $V_4$ , and  $V_5$ ), ADJ, ADV, *Do*, *Don't*, *WH*.

---

SYNTAX:

- I Use any of *Oh*, N, V, ADJ, ADV by itself.
  - II Arrange in any of the five patterns, 1-5, below.
    1.  $V_1$
    2.  $V_2 + N$ . or  $V_2 + \text{ADJ}$ .
    3.  $V_3 + N$ .
    4.  $V_4 + N + N$ .
    5.  $V_5 + N + N$ . or  $V_5 + N + \text{ADJ}$ .
    6. ADV may be inserted in any position before, after and between the terms above from 1-5.
  - III Begin any of the II above (1-6) with an additional N ( $\bar{N}$ ) at the head.
    - (1.  $\bar{N} + V_1$ , 2.  $\bar{N} + V_2 + N$ . or ADJ. ....)
  - IV Form either of the two below:
    1. Begin III above with *Do*. ( $Do + \bar{N} + V_1?$   $Do + \bar{N} + V_2 + N?$  ...)
    2. Begin III above *WH + do* and delete what is represented by *WH*.  
( $WH + do + \bar{N} + V_1?$   $WH + do + \bar{N} + V_2?$  ...)
  - V Arrange differently for  $V_1$  and for the rest thus:
    1.  $\bar{N} + do + V_1!$
    2.  $WH + \bar{N} + V_{2-5}$  with what follows in II above minus what is represented by *WH*.
  - VI Begin the sentence from II to V with *Don't* before V, and if *do* is there already, replace it with *Don't*.
  - VII In answer to IV-1 above, all V must be replaced by *do* with the remaining section deleted.  
(III, IV, V involve some 'inversion' over II.)
- 

Obviously we need actual vocabulary items, i. e., words, to be put into the symbols even for the minimum operation as shown above. It is not, however, meant that the operation in abstract symbolizm is to be practiced in the actual teaching sites.

Over the span of the given syntax above, the initial round of curriculum in 'syntax' might start with single-word based sentences, i. e., with an actual-word lexicon but without a set of grammar to form phrases with available words. Thus we begin with

Section I where the use of the words classified under 'interjection' beyond the listed *Oh* may be fully used, then with other kinds of individual words in isolated status. N, ADJ, ADV and most naturally V can be used alone as the type of sentence coming under Section I: thus, N! ADJ!, ADV! and V!.

Section II introduces the Verb syllable and other attendant syllables, i. e., Noun syllable as Complement and Object, Adjective syllable as Complement and ADV as predicative free Adverb. These four kinds of syllables are the terms of analysis and contrast between and among the syntactical sections, and should, therefore, be established in an earlier stage of learning along with the meaning of the sequence (or the so-called 'word order') in which they appear.

Section III brings in the clausal formations, i. e., the Subject-Predicate bynarism of English sentences, which is done simply by an addition of another Noun syllable ( $\bar{N}$ ) at the head of the formation given in Section I above. Section IV is the first of the formations obtainable through a set procedure from what has been stipulated in Section III; the process involves an operation enumerated in the Section VII to come later—namely the process called 'inversion'.

Section V is another case of such transformation whose use is rather limited with a lesser frequency in reality.

Section VI incorporates the procedure to convert the sentences in all the casts of II to V above into negative in more or less uniform manners. Section VII enumerates such diversions incurred upon otherwise normal formations from II to VI: (1) apposition-repetition, (2) enumeration, (3) internal references, (4) curtailment-delegation, (5) inversion, (6) insertion, and perhaps some other irregularities as ankylosis, solicism on which we have already given some explanations elsewhere.

### 8.3 Simplified lexicon

The entire body of vocabulary may be deployed over the infinite length of the coordinate. The classification of the members of the vocabulary, however, may be conveniently expressed in parallel to the coordinate and its sub-classifications can be carried down to any desired degree. The first-degree lexicon to implement the zero-degree syntax lists experimentally only one member for each file as found in Fig. 4 below. The problem is that where sub-classifications are anticipated, no particular word can be entered as delegating the rest of the classification. Thus we are compelled to expand the minimum but practical lexicon to the fineness we find in Fig. 4. The first three syntactical categories find themselves each polarized into the closed and the open group, somewhat different from the ordinary 'part-of-speech' classification. Also found entered there is the category named 'grammatical particles' under which are listed 'prepositions' and 'conjunctions (both coordinate and subordinate)' which may not

find their ways into syntax for a while until there is a relevant prescription coming from an enriched syntax later on.

Fig. 4 First degree lexicon

SYNTACTICAL UNITS	Verbals	Verbs	<ul style="list-style-type: none"> <li>vi { 1 go,</li> <li>      2 be,</li> <li>      3 take,</li> <li>vt { 4 give,</li> <li>      5 make,</li> </ul>
	Nouns	Nouns	<ul style="list-style-type: none"> <li>countables</li> <li>uncountables</li> <li>proper nouns</li> <li>material nouns etc.</li> </ul>
	Adjectives	Adjectives	<ul style="list-style-type: none"> <li>degreed</li> <li>degree-less</li> <li>determiners { articles</li> <li>                  pronominal</li> <li>                  indefinite</li> <li>                  WH</li> </ul>
	Adverbials	Adverbials	<ul style="list-style-type: none"> <li>degreed</li> <li>degree-less</li> <li>WH</li> </ul>
	GRAMMATICAL PARTICLES		Interjections
		prepositions	in,
		conjunctions { coordinate	and,
		sub-ordinate	if,
		relatives	what,
		symbols	?

As is obvious, a large portion, including the said grammatical particles, of what is enlisted in the lexicon above is not immediately retrievable into the syntax because of the lack of prescription of how to mobilize them into syntax; i. e., the paradigm-

grammar complex is now wanted. The actual words under each heading may be selected, added and arranged according to the policy of the teaching or learning parties involved. The quantity, the size of the entire vocabulary administered, may also be a matter of policy. The entire scheme of the lexicon should, however, be imparted to the learners before the extension in the volume of the vocabulary is to be attempted.

By experimenting how far we can go with the vocabulary items given in the lexicon above, though limited as it is, according to the prescriptions given in the preceding section, we find that some products are immediately applicable without violating the actual English usage while more fail to be relevant unless further adaptation is applied, pending the prescriptions from local grammar, i. e., paradigm-grammar complex, in our terminology. If we disregard, for a while the actual conventions of English, perhaps we could admit a considerable portion of the automatic, i. e., possible, product coming out of the given prescription, of which many might not entirely fail to mean something even within the range of vocabulary and syntax, in spite of the fact that the grammatical particles are not yet available.

Suppose, for the first-step experiment, we see what we can produce with the given vocabulary items and given syntactical prescriptions, withholding the secondary products, i. e., the phrasal units formed by grammar-paradigm rules, e. g., 'adjoining', what we get is a collection of sentences in the cast prescribed by our syntax, implemented by the 'words' given in our lexicon, with every element consisting of one word and filling the position of a syllable of each sentence. By eliminating those products that do not make sense and those that violate the 'actual English grammar' we might enumerate the combinations as 'surface product'.

SYNTAX	Sample sentences produced
I	<i>Oh! (Mary! Good! Now! Go!)</i>
II	<i>Go! Be good! Take Mary! Take books! Give Mary water! .....</i>
III	<i>Books go. Books take Mary. ....</i>
IV	<i>Do books go? Do books take Mary? Who do books take? .....</i>
V	<i>Books do take Mary! What books do take! .....</i>
VI	<i>Don't go! Don't be good! Books don't go. Don't books take Mary? .....</i>
VII	<i>Books do. (in the place of Books do take Mary, in answer to Do books take Mary?)</i>

The list above does not exhaust the possible and meaning-forming sentences coming out of the given schemes. Many recourses are still remaining unmade either because of the lack of prescription in the syntax or of the absence of further prescriptions to be imposed upon the individual words, as 'conjugation' according to number, person and perhaps tense, etc. Nouns in singular cannot be accepted into the lexicon until

they are included as a separate item of vocabulary or until a grammar to conjugate them according to the number is incorporated. Nor can they be introduced unless the affixation of the indefinite article is brought into the scheme, which is another grammatical prescription to be entered. Thus for a language with an added degree of approximation to the actual English, we look to the paradigm-grammar complex, the diagonal in our model.

#### 8.4 Sample grammar-paradigm complex

This is a concessional convenience, nevertheless indispensable, for manipulating the language in its productive as well as in its analytical phase. The mental strain in stringing individual, unmotivated vocabulary items through intermediate structure into fully purposeful, competent pieces of speech is the productive phase of speech, antecedent to the surface expression, the result of such mental activity, while to comprehend an accomplished purposeful piece of speech, the given linguistic continuity is divided into constituents, from higher and general segments into finer and more concrete, through a prescribed and anticipated channel — the analytical function leading to the total and ultimate comprehension of a message. In either of the processes, one has to go through a set routine, a pre-arranged channel but in opposite directions. 'Grammar' is our term for the productive phase while 'paradigm' is used for the analytical phase of the process. The former speaks for each word on how it can be activated into higher uses toward a syllable, while the latter tells how a syllable can be identified and determined as such by its internal formation. In other words, grammar tells if words found under the four kinds, — verbs, nouns, adjectives, adverbs, — may and must undergo the prescribed changes to attain the syllable-hood in an activated sentence while the paradigm tells if a series of words are in any of the stipulated formations, they are identified as such under the said designation, V, N, ADJ, and ADV. (Cf. Fig. 5, next page)

Suppose we go by the above in the productive phase; we pick up a word from the given lexicon, say *Mary*, a proper noun, under the sub-classification of 'uncountables' of the Nouns, then we find in the Grammar the same entry 'nouns', next we are told that it should undergo either or both of the conjugations prescribed there, namely those by number and case, even though we are not told whether the word *Mary* is susceptible to such rulings. However we know that it can be used as Noun syllable in a proper syntax. So we go back to the Syntax, Section I in particular, for instance. Finding no prescription against the use of N element for Embryo sentences, we might conclude that we can use it as a full speech, expressing something on or about *Mary*. Then we go down to Section II and find that N syllable is applicable as Complement or Object as the case may be, thus through Sections III to VII.

Fig. 5 Grammar-paradigm complex simplified

Grammar				Paradigm				SYNTAX	
Part of speech	single			phrasal		clausal	syllable		
	conjugation	derivation	adjoining to (annexing to)	combined	adjoined (annexed)				
Verbs	by tense	into gerund		<i>do</i> + root	<i>adv</i> × <i>v</i>		V		
	number	participle		modal + root					
	person	infinitive		<i>have</i> + inf.					
				<i>have</i> + p. p.					
Nouns	by number				<i>adj</i> × <i>n</i>		N		
	case				<i>n</i> × <i>n</i>	gerund +			
Adjectives	by degree				<i>adv</i> × <i>adj</i>	inf +	ADJ		sub. conj + clause
						prep + n			
Adverbs	by degree				<i>adv</i> × <i>adv</i>	part +	ADV		
Grammaticals				<i>because of</i>	<i>on to</i>		ADJ, ADV		
Prepositions				<i>instead of</i>	<i>in between</i>				
Subordinate conjunctions									
N, ADJ, ADV									

LEXICON

If we wanted to expand *Mary* to some extent, we are to go for the prescriptions indicated under 'phrasal' structure in the Paradigm above, 'bracketed' structure in particular, for instance, and if we want to define it with a 'determiner', say with *my*, thus into *My Mary*, in a formula 'det. × n' and as a corollary we know we can use the noun phrase as N syllable wherever applicable, thus as Subject, or Complement or Object through Sections II to VII.

If the case were reverse, and we were given a piece of speech supposedly valid and accomplished, say, *Mary takes books*, first we must find and identify each word in the lexicon, *Mary* to be a nominal and an uncountable, a proper noun in particular which fact automatically qualifies the word, according to the paradigm, as Noun syllable to take the position of Subject, Object and Complement of all the syntactical collocations, and likewise the word *take* is immediately identified as verbal element, most likely a transitive, that is, accusative verb capable of taking another N syllable for its Object. Grammar there tells us that the final /s/ of the verb *takes* is a conjugated ending of the verb implying that the verb is in present tense reflecting also the singular-ness of the Subject and that the Subject is the third person, which fits exactly the case with the given sentence. Then we find *books*, likewise in the lexicon as nominal, countable, whose plural-ness is endorsed by the grammar on the evidence of the added /s/ to the noun *book*. The doubt as to *books* being V is precluded by the fact that we have already acknowledged the verb *takes* as V of the clause, or else we have two V-s for a single sentence, which is not approved by the 'syntax'.

We find no phrase-forming relationship prevailing between and among these three words in this order as long as the paradigm is consulted upon, so we conclude that *Mary* is the Subject, *takes* Verb, accusative verb constituting that particular sentence pattern, and *books* another Noun syllable, lawfully the Object, thus proving that the series is a bona fide English sentence capable of conveying what it means to convey. The procedure may not be much more complicated if *Mary* read *My Mary* and *takes* read *took*, and so on.

Suppose we found another sequence of words reading *Take Mary books*. The identification of the words in the lexicon may be performed as in the preceding process but when syntax is referred to, the sequence V+N+N is found only possible when the initial V is in root form, besides *take* must be found either among the dative verbs or among causative verbs which is not the case here in our lexicon; thus we come to know that the series of words given do make neither sense nor a sentence.

The procedure is absurdly too complicated and meticulous to be practical, but our mental effort in analysing or producing something grammatically cannot avoid going through these scanning routines. We are not, of course, imposing the ordeal upon the learners as such, but as the teaching parties we should at least know fully what is

being done when the learners are undergoing the apparently simple surface production and comprehension.

With the threadbare lexicon, syntax and grammar-paradigm so far presented, an immense variety of sentences can be formed. To eliminate impossible or unconventional combinations, besides nonsensical grammatical products, might require another set of prescriptions no less in size and complexity. Hence the usual manner of the curriculum is to list only those approved examples and the learning consists of memorizing the positive examples, rather than 'possible', including 'negative' examples. The economy is again, it seems, in the proper balance between the two conflicting vectors of human mentality.

What has been given, with some 50 words, will be large enough as an operatable language for any intelligence, no matter which type of learning one does follow, positive or negative. We happen to take to the latter as policy.

### 8.5 Description of the actual curriculum proposed

We shall first proceed to formulate the actual curriculum for a size of English populated with minimal vocabulary, say, consisting of 600 items. The time to be prescribed for the learning of the particular language of that size, 'English-600', may be in inverse ratio of the efficiency of learning or teaching. Some learners may attain the desired level of command in the language within certain hours of explanation and drill while others may take twice as long to attain the same level of command under the same environment. The time factor is therefore regarded as relative in the curriculum.

The distribution of the given vocabulary items over the various categories of grammar and of syntax may also affect the nature of 'English-600', even though the function-words, i. e., those of the 'closed group' in our term, are soon to exhaust themselves. If 500 words were nouns with the rest evenly distributed among the rest of the categories, the variety of expressions may be far poorer than another set of English-600 with more verbs and other kinds of words. Any addition of a grammatical element multiplies the operational varieties while addition of vocabulary items does not add so much in proportion, and apparently there is a natural balance between the number of grammatical items to be taught and the size of vocabulary for the apparent naturalness of the language and perhaps for the naturalness of the mentality undergoing the operation called 'learning'. In the present 'English-600', the proportions between and among the vocabulary items by kinds may be set, for an instance as follows: (total:610 words<sup>2)</sup>)

---

2) Actually the size of vocabulary for junior high school English currently enforced by the Ministry of Education.

[auxiliary verbs: 15	[determiners: 11	prepositions: 33
verbs: 100	adjectives: 60	conjunctions: 15
[pronouns: 37	adverbs: 33	
nouns: 286	others: 5.	
(inclu. 41 numerals)	(interjections, etc.)	

Beyond a certain level, however, an addition of vocabulary items only diminishes the text frequency of the individual words, and likewise an addition of local grammar, if too particular in nature, affects only a limited area in the entire scope of the language so there is another inevitable balance even in our stochastic calculation of possibilities and combinations.

The difficulty of forming an actual curriculum is that of arranging the multi-dimensional matters, in our case, the syntax, lexicon and paradigm-grammar complex, into a linear and monoral progression from a beginning to an end. So the first difficulty is best relegated and averted by determining the vocabulary into a size, i. e., the 600 words in our case, and we can leave the selection more or less to the learning convenience and interest. What remains then in our hands are the syntax and paradigm-grammar complex arranged into a linear progression to cover the two-dimensional area, by a sweeping process from one end to the other over and over with an added depth each turn.

Schematically the progression can be expressed as in Fig. 6.

**Fig. 6** Model of progressional curriculum with Syntax and Grammar combined

1st round.	I-1	II-1	III-1	IV-1	V-1	VI-1	VII-1
2nd	// I-2 A1	II-2	III-2 B1	IV-2	V-2	VI-2 C1	VII-2
3rd	// I-3 A2	II-3 D1	III-3 B2	IV-3 E1	...	...	...
Nth	// I-n	...	...	...	...	...	...

In linear expression, the above table may be expressed as: I-1, II-1, III-1, IV-1, V-1, VI-1, VII-1, I-2, A1, II-a, III-2, B1, IV-2... where the Roman numerals stand for Syntax and the alphabet for grammar-paradigm items.

The actual curriculum tabulated below is in the first two rounds. In the first round the very essentials of the syntax and grammar is covered with minimum references and vocabulary items in anticipation of further enrichment and detailed explanations along with the proper amount of drill assignment. It is supplied with the initial samples which are to be further operated upon as the progression in the curriculum advances. The 'application notes' give some points in way of presenting the details to be brought up with some anticipatory reminders.

The second round brings some additional details into the operation, notably the

modal-expression and *have*-structures with less explanations, while exercises in operating phrasal syllables may be fully employed. The conjugated verbs are indispensable for the two syntactical formations above and so the process is introduced in the second round as a part of the paradigm-grammar complex. (It may be, however, more convincing if the verboids were used in adjoining functions earlier, e. g., participles, both present and past, as adjoining adjectives to nouns, infinitives and their subordinate elements as post-posed adjectives to nouns, etc.)

Since the isotopical formations of III, e. g., VI, V and VI are automatically obtained, actual exercises in the transformation might not be given so much attention as other more basic operations are to receive. Observe that as one goes down in the progression, the inserted grammar items are a necessity to go on to the next stage of syntactical matters. Lexical items are entered at their first appearance and application in the process.

For a detailed description and explanation of the tabled curriculum, the relative chapters and sections in the foregoing text should be referred to. The general rules being:

1. All products coming out of the given prescriptions should be accepted no matter how un-English they may turn out to be, pending further prescriptions supplied either at each locality by particular grammar or at a later stage of the curriculum where it comes around to a point with added depth and details.
2. What is given as a new prescription should be automatically and fully applied to all the cases where it is applicable, i. e., not only to what follows but also to what has been given already earlier in the course of the curriculum.
3. Actual specimens of sentences to be given to the learners should not contain grammatical elements that are not yet given in the curriculum.

The syntax is here deployed, for convenience sake, vertically, not horizontally, while explanations and details are deployed as its depth to the right for each entry. The progress of the curriculum thus goes downward. The whole curriculum is divided into eight sections each assigned to a page. Page 80 and 81 form across a horizontal continuation with another below on pages 82 and 83 forming across the First Round of the curriculum. The Second Round is then presented in the same manner over pages 84, 85, 86 and 87.

The symbols in Tables 2 and 3 should be read as follows:

- V: for  $V_1$ ,  $V_2$ ,  $V_3$ ,  $V_4$  and  $V_5$  (predicate verb, including phrasal, of a clause)
- Verb: single-word verbs and phrasal verbs regardless of being predicate or not
- verbs: vocabulary items classed as 'verb'
- N: Nominal syllable, that is, single word noun, phrasal noun or noun clause that

fills the position of Subject, Object or Complement

$\bar{N}$ ; the N above when it is in Subject position

Nouns, and nouns: as in the case of V and the rest

ADJ: Adjectival syllable standing in Complement (predicative) position

Adjective, adjectives: as in V, verb above

ADV: Adverbial syllable, predicative adverbs (free adverbs in the table)

Adverb, adverbs: as above

WH: all interrogative pronouns, adjectives, adverbs with and without *-ever*.

words in *italic*: representing the vocabulary items indicated, including all the conjugations

▶: syllabic status of the product attained through the process introduced

S: syntactical items

G; paradigm-grammar items; The same numeric index repeats if the subject is the same.

☐ indicates that a separate set of grammar or prescription should be supplied

/ pedagogical considerations anticipating later supply of prescription or postponement.

We have, of course, in no way thoroughly experimented with the curriculum here proposed to verify if it is self-sufficient, that is to say, to see if whatever prescribed there is always attainable only and sufficiently with the given instructions, if all the possible products coming out of the descriptions are grammatical, and if not, to see if all the non-grammatical products are to be eventually suppressed by the inhibitive instructions also given within the curriculum, and so on.

The curriculum should also be accompanied with a graded lexicon beyond the ones symbolically given in the present chapter, along with the progression in the paradigm-grammar sequence, some of whose items are ear-marked in the tables with ☐, without actually supplying the details. It should also be endorsed or lined with at least a sample text, the collection of sample sentences paralleling the progression of the curriculum, adapted and modified to fit actual uses geared to the mental stage of the particular type of learning party with the ultimate goal set at a certain level.<sup>3)</sup>

---

3) to be continued

**TABLE 1** FIRST ROUND CURRICULUM

SYNTAX	Syntactical Prescriptions		Lexical Reference Sub-classification	
	Obligatory paradigm Primary details Secondary details	Optional Grammar Details ▶ PRODUCT		
I	Embryo	<b>S0.</b> Single unit speech		
		1. interjections as full expression	interjections	
		2. adverbs as full expression	adverbs	
		3. adjectives as full expression	adjectives	
		4. nouns as full expression	nouns	
		-1. proper nouns	proper nouns	
		-2. pronouns		
		-3. uncountable nouns	uncountables	
		-4. countable nouns	countables	
		5. verbs as full expression (in root)	verbs	
II	Imperative	<b>V<sub>1</sub></b> <b>S1.</b> Verbs must be in root.	verbs	
		<b>V<sub>2</sub>+N</b> <b>S2.</b> N (Object) N in pronoun must be in accusative.	complete verbs accusative verbs nouns pronouns	
		<b>G1.</b> Expanding verbs		
		1. adjoining by adverbs		
		▶ V		
		short adverbs		
		<b>V<sub>3</sub>+<math>\begin{cases} N \\ ADJ \end{cases}</math></b> <b>S3.</b> N (Complement) <b>S4.</b> ADJ (Complement)	dependent verbs adjectives	
		<b>G2.</b> Expanding nouns		
		1. adjoining by adjectives / preposed adjective first		
		2. annexing by another noun		
▶ N				
<b>V<sub>4</sub>+N<sub>1</sub>+N<sub>2</sub></b>	<b>S5.</b> N <sub>1</sub> (Indirect Object) <b>S6.</b> N <sub>2</sub> (Direct Object) N <sub>1</sub> , N <sub>2</sub> in pronoun must be in accusative.	dative verbs		
<b>V<sub>5</sub>+N+<math>\begin{cases} N_3 \\ ADJ \end{cases}</math></b>	<b>S7.</b> N <sub>3</sub> (Complement) <b>S8.</b> ADJ (Complement)	causative verbs		

Samples	Application notes
sentences	/ anticipatory comments
words, phrases...	
S0.	
1. Hello! Hi! Oh! Err...	/2-5: preparatory for the four syntactic syllables
2. Well! Now! Yes! No! Up! There!	/ -2: pronouns in accusative only to preclude grammatical complexities
3. Good! Fine! Excellent! Beautiful! Right!	/ -4: uncountable nouns only to avert grammatical complexities
4.	
-1. Mary! Mom! Tokyo! Monday! God!	/ 5: preparatory for the Imperative expressions
-2. Me?! Him! You!	
-3. Water! Fire! Victory! Shame!	
-4. Angels! Dogs! Snobs!	
5. Come! Look! Hold!	
S1. Go! Come! Look! Sit!	S1: The case with $V_2$ below with its Object suppressed may be ambiguous.
S2. Take Mary! Drink water! Hit him!	S2: N is introduced as Object first, hence the pronouns in accusative above.
G1. Go down! Look out! Sit down! Stand up! Take Mary up! (Take up Mary!) Drink down water! (Drink it down!)	G1: to be applied to S1. S2. above. ☐ Positions after and before Object, noun and in pronoun, needs further prescription.
S3. Be ladies! Be gentlemen!	S3. and S4: range for application rather limited; <i>Be</i> and <i>look</i> may be the only practical for beginning, especially with nominal Complements. / verbal complement anticipated
S4. Be good! Be quiet! Be kind!	G2: most common local operation, parallel to Japanese ☐ Degree conjugations may be given. /1. preposition and articles may be later prefixed. 2: 'n×n' annexation is applicable to all Nouns but to pronouns.
S5 and S6.	S5. S6.: These three-term-formations should be introduced and practiced upon with one-word one-syllable bases first.
Give Mary books!	
Bring him water!	
S7. Make them ladies!	S7, S8: The complement unit is identical with the ones in S3. S4 above.
S8. Make water hot!	/7, 8, verbal complement, prepositional phrase as complement being anticipated

	...ADV+N+ADV...	G3. Predicative adverb 1. no set-position prescribed 2. no limit in number	free adverbs
		G4. Prepositional bracketing Prep+N 1. as Adverb -1. as free adverbs ▶ ADV -2. adjoining to verbs ▶ V 2. as Adjective -1. as Complement ▶ ADJ -2. adjoining to nouns ▶ N	prepositions
III	Declarative	$\bar{N}+V_{1-5}$ S9. $\bar{N}$ (Subject) 1. $\bar{N}$ in pronoun must be in nominative. 2. V must undergo conjugation according to: -1. tense: present/ past -2. number: plural/singular -3. person: first/second/third.	
IV		Interrogative	$(WH)+\bar{N}+V_{1-5}$ S10. V, if <i>be, have, or do</i> , precedes $\bar{N}$ . S11. V, if other, take root, with <i>do</i> preposed to $\bar{N}$ . S12. WH, if involved, precedes, S11 and S12. what is represented by WH deleted.
V	Exclamatory		$(WH)+\bar{N}+V_{1-5}$ S13. in the same form as IV except inversions
VI		Negative	...V+not S14. <i>Don't</i> preposed to all II above ( <i>do</i> adjoined by adv. <i>not</i> ). S15. <i>not</i> postposed to <i>have</i> and <i>be</i> in III, IV and V above. S16. <i>don't</i> preposed to verb in III, IV and V above, with the verb reduced to root.
VII	Demonstrative		S17. Enumeration, with or without conjunction
		S18. Inversion 1. inversions take place in transforming III into IV, V, VI. 2. Preposed <i>there</i> and <i>here</i>	subordinate- conjunctions

	<p>G3: <input type="checkbox"/> classification and sub-classification of adverbs are needed in lexicon. Free-moving adverbs, by definition, extend their influence over the nearest portion of the text, rather than adjoin themselves to the preceding word or element.</p>
<p>G4. 1. -1. <i>In Tokyo I live. I live in Tokyo</i> -2. <i>go at large, run at random,</i></p> <p>2. -1. <i>He is at ease. We made him at home.</i> -2. <i>men at work, time off duty</i></p>	<p>The so-called object of preposition, if in pronoun, must be in accusative. / Prepositional phrases as Complement may be delayed in appearance. The distinction between 1-2 and 2-1 is often ambiguous.</p>
<p>S9. <i>He went there. He lived there.</i> <i>He loves Mary. They liked you.</i> <i>Mary gave John books. Tokyo made us happy.</i> <i>He was here. He was not happy.</i></p>	<p><input type="checkbox"/> A separate grammar to be provided for verbal conjugations. Distinction between and among verbs, in terms of their conjugations, especially that of <i>be</i>, <i>have</i> and <i>do</i> against other normal verbs should be made. / 2-1 past forms first / -3 plural forms first</p>
<p>S10. <i>Are you there? Have you books?</i> S11. <i>Do you love Mary? Do you send Mary books?</i> S12. <i>Where do you go? Why do you love books?</i> <i>What books do you like? How do you go there?</i> <i>How much do you like it?</i> <i>Whose books are these?</i></p>	<p>Applies to all the sentences of III. The conjugation of <i>be</i>, <i>have</i> and <i>do</i> must be brought up again in the transformation routines. / They behave in particular manner throughout the expressions to follow. <i>Do</i> + <math>\bar{N}</math> + root is the norm for interrogative. / It also leads to the modal and negative formations. S12: WH elements are available for noun, adjective, adverb.</p>
<p>S13. <i>You are! You have books! You have it!</i> <i>You do love Mary!</i> <i>What books are these! Where you do go!</i></p>	<p>S13: Not too much emphasis should be placed on this formula. Could be taught as if a version of interrogative anticipating assuring answer of the conversant. <input type="checkbox"/> A separate grammar for WH, e.g. WH + Inf as inverted Infinitive phrase.</p>
<p>S14. <i>Don't be happy! Don't go there!</i> S15. <i>Mary has not books. (Mary does not have books.)</i> S16. <i>Mary does not go there. Doesn't Mary go there?</i></p>	<p>S14: Other negative-expressing formulas are considered as stylistic, not syntactic. The adverb <i>not</i> adjoins itself to the preceding verb element including <i>be</i>, <i>do</i> and <i>have</i> rather than to what comes after it.</p>
<p>S17. <i>books, pens and ink...</i> <i>I go and she comes.</i></p>	<p>S17: Words, phrases as well as clauses can be connected by coordinate conjunctions.</p>
<p>S18. 2. <i>There is Mary. There goes Mary.</i></p>	<p>S18-2: In interrogative, <i>there</i> or <i>here</i> is inverted, instead of Subject.</p>

**TABLE 2** SECOND ROUND CURRICULUM

SYNTAX		Syntactical Prescriptions		Lexical Reference
		Obligatory paradigm	Optional Grammar	sub-classification
		Primary details	Details	
		Secondary details	▶ PRODUCT	
I	Embryo	S0.		
		6. Serial use, with or without conjunction		
		7. phrases, adjoined or annexed		
		8. clauses,		
II	Imperative		G2-2. Nouns expanded	
			▶ N	
			-3. by determiners	determiners
			at the foremost position,	
			no more than one	
			-4. by prepositional phrase	
			to be postposed	
			G3-2. Free adverbs expanded	
			▶ ADV	
			-3. frontally annexed by adverb	
	G4-2 prepositional phrases			
	-3 prep. +countable singular			
	▶ ADV			
	▶ ADJ			
	-4. prep. +adjective			
	▶ ADV			
	▶ ADJ			
	Modal Expression			
	S19: V undergoes combinations with modals			
	▶ V	modals		
	1. applicable to III-VI			
	2. No imperative expression to be formed			
	3. modal + <i>not</i> constitutes negative			
III ~ VI	all tensed-expressions		G5. Verbal derivations (bracketing-conjugation)	
			-1. gerund (+subordinate)	
			▶	
			-2. participle (+subordinate)	
			▶	
			-3. infinitive (+subordinate)	
	▶			
		G6. Derived verbs as syntactical units		
		-1. Gerundial phrase (N) as Subject, Object and Complement.		

## Samples

## Application notes

## sentences

words, phrase

/\_ anticipatory comments

S0.

6. *Hi, there! Well, yes!*7. *Good God! Big fire! Up there!**To school! Come on in!*8. *If you please! Thank you!*

G2-2

-3. *the books, the big books*-4. *the big books in the box*-3.  Indefinite article must be introduced. use of determiner over adjective adjoining

G4-2

-3. *at war, on time, of course*

-3. The noun element lacks determiner or pluralization

-4. *at last, for better, by large,*

-4. noun and the determiner deleted

S19.

*You may go out. She might like you.**She may be happy. Would she give him the books?**What could he call her?**He may not come here. Might not he come?*S19.  full details of modals be given, with their conjugational peculiarities./\_ the possibility of auxiliary *have* to follow modals if it is in present-form.

G5.

-1. *going out, his going out,*-2. *sleeping lion, sleeping thre,  
interested men, very interested in  
learning,*-3. *to stay home, to stay home alone,*

G 5.

/\_-2 as adverbial (participial construction) anticipated

/\_-3 as adjective, as noun anticipated

G6.

-1. *Sleeping there is an experience. I like sleeping.*-2. *For sleeping there, I needed bedding.*

G6. -1 and 2. The more noun-ness gerunds get, the less verbal features they retain. e.g., pluralization, determiner affixation vs. subordinate elements it can trail.

- 2. gerundial phrase (Noun) bracketed by a preposition  
▶ ADV or ADJ,
- 3. participle as Complement (Adj)  
▶ ADJ
- 4. participle as adjoining adjective to Noun  
▶ N
- 5. infinitive phrase as Adj, Adv. Noun  
▶ ADV, ADJ, N

*Have-formations*

S20: Verb undergoes combinations with *have*

- 1. applicable to III-VI
- 2. no imperative expression
- 3. two formations are possible
  - 1. *have*+infinitive phrase
  - 2. *have*+past participle and subordinate
- 4. *have*+not constitutes negative

G7. Clause bracketing

- 1. by subordinate conjunction  
▶ N, ADJ, ADV,
  - i noun clause
  - ii adjective clause (relative)
  - iii adverbial clause

G8. Shifting, Adjective into Adverb

- ▶ ADV.
- 1. adjective as quasi-Complement
- 2. participial phrase into Adverb

S17-2 Inversion

Inversion in place of a conjunction

S21. Quotation

S22. Apposition

S23. Internal reference

S24. Curtailment-delegation

S25. Insertion

S26. Collocation

Syntactic diversions

- 3. *He is sleeping there. I found him sleeping there.*  
 -4. *the lion sleeping in the cage, sleeping lion*  
 -5. *To tell the truth, I found... I went to see her.*  
*I was to take Mary home.*  
*the lady to go with him*  
*To be or not to be is the problem.*  
*I like to swim in the sea.*

-5: Infinitive phrase cannot be adverbially adjoined. When standing in Complement of Object, *to* is given up.  
 So-called 'progressive form' 'perfect form' and 'be+ infinitive' are all under this formula.

S20:

- 3-1 *He had to go home.*  
 3-2 *He has gone home.*

- G7-1 *That he is here is a fact.*  
 i *That he is here is a fact.*  
 ii *That man who is there...*  
 iii *If he comes, do this*  
*Whenever he goes there...*  
*How hard he may try...*

- G8-1: *He went home dead.*  
*She came home breathless.*  
 -2: *Running, he could not breathe.*  
*She went home running.*  
*Locked in the room, she could not see.*

The distinction between these three functions is often blurred. cf. *I wonder if he comes* where the *that*-clause can be construed as adverbial or nominal.

The relative clause as adjectival is often ambiguous; it could be better interpreted as appositive noun clause. *that*-clause after verbs of mental content, e.g., *think, believe*. are often ambiguous whether they are adverbial or nominal.

Deletion of subordinate conjunction as well as other elements are frequent, often to the bare minimum, hence the transfer of conjunctions into prepositions, e.g., *than, as, since*.

G8-1. It is shifting of adjective into adverb, than shifting of complete verb into incomplete.

G8-2: Participial construction is something short of adverb clause, but different from infinitive phrase. N can be put as a quasi-subject of the phrase.

S17-2: *Had he come, she could also...*

S17-2: Inversion takes place in the place of sub-ordinate conjunction-bracketed adverbial clause.

S21: *"I will go soon." said he.*

S21: The quoted portion is treated as Noun or N.

S22: *The man, his brother, came.*

S22. restating of a portion of the same text

S23: *He was there, which made her angry.*

S23. A member refers to another element or portion within the text.

S24: *Do you?* meaning *Do you go?*  
*I did.* meaning *I did go.*

S24: A portion is suppressed or suspended. If the remaining portion represent the suppressed, it is delegation or absorption.

S25: *He went, I believe, with his sister.*

S25: A foreign piece of speech is inserted overtly.

S26: *If you please. I am looked at.*

S26: established otherwise impermissible collocation.