

A Study of Sentence Modification (3)

Within the Framework of American Structural Linguistics

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IV. Sentence Modifying Adjective Constructions

4.0 Adjectives alone or together with some modifiers, which I call adjective constructions, may occur as sentence modifiers. In this thesis, sentence modifying adjective constructions are divided into two classes: (1) dependent adjective constructions, and (2) independent adjective constructions.

1. Dependent Adjective Constructions

4.1 To begin with, look at the following examples:

Hungry and thirsty, the boys went home.

The boys, hungry and thirsty, went home.

The boys went home, hungry and thirsty.

Eager to please her new friends, she planned the party very carefully.

(*English Sentences*, p.153)

Angry at the delay, Hopkins refused to participate. (ibid.)

Shy, reserved, and proud, I would have died rather than have breathed a syllable of my secret. (*Handbook of Present.*, §2097)

Younger only by a year or two than Virginia, she was yet far from presenting any sorrowful image of a person on the way to old-maidhood. (op.cit.§2096)

Less healthy than Scandinavia and Denmark, it (i.e. England) ranks with Holland as a very salubrious country. (ibid.)

The IC's of the first three sentences are *hungry and thirsty* as one and *the boys went home* as the other. The meaning of *hungry and thirsty* applies to the whole meaning of *the boys went home*, not to the noun or verb alone.

These constructions as sentence modifiers are set off from the rest of the sentence by double bar junctures in speech and by commas in writing. But the adjective construction standing after the sentence pattern without such markers is

not a sentence modifier but what is called a quasi-predicative by Jespersen.

Of course you have come back hungry. (D.E.G., p.721)

G.B. Shaw died young. (ibid.)

2. Independent Adjective Constructions

Independent adjective constructions are more or less idiomatical and they form a 'closed' class: that is, they are limited in items. On the other hand, dependent adjective constructions form an 'open' class: that is, they have no limit in items. Here are some examples:

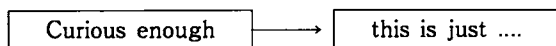
Curious enough, this is just (Synopsis., p.61)

Needless to say, this is (ibid.)

Exclusive of all this, there must be some way (ibid.)

Regardless of the avowed intent of the FBI investigations, they have had an intimidating and restricting effect. (Digest., p.77)

The position is generally initial. Sometimes they appear in medial position or in final position. The analysis of immediate constituents is thus :



V. Sentence Modifying Adverb Constructions

5.0 I will deal with sentence modifying adverb constructions, dividing them into four groups : (1) adverbs of assertion, (2) sentence connectors, (3) adverbs of frequency, and (4) adverbs of time.

1. Adverbs of Assertion

5.1 Adverbs of this class are those which express the speaker's opinion on the rest of the sentence. I will write up as many words as I could find :

happily, unhappily, fortunately, unfortunately, luckily, unluckily;
 certainly, surely, assuredly, clearly, evidently, obviously, apparently, admittedly,
 undoubtedly, unquestionably, undeniably, really, actually, truly;
 finally, eventually; vainly; naturally; foolishly;
 curiously, strangely, miraculously, unbelievably;
 candidly, frankly, briefly, honestly;
 wisely, rightly, justly, unjustly;
 inevitably, unavoidably, invariably;

probably, possibly, presumably, conceivably;

no doubt; perhaps; altogether, indeed; etc.

This group of adverbs have traditionally been called *sentence adverbs* or *sentence modifying adverbs*. The position can be initial, or medial, or final. The examples follow :

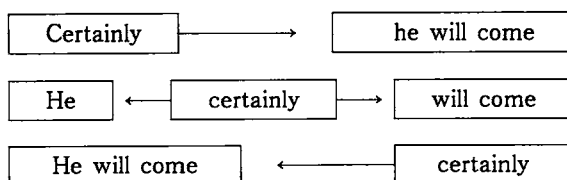
Certainly he will come.	(<i>D.E.G.</i> , p.857)
He will certainly come.	(<i>ibid.</i>)
He will come, certainly.	(<i>ibid.</i>)
Unfortunately, the message failed to arrive in time.	(<i>ibid.</i>)
The message, unfortunately, failed to arrive in time.	(<i>ibid.</i>)
The message failed to arrive in time, unfortunately.	(<i>ibid.</i>)
Really, I like you.	(<i>Introduction.</i> , p.313)
I really like John.	(<i>ibid.</i>)
I like—really—John.	(<i>ibid.</i>)
I like John, really.	(<i>ibid.</i>)

For reference, I will cite all the examples I could find in the books near at hand.

Happily he was not so.	(<i>Sentence-Phythm.</i> , §20)
The mob ... took him, unhappily, for a Scotchman.	(<i>ibid.</i>)
Fortunately, Eugenio Mendoza is not alone.	(<i>Digest.</i> , p.120)
Unfortunately he had no money.	(<i>English Sentences</i> , p.12)
Theological doctrine and controversy, unfortunately, do not make interesting reading for posterity.	(<i>Handbook of Present.</i> , §2236)
Luckily for Spence, the cathedral's reconstruction committee had imposed no limitations on style.	(<i>Digest.</i> , p.126)
And undoubtedly it would have been a large one.	(<i>Sentence-Rhythm.</i> , §20)
Unquestionably it is very grave indeed.	(<i>Handbook of Present.</i> , §2235)
They were evidently dissatisfied.	(<i>ibid.</i>)
Apparently the man liked the movie.	(<i>English Sentences</i> , p. 123)
It had become apparently the duty of every true patriot ... to believe.	(<i>Sentence-Rhythm.</i> , §21)
The newcomers just glanced at the garden apparently.	(<i>Handbook of Present.</i> , §2235)
Poor relatives are undeniably irritating.	(<i>Sentence-Rhythm.</i> , §21)
That is admittedly a hard nut to crack.	(<i>Handbook of Present.</i> , §2236)

- Curiously enough he one day took it (*Sentence-Rhythm.*, §20)
- He minded, curiously, leaving Peter. (*Handbook of Present.*, §2236)
- Strangely enough he began to feel now that it would not be so hard to persuade her. (op. cit., §2235)
- Candidly I had forgotten that there was such a country as San Lorenzo. (ibid.)
- Still it must candidly be admitted that the extent of the royal power was in many directions ill-defined. (op.cit., §2236)
- Frankly this is a grave disappointment. (op.cit., §2235)
- Briefly the facts are these. (ibid.)
- Wisely, no attempt has been made to give a formal history of the larger states. (ibid.)
- Mr. Baring rightly demands that Pushkin should be judged from the Russian standpoint. (ibid.)
- He has a large inheritance and has been kept out of it unjustly. (*Sentence-rhythm.*, §22)
- ... she thought, truly : "He is" (*Handbook of Present.*, §2235)
- A great war inevitably involves investigations into the bases of society, and much reconstruction. (ibid.)
- Though we unavoidably have miseries here (*Sentence-Rhythm.*, §19)
- Lord Henry vainly appealed to the House to bear in mind (ibid.)
- Perhaps Tommy Daniels did need a spanking in those days (*Digest.*, p.91)
- He is poor and perhaps deserves his poverty. (*D.E.G.*, p.860)
- Something might have been done perhaps. (ibid.)
- Altogether, this is most unfortunate. (*Synopsis.*, p.61)

The analysis of immediate constituents is as follows :



In traditional grammar, adverbs of this type have been called sentence modifiers. These adverbs are usually, not always, marked off from the rest of the sentence by double bar junctures in speech or by commas in writing.

The adverb of assertion in front-position is always a sentence modifier, irrespective as to whether or not there is a terminal juncture or a comma after it.

But some of the adverbs of assertion standing in midposition serve as an "intensive word." The examples follow (the adverb in the first sentence of each pair serves as a sentence modifier) :

- | | | |
|---|---|----------------------------|
| { | He is, really, sick. | (<i>Synopsis.</i> , p.61) |
| { | He is really sick (=He is seriously sick.). | |
| { | They were, naturally, sick. | (<i>D.E.G.</i> , p.858) |
| { | They were naturally sick (=They were sick by nature.) | |
| { | He was, fairly, indifferent. | (<i>ibid.</i>) |
| { | He was fairly indifferent. | |

Notice the difference between the following two sentences:

- | | |
|---|------------------------|
| { | He, clearly, wrote it. |
| { | He clearly wrote it. |
| { | He, wisely, acted. |
| { | He wisely acted. |

The first adverb of each pair functions as a sentence modifier, and the second as a "verb modifier." The same sort of problem arises concerning the adverb occurring in final position. The absence of a terminal juncture in speech after the sentence pattern changes the meaning of the adverb into that of the "adverb of manner."

Here are some examples :

- | | | |
|---|---|----------------------------|
| { | He did not die, happily (= Happily he did not die). | (<i>D.E.G.</i> , P.85) |
| { | He did not die happily. | |
| { | I read the letter, naturally (= Naturally I read the letter). | (<i>Grammar.</i> , § 366) |
| { | I read the letter naturally (= I read the letter in a natural way). | |
| { | I planned it, foolishly (= Foolishly I planned it). | |
| { | I planned it foolishly. | |
| { | He wrote it, clearly (= Clearly he wrote it). | |
| { | He wrote it clearly. | |
| { | He acted, wisely (= Wisely he acted). | |
| { | He acted wisely. | |

I will cite two examples of the suprasegmental phonemic transcription of American English. They are taken from *A Linguistic Approach to English* by Thurston Womack.

³Háppily² | ²î sâved yôu frôm ³fálling¹# (p.120)

³Lúckily² | ²nôbody was ³inside² | ²whên a fire ³bróke òut¹ # (p.119)

2. Sentence Connectors

5.2

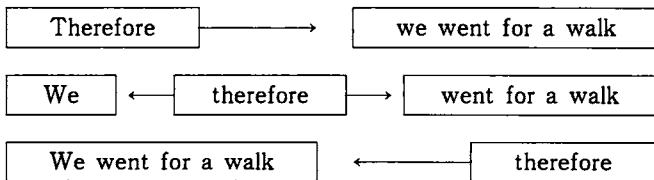
Sentence connectors¹ include such words as : *therefore, nevertheless, however, consequently, otherwise, likewise, besides, moreover, furthermore, afterward, meantime, meanwhile, later, earlier, hence, thus*, etc. The distribution of these words is almost the same as that of adverbs of assertion.

Therefore we went for a walk. (Understandeing., p.230)

We therefore went for a walk.

We went for a walk therefore.

The analysis of the immediate constituents is thus :



Adverbs of this class should be analyzed as sentence modifiers, both structurally and semantically, irrespective of the absence of a terminal juncture. Here are further examples :

{ Nevertheless we decided to invite them.
 { We nevertheless decided to invite them.
 { We decided to invite them, nevertheless. (English Sentences, p.109)

{ However, we had to invite them.
 { We had, however, to invite them.
 { We had to invite them, however. (ibid.)

These words are usually, but not always, marked off from the rest of the sentence by a terminal juncture or by a comma.

The positions of most of these words are initial, medial, or final, but the positions of some of them are usually either initial or medial, and never final ; for example, *besides, moreover, fouthermore, meanwhile, thus, hence*, etc.

Notice the following remarks of C.C. Fries (1952, pp.248-9) :

1. See Paul Roberts, *Patterns of English*, p.218ff., *Understanding English*, p.270 ff., and *English Sentences*, p.109 ff. See also Fries's "some so-called adverbs as sequence signals" in *The Structure of English*, p.248ff., and Sweet's "half conjunction" in *New English Grammar*, p.409 ff.

"The same shape, *later*, could of course appear both as a modifier and a sequence signal.

Later the men went away *later*.

It is the sequence signal that stands at the beginning of such a sentence, not the modifier. If only one *later* occurs, and that at the beginning, it is a sequence signal.

Later the men went away.

If only one *later* occurs, and that at the end of the sentence, it can be either a modifier or a sequence signal. The intonation pattern can be used to distinguish the one from the other.

The men went away later (modifier)

The men went away later (sequence signal)

The modifier and the sequence signal can both appear at the end of the sentence. Then the first *later* is a modifier and the second the sequence signal.

The men went away *later later*.

In similar fashion the sequence signals can be distinguished from the modifiers in the following sentences :

The men went away earlier *later*.

The men went away later *earlier*.

Earlier the men went away later.

Afterwards the men went away early.

Heretofore the men had gone away late."

(In this explanation, the 'sequence signal' is equivalent to the 'sentence connector' used in this study.)

For reference, I will cite the suprasegmental phonemic transcription from *Linguistic Approach to English* by Thurston Wamack.

²Hēr ³mīnd² | ²howēver² || ²dīd nōt ³chānge¹ # (p.115)

²I cārried a lētter of intro³dúction with mē¹ # ²thērefore² || ²I hād nō difficulty īn gētting an ³īnterview¹ # (p.115.)

²Shē was vēr³tīred¹ # ²nēvertheless² || ²shē kēpt òn ³wālking¹ # (p.115.)

3. Adverbs of Frequency

5.3

Adverbs of frequency will be analyzed as sentence modifiers when they stand in front of the sentence pattern ¹. They are such words as : *often, always, usually, occasionally, sometimes, regularly, generally, really, seldom, never, hardly*, etc. The

following are examples :

Often she ate lunch in my room. (Approach., p.119)

Usually the boys milked the goats in the morning. (Understanding., p.207)

Sometimes he goes to school by bus and sometimes he cycles to school.
(Guide., §100c)

Very often the weather was too bad for us to go. (ibid.)

Occasionally we stopped to look at our map. (D.E.G., p.860)

If they appear after the sentence pattern with a terminal juncture, they are also sentence modifiers.

²The bôys was ³âbsent¹ | ³ôften¹ # (Approach., p.114)

²The bôy was ³âlways¹ # (Approach., p.114)

²The têacher is ³âbsent¹ | ³sêldom¹ # (ibid.)

²The bôy was ³âbsent¹ | ³sômetimes¹ # (ibid.)

Otherwise, the adverbs of frequency will be construed as verb modifiers.

When *seldom*, *never*, *hardly* or *rarely* has front position, there is inversion of the subject and the verb. Examples are :

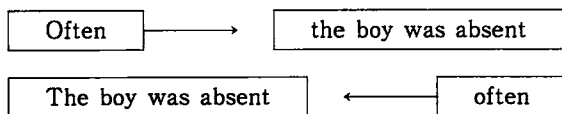
Seldom do we hear such fine singing from school choirs. (Guide., §100c)

Never had she looked so beautiful. (D.E.G., p.858)

Hardly had he returned from his campaign when he plunged into the task of organizing his Empire. (ibid.)

Rarely does a man love with his whole soul, as a woman does. (ibid.)

The analysis of immediate constituents is thus :



4. Adverbs of Time

5.4 Adverbs of time will be sentence modifiers when they appear at the beginning of the sentence. This group consists of such words as : *soon*, *recently*, *presently*, *shortly*, *today*, *yesterday*, *tonight*, etc.

Soon they will arrive here.

Recently the number of traffic accidents has greatly increased.

1. A.S. Hornby (1956,p.175) says, "Some front-position adverbs may modify the whole sentence. *Yes*, *no*, and *still* (meaning 'all the same') are examples."

VI. Sentence Modifying Preposition Constructions

6.0 Preposition constructions may function as sentence modifiers. The preposition construction standing at the beginning of the sentence will rightly be analyzed as a sentence modifier, irrespective as to whether or not it is separated by a terminal juncture in speech or by a comma in writing (see (a) in the following examples). But there is a tendency to punctuate a long preposition construction in front position, but not to punctuate a short one¹.

When a preposition construction appears medially or finally, structural ambiguity is frequently possible. However, the characteristic intonation contour of the sentence modifier serves to distinguish preposition constructions. When it stands medially, it will be a sentence modifier if it is preceded and followed by a terminal juncture in speech and a comma in writing (see(b')).

The preposition construction standing after the sentence pattern will be analyzed as a sentence modifier if there is a terminal juncture or a comma between the preposition and the sentence pattern (see (c)); if there is not, it will be a noun modifier or a verb modifier (see (c')).

The following examples will make the above explanation easy to understood. (a), (b), and (c) indicate that the adverb in each sentence functions as a sentence modifier.

- (a) With her father's consent | Mary married John. (*Introduction.*, p.250)
- (b) Māry | with her fāther's consént | mārried Jôhn # (op. cit., p.251)
- (b') Jêannie with the light-bròwn hāir | mārried Jôhn # (ibid.)
- (c) Mary married John | with her father's consent. (ibid.)
- (c') ²Māry mārried Jôhn with her fāther's ³consént¹ #
-
- (a) On the table | the books are white. (op. cit., p.324)
- (b) The bōoks | on the tāble | àre whíte # (op. cit. p.251)
- (b') The bōoks on the tāble | àre whíte # (ibid.)
- (c) The books are white | on the table. (op. cit. p.252)
-
- (a) ²In the ³shówer² | ²Jôhn ³sings¹ #

1. See Paul Roberts, *Understanding English*. p.283 and *English Sentences.*, pp. 154-155.

(b) ²Jō³hn² | ²in the ³shōwer² | ²s³ings¹ #

(c) ²Jōhn ³sings² | ²in the ³shōwer¹ #

(op. cit. p.324)

(c') ²Jōhn sings in the ³shōwer¹ #

(a) ²In the ³shōwer² | ²Jōhn sings ³sōngs¹ #

(b) ²Jōhn ³sings² | ²in the ³shōwer² | ²sēntimēntal ³sōngs¹ #

(ibid.)

(Archibald A. Hill says, "The only variation possible on this type of structure, when this order is used, is to break the utterance into two sentences, giving :

／²jāhn + sɪŋz + in + ðə + ʃāwər¹ # ²sēntimēntəl + ³sɔŋz¹ # ／")

(c) ²John sings sentimental ³songs² | ²in the ³shower¹ #

(c') ²John sings sentimental songs in the ³shower¹ #

(a) ²With com³pāssion² | ²Jōhn lōoked at ³Māry¹ #

(op. cit. p.327)

(b) ²Jōhn ³lōoked² | ²with com³pāssion² | ²at ³Māry¹ #

(ibid.)

(c) ²Jōhn lōoked at ³Māry² | ²with com³pāssion¹ #

(Introduction., p.327)

(c') ²Jōhn lōoked at Māry with com³pāssion¹ #

(a') At ³Māry² | ²Jōhn lōoked with com³pāssion¹ #

(ibid.)

(a) In his opinion | his faith is unshaken #

(b) ²His ³fāith² | ² in his ðwn opinion² | ² is ùn³shāken¹ #

(Structure of Am., p.407)

(b') ²His fāith in his ðwn o³pinion² | ² is ùn³shāken¹ #

(ibid.)

In the next two sentences, there may be a terminal juncture after *ready* and *good*, in which case the preposition constructions will be sentence modifiers.

{²Mary is ready for the ³party¹ #

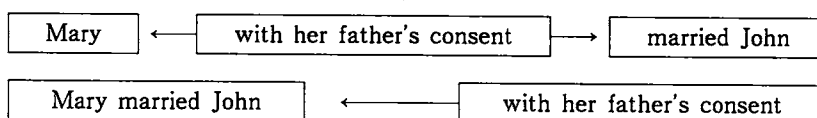
{²Milk is good for the ³children¹ #

{²Mary is ³ready² || ²for the ³party¹ #

{²Milk is ³good¹ # ²for the ³children¹ #

I will examine the preposition constructions functioning as sentence modifiers, dividing them further into subclasses : (1) prepositoin plus ing-forms, (2) preposition *with* plus noun constructions, (3) idiomatical preposition constructions and (4) other preposition constructions. Before doing it, I will try to analyze into immediate constituents the sentence including a preposition construction as a sentence modifier.

With her father's consent
→
Mary married John



The position may be initial, medial, or final.

1. Preposition plus Ing-Form

6.1 Examples are :

By working nights, Harley managed to stay in school. (*English Sentences*, p.155)

In looking for a cure for the common cold, Wilson discovered a new method of tranquilizing rabbits. (ibid.)

In trying to reach the candle, I lost my balance. (*Understanding.*, p.283)

By rationing the water carefully, they managed to stay alive. (ibid.)

In these cases, the preposition constructions are regularly punctuated. In the next sentences, the preposition constructions are functioning as verb modifiers.

He was arrested for hunting deer. (*Reader.*, p.?)

He convinced me by really talking. (*Introduction.*, p.250)

2. Preposition *With* plus Noun Construction

The construction consisting of a preposition *with* and a noun construction is mainly used to express attendant circumstances. The examples follow :

(i) 'With plus Noun' Pattern

The night was dark and heavy, with no moon or no stars—but ...

(*Essentials.*, §29.18)

This pattern often expresses 'condition'.

With such a strong Ministry we may hope for an improvement in the country's affair. (*Guide.*, §115d)

With a little more capital, they would be sure to succeed. (*Reader.*, p.84)

Without your aid, I should have failed.

(ii) 'With plus Noun plus Noun' Pattern

With conscription a law, we must soon decide (*Synopsis.*, p.69)

With a farm-house not many minutes' walk from the forest for a home, I have here spent long weeks at a time. (*Handbook of Present.*, §2100)

(iii) 'With plus Noun plus Ing-Form' Pattern

With him doing all that, surely we can afford (Synopsis., p.69)

(Cf. Without him trying to help us, we can extricate ourselves from this mess. (ibid.))

With night coming on, we started home. (D.E.G. p.7)

It's ever so pretty, with all the trees coming out. (Handbook., §614)

She came to the whole length of the immense room, with everyone looking at her. (Essentials., §29.12)

(iv) 'With plus Noun Plus En-Form' Pattern

She sat looking in his face, with the color quite gone from her own face. (ibid.)

Without permission given or asked for, she brought to me a large parcel. (ibid.)

The next two are verb modifiers:

They had passed without a single word spoken. (ibid.)

They filed downstairs with the job completed. (Handbook., §614)

The next one is a noun modifier:

Morning? It seems to me a night with the sun added. (Essentials., §29.18)

(v) 'With plus Noun plus Adjective' Pattern

With a heart full of trouble, he turned his steps towards his home village.

(Reader., p.25)

We can't have a party, with a man dead just outside the front gate.

(Handbook., §614)

The next one is a verb modifier:

Don't speak with your mouth full. (Essentials., 29.18)

(vi) 'With plus Noun plus Adverb' Pattern

It was pitch-black outside, with the moon not yet up. (Essentials., §29.18)

(vii) 'With plus Noun plus Preposition Construction' Pattern

With Sister Glegg in this humour, there was a cheerful prospect for the day.

(ibid.)

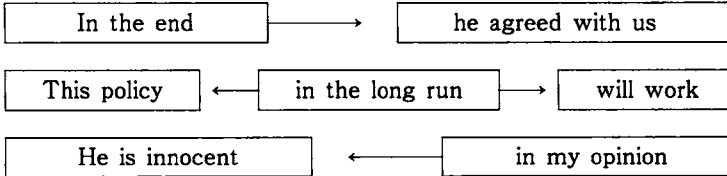
He lay on his back, with his knees in the air, his hands behind his neck.

(Fumio Nakajima, *Eibunpo no Taikai*, p.233)

3. Idiomatical Preposition Constructions

6.3 The members of this group are such words as : *on the contrary, in consequence, on the other hand, in the first place, in the meantime, at the same time, for all that, in spite of that, on that account, in other words, by the way, after all, above all, at last, in fact*, etc. These usually stand in front of the sentence pattern. Sometimes they can appear medially or finally.

Examples and their analysis into immediate constituents :

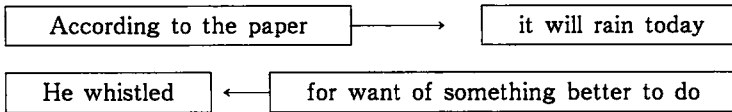


4. Other Preposition Constructions

6.4 This class of preposition constructions is composed of those prepositions the objects of which are freely chosen. They usually stand at the beginning of the sentence. The examples follow :

- According to the paper, it will rain today. (*Structure of Am.*, p.403)
- After dinner, we chatted for an hour. (ibid.)
- At the corner, a policeman was directing traffic. (ibid.)
- In the other room a man was peeling an orange. (*Understanding.*, p.281)
- On the pretext of looking for my napkin, I crawled under the table. (op. cit. p.282)
- He whistled, for want of something better to do. (*Handbook.*, §194)

The analysis of immediate constituents is thus :



VI. Sentence Modifying Words

7.0 Sentence modifying words are of five kinds: (1) "yes"-type, (2) sentence-introducing words, (3) attention-getting words, (4) addressing words, and (5) "please". The number of items of each sub-class is limited.

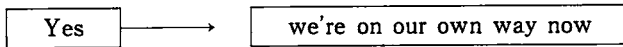
1. "Yes"-Type

7.1 The class of words of this type includes *yes, no*, and the words which can be

substituted for *yes* and *no*, like *yeah*, *nope*, *okey* and *all right*. They have a meaning of affirmation or negation. Here are some examples:

- Yes, we're on our own way now. (Structure., p.102)
 No, he's not here now. (ibid.)
 O.K., that's better. (op. cit. p.48)
 All right, I'll call again in an hour. (ibid.)

The immediate constituent analysis is as follows:



The positions of these words are usually initial, but very rarely medial or final. Archibald A. Hill (1958, p.334) gives examples :

- Yes, it's hot.
 It—yes—is hot.
 It's—yes—hot.
 It's hot, yes.

Yes's in these positions are separated from other elements by terminal junctures / | / or / || /. If *yes*, in initial or final position, is given {2 3 1 #}, it becomes a sentence, according to A.A.Hill.

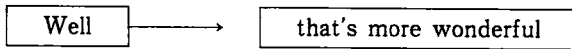
2. Sentence-Introducing Words

7.2

Words such as *well*, *oh*, *now*, and *why* constitute another structure group. These words signal that the following sentence pattern is very frequently, but not always, a response to a preceding utterance, if any. The elemental function of these words is to introduce a sentence. The following are examples:

- Well, that's more helpful. (Structure., p.101)
 Well, will you go back to the place then? (Study., p.162)
 Oh, that would be wonderful. (Structure., p.101)
 Oh, Jeff, I can't stand much more of this. (Study., p.162)
 Now, I just wish you both could see it. (Structure., p.101)
 Now, listen to me. (Study., p.161)
 Why, it would be nice if you would. (Structure., p.102)
 Why, I can't even move. (Study., p.162)

When we analyze these sentences into immediate constituents, the first cut would be between the sentence-introducing word and the rest of the sentence.



The sentence-introducing words, as the name implies, always have a front-position.

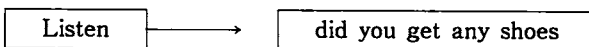
3. Attention-Getting Words¹

7.3

Words such as *listen*, *look* (or *look here*), *see here*, *come* (or *come on*), *say* (or *I say*), *here*, and *hey* constitute another group. I designate them as "attention-getting words". Here are some examples:

Listen, did you get any shoes?	(<i>Structure.</i> , p.103)
Listen, if you're trying to insinuate	(<i>Study.</i> , p.163)
Look, I want to ask you two questions.	(<i>Structure.</i> , p.103)
Look, let me take you back to the palace.	(<i>Study.</i> , p.163)
Now, look here, we mustn't ignore them.	(<i>Structure.</i> , p.102)
Look here, we must do something about this foreground piece here.	(<i>Study.</i> , p.163)
Now, see here, what does it all amount to?	(<i>Structure.</i> , p.102)
Come, that will do!	(<i>The American College Dictionary</i>)
Come on, Frank, you must have something.	(<i>Study.</i> , p.163)
Come on, let me see your sketches.	(<i>ibid.</i>)
Say, I just got on Saturday another letter from P—R—.	(<i>Structure.</i> , p.103)
Say, Dinah, is there anything in there about the wedding?	(<i>Study.</i> , p.163)
I say who's that incredibly good-looking girl over there?	(<i>ibid.</i>)
Here, let me have a book.	(<i>ibid.</i>)
Here, you better do this yourself.	(<i>ibid.</i>)
Hey, it's better this way, really.	(<i>ibid.</i>)

The position is always initial. The analysis into immediate constituents is graphically indicated like this:



4. Words of Address

1. The term *attention-getting* is taken from C. C. Fries's *The Structure of English*, p.103. "... we should include as a separate kind, or Group M, the three words that appeared at the beginning of "situation" utterance units as sentence-getting signals: *look*, *say*, *listen*."

7.4

A *word of address* is equal to what has traditionally been called a *vocative*. The words of address are used in direct address. The typical one is a proper noun, not preceded by an article, but sometimes preceded by an adjective.

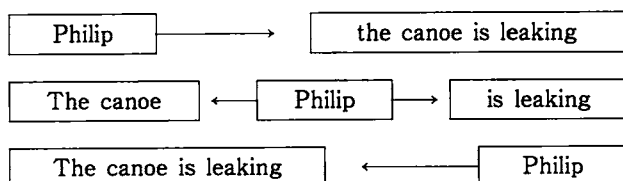
Words of address appear freely in initial, medial, or final position, and they are separated from the rest of the sentence by terminal juncture / | / or / || /. In writing, they are separated by a comma. Examples are:

Philip, the canoe is leaking.

The canoe, Philip, is leaking.

The canoe is leaking, Philip.

The analysis of the sentences above into immediate constituents is as follows:



Here are some more examples:

² Jo ³ hn ² ² let's ³ go ¹ #	(Introduction., p.354)
² Let's ³ go ² ² Jo ² hn ² #	(ibid.)
George, we're waiting for you.	(English Sentences, p.155)
We're waiting for you, George.	(ibid.)
Now, children, I'm going to tell you a story.	(Guide., §112b)
Can I go for a swim this afternoon, mother?	(op. cit., §115e)
Come on, everybody!	(ibid.)
Call a taxi, somebody!	(ibid.)
Mind your own business, you!	(ibid.)

5. "Please"

7.5

Please may be considered as a sentence modifier. When *please* appears in initial position, the rest of the sentence is not a complete sentence pattern; that is, there is not a subject. But, when it takes the medial position, the rest is a complete sentence pattern. When it comes finally, the rest is either a complete sentence pattern or a so-called imperative sentence. Examples are:

(Initial) Please come here at once.

(Medial) Will you please come here at once?

(Fianl) Will you come here at once, please?

(Final) Come here at once, please.

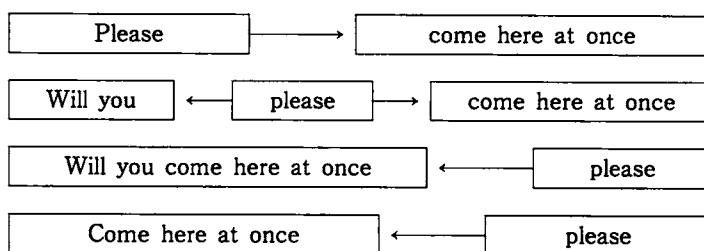
Note the intonation contour when *please* comes in final position.

²Gîve mē ³hâmburgers² | ³pléase¹ # (Approach., p.123)

³Brîng ît² | ³pléase¹ # (ibid.)

(Cf. ²Pléase kēep ³qúiet¹ # (ibid.))

Immediate Constituents' Analysis:



I classify *please* in any position as a sentence modifier, just like an adverb of assertion.

The sentence modifying words described from 7.2 to 7.5, namely sentence-introducing words, attention-getting words, words of address, and *please*, may appear in succession before the sentence pattern.

The examples are:

Now please don't make a scene. (Study., p.134)

Grischa, please come in and wait. (op. cit. p.13)

Please, Julian, wait until after the performance. (ibid.)

Here are some more examples:

Now, come on, boys, and take your seats. (op. cit. p.164)

Well, come, now, Miss Imbrie, surely you're not ashamed of it. (ibid.)

Well, listen—I've never asked a girl to marry me before in my life. (ibid.)

Well, look, you use it! (ibid.)

Say, listen, why did you write "Stinker" on the mirror? (ibid.)

Well, now, here, you've got the finest string of horses in the country. (ibid.)

Now, look here, we mustn't ignore them. (Structure., p.102)

Now, see here, what does it all amount to? (ibid.)

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