University of Pardubice

Faculty of Arts and Philosophy

Verb Complementation in Instructional Texts

Barbora Hladíková

Bachelor Thesis

2019

Univerzita Pardubice

Fakulta filozofická

Akademický rok: **2017/2018**

# ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Barbora Hladíková**

Osobní číslo: **H16206**

Studijní program: **B7310 Filologie**

Studijní obor: **Anglický jazyk pro odbornou praxi**

Název tématu: **Komplementace slovesa v instruktivních textech**

Zadávající katedra: **Katedra anglistiky a amerikanistiky**

Zásady pro vypracování:

Cílem bakalářské práce je zmapovat a prostudovat užití větných typů podle syntaktické stavby věty v textech psaných instrukcí. Studentka nejprve krátce charakterizuje stylistické znaky zkoumaného diskurzu, zejména v souvislosti s funkčním stylem a formou prezentace informace. Dále na základě odborné lingvistické literatury podrobně popíše syntaktickou stavbu větných typů v závislosti na valenci slovesa (sponové, tranzitivní, intranzitivní) a vymezí obligatorní větné členy jednotlivých větných typů. Následně pro potřeby analýzy vytvoří dostatečně rozsáhlý korpus dvou různých typů instruktivních textů, a to příbalových informací k lékům a receptů, ve kterém zhodnotí a porovná užití jednotlivých větných typů a též okomentuje výskyt a formu povinných a nepovinných větných členů závislých na slovese. Frekvenci výskytu různých větných typů a podobnosti/odlišnosti ve větné stavbě interpretuje na stylistické rovině, tj. s ohledem na funkci a situační kontext vybraných instruktivních textů.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování bakalářské práce:   **tištěná**

Jazyk zpracování bakalářské práce:   **Angličtina**

Seznam odborné literatury:

Biber, Douglas, Susan Conrad, and Geoffrey Neil Leech. 1999. Longman Grammar of Spoken and Written English. Harlow: Pearson Education.

Čechová, Marie, Marie Krčmová, and Eva Minářová. 2008. Současná stylistika. Praha: Nakladatelství Lidové noviny.

Huddleston, Rodney and Geoffrey K. Pullum. 2002. The Cambridge Grammar of the English Language. Cambridge: Cambridge University Press.

Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech, and Jan Startvik. 1984. A Grammar Of Contemporary English. 10th impr. Harlow: Longman.

Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech, and Jan Startvik. 1985. A Comprehensive Grammar of the English Language. London: Longman.

Světlá, Jindra. 2002. "Návod jako slohový postup a typ textu." Naše řeč 85 (2): 119–129. http://nase-rec.ujc.cas.cz/archiv.php?art=7681.

Urbanová, Ludmila. 2008. Stylistika anglického jazyka. Brno: Barrister & Principal.

Wallwork, Adrian. 2014. User Guides, Manuals and Technical Writing. New York: Springer Science+Business Media. doi:10.1007/978-1-4939-0641-3.

Vedoucí bakalářské práce:   **PhDr. Petra Huschová, Ph.D.**

Katedra anglistiky a amerikanistiky

Datum zadání bakalářské práce:   **30. dubna 2018**

Termín odevzdání bakalářské práce:   **31. března 2019**

prof. PhDr. Karel Rýdl, CSc.
děkan

Univerzita Pardubice.
Fakulta filozofická
532 10 Pardubice, Studentská 34
L.S.

Mgr. Olga Roebuck, Ph.D.
vedoucí katedry

V Pardubicích dne 30. listopadu 2018

Prohlašuji:

Tuto práci jsem vypracovala samostatně. Veškeré literární prameny a informace, které jsem v práci využila, jsou uvedeny v seznamu použité literatury.

Byla jsem seznámena s tím, že se na moji práci vztahují práva a povinnosti vyplývající ze zákona č. 121/2000 Sb., autorský zákon, zejména se skutečností, že Univerzita Pardubice má právo na uzavření licenční smlouvy o užití této práce jako školního díla podle § 60 odst. 1 autorského zákona, a s tím, že pokud dojde k užití této práce mnou nebo bude poskytnuta licence o užití jinému subjektu, je Univerzita Pardubice oprávněna ode mě požadovat přiměřený příspěvek na úhradu nákladů, které na vytvoření díla vynaložila, a to podle okolností až do jejich skutečné výše.

Beru na vědomí, že v souladu s § 47b zákona č. 111/1998 Sb., o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších předpisů, a směrnicí Univerzity Pardubice č. 9/2012, bude práce zveřejněna v Univerzitní knihovně a prostřednictvím Digitální knihovny Univerzity Pardubice.

V Pardubicích dne 14. 6. 2019

Barbora Hladíková

Na tomto místě bych ráda vyjádřila své poděkování především vedoucí mé bakalářské práce, PhDr. Petře Huschové, Ph.D., za její ochotu, trpělivost i odborné vedení, jehož prostřednictvím mi v průběhu zpracování této práce poskytovala užitečné rady a doporučení. Rovněž bych tímto chtěla poděkovat všem učitelům z Bělehradské univerzity, jejichž inspirativní přednášky ve mně silně podpořily zájem o filologii a lingvistiku; jmenovitě pak děkuji paní profesorce Katarině Rasulić za její shovívavý a profesionální přístup, s jakým jsem absolvovala její jazykovědné přednášky během svého studijního pobytu v Bělehradě.

Závěrečné poděkování patří mé rodině, která mne po celou dobu přípravy této práce plně podporovala a umožnila mi věnovat se jejímu zpracování s náležitým nasazením.

**ANNOTATION**

This Bachelor Thesis examines the role and application of verb complementation within a comparative analysis of two distinctive types of instructional texts. The theoretical part follows the general stylistic principles upon which instructional writing style is built and formulates syntactic properties of verb with a particular focus on its complementation. In the analytical part, this theoretical framework is juxtaposed with the syntactic behaviour of verb in recipes and patient information leaflets. In this manner, the thesis aims to determine the relation between stylistic functions and syntactic structure in instructional writing, as well as to specify syntactic and stylistic distinctions between two subgenres of this text type.

**KEYWORDS**

instructional text, verb complementation, transitivity, valency, sentence pattern, recipe, patient information leaflet

**NÁZEV**

Komplementace slovesa v instruktivních textech

**ANOTACE**

Tato bakalářská práce zkoumá úlohu a aplikaci komplementace slovesa v rámci komparativní analýzy dvou význačných typů instruktivních textů. Teoretická část sleduje obecné stylistické principy, na nichž se instruktivní styl zakládá, a formuluje syntaktické vlastnosti slovesa se zaměřením na jeho komplementaci. V analytické části je tento teoretický rámec usouvztažněn se syntaktickou povahou slovesa v receptech a příbalových letácích k lékům. Cílem práce je tudíž vymezení vztahu mezi stylistickými funkcemi a větnou výstavbou instruktivních textů, jakož i specifikace syntakticko-stylistických rozdílů mezi dvěma podžánry tohoto typu textu.

**KLÍČOVÁ SLOVA**

instruktivní text, komplementace slovesa, tranzitivita, valence, větný typ, recept, příbalový leták

# TABLE OF CONTENTS

**LIST OF SUMMARY TABLES**

## LIST OF ABBREVIATIONS

S = subject

V = verb

$V_{lex}$ = lexical verb

O = object

$O_d$ = direct object

$O_i$ = indirect object

$O_{prep}$ = prepositional object

C = complement (general)

$C_s$ = subject complement

$C_o$ = object complement

A = adverbial (general)

$A_{obg}$ = obligatory adverbial

$A_s$ = subject-related obligatory adverbial

$A_o$ = object-related obligatory adverbial

$A_{opt}$ = optional adverbial

NP = noun phrase

AdjP = adjective phrase

VP = verb phrase

AP = adverbial phrase

PP = prepositional phrase

# INTRODUCTION

This paper examines the nature of verb complementation in the context of written instructional discourse. Its primary objective is to delineate the syntactic behaviour of verb in instructional texts by means of a comparative syntactic analysis of 2 distinct instructional subgenres, namely recipes and patient information leaflets (PILs), and subsequently determine the relation between their character of verb complementation and general stylistic features of instructional texts. As a secondary aim, this paper intends to compare the syntactic structure of recipes and PILs in terms of their different communicative purposes.

The structure of this paper is divided into a theoretical part and an analytical part. The theoretical part comprises the first 2 main chapters, which establish the stylistic and syntactic background for the analysis. The first chapter specifies the category of instructional texts in the framework of discourse analysis and presents 3 subchapters on their functional, textual, and linguistic features respectively. The second chapter explicates the syntactic nature of verbs in 2 subchapters: the first one characterises its syntactic potentials, namely transitivity, complementation, and valency, which together establish verbs in the centre of syntactic units, and the other subchapter illustrates the manner in which these properties enable verbs to determine the internal structure of clauses and sentences.

The analytical part starts with a stylistic delineation of recipes and PILs and formulates assumptions of the expected results of the syntactic analysis. After a clarification of methodology, the results of the analysis are presented, compared with the assumptions, and interpreted in relation to the stylistic character of 1) instructional texts in general and 2) recipes and PILs respectively. The presentation of the findings consists of 4 main sections. The first one investigates the occurrence and contextual use of individual types of verb complementation. The second section examines the particular clause and sentence patterns observed and discusses the most relevant types of deviations from the standard word order. The third section outlines the formal properties of functional elements related to verb. The last section briefly comments on discrepancies detected within the category of recipes. Finally, the findings are summarised and the last main chapter of the thesis presents the ultimate conclusion of the analysis.

The list of the syntactic units from the corpus, as well as their complete syntactic analysis and enumeration of disputable or unanalysable units, is provided in the appendices attached to this thesis paper.

# 1 INSTRUCTIONAL TEXTS

The terms 'instructional text' and 'instructional discourse' seem to be far from traditional in the stylistic practice. Strictly in terms of specific textual genres with an instructive nature, individual types of 'instructional texts' are characterised in notably similar manners, where various sources formulate the essential functions and proposed textual design of genres like guidebooks or technical documents (e. g., Alred, Brusaw and Oliu 2009). However, within the field of discourse analysis, instructional texts are not universally acknowledged as a separate discourse category, which results in their problematic stylistic classification. Hence, it must first be clarified in what systematic framework these texts are to be described.

There are 3 fundamental kinds of literary sources addressing discourse analysis, distinguished from each other according to their classificatory approach to instructional texts:

1) sources that make no overt reference to instructiveness in their discourse taxonomy (e. g., Kinneavy 1969; Biber 1989)

2) sources that consider instructiveness in the form of selected prototypical genres that are incorporated into a broader discourse class—e. g. manuals or product booklets as subsumed under scientific and technical writing (e. g., Eunson 2012, Crabbe 2017)

3) sources that recognise instructional texts as an independent stylistic category (e. g., Larson 1984; Longacre 1996; Světlá 2002)

For a proper delineation of instructional texts as a whole, this paper applies the third mentioned approach towards instructional texts, which are in these publications perceived as a distinct text type whose characteristic stylistic features require a separate description. This perspective on instructional texts is to be further complemented with sources like Hartley (2004), Wallwork (2014), or Tanskanen, Skaffari and Peikola (2009), which also regard written instructional discourse as a specific category, but do not explicitly endeavour to classify it within any existing (or proposed) discourse typology.

The following sections provide a general description of instructional texts in terms of function (Chapter 1.1), organisation of the text (Chapter 1.2), and selected linguistic features, namely lexicon and syntax (Chapter 1.3).

## 1.1 FUNCTIONAL PERSPECTIVE

Světlá (2002b) defines written instructional discourse as a "text type whose dominant function is that of instruction", that is, "to advise the recipient of the text how to proceed". This

communicative purpose can be rephrased as providing the reader with clear and comprehensible **instructions** (i. e. appeals for a particular activity) on reaching a certain goal—usually performing a task, solving a problem, creating a particular product, or using something in an appropriate manner (Jansen and Maes 1999; Světlá 2002a). The functional context may be paralleled to a communicative event: the reader selects a particular text in need of guidance, while the author transfers this guidance by means of instructions and thus motivates the reader for action (Světlá 2002a; Werlich 1976; quoted in Wårvik 2009, 13).

Nevertheless, as Světlá (2002a) further suggests, the implicit communication between the author and the reader is limited by the author's physical absence, which deprives the reader of the opportunity to ask for an additional explanation. Therefore, authors of instructional texts put emphasis on comprehensibility, cohesion, and coherence so as to provide the reader with all necessary information and prevent any misunderstandings, confusion, or ambiguity of the message, which could potentially lead to the reader's failure (Světlá 2002a; Larson 1984). For the sake of explicitness, instructional texts often contain a considerable amount of detailed specifications; this feature, as noted by Světlá (2002a), is reflected in a frequent employment of supplementary stylistic techniques different from direct instruction, which are most typically represented by **informative** and **descriptive writing**. Their overall portion in the text is adopted by Světlá (2002a) as a potential criterion for classifying instructional texts into subgenres; another possible basis for their typology, presented by Tanskanen, Skaffari and Peikola (2009, 4–7), is the degree of explicity/implicity regarding 1) instructive purpose and 2) instructive language. Either of these approaches generates an imaginary scale with highly explicitly instructional texts (manuals, guidebooks, or recipes) on one edge and descriptive/informative texts with an implicit, oblique, or subjectively deducible instructiveness (encyclopedias, biblical stories, persuasive essays) on the other.

A quality instructional text should express the instructional function on all levels of its structure. The authors adopt a great variety of compositional, grammatical, and other techniques to incorporate instructiveness both in the form and content of the discourse. The most relevant of these methods are specified in the following sections, which focus on texts where instructiveness is highly explicit—e. g. user manuals or expository technical descriptions.

## 1.2 TEXTUAL ORGANISATION

The composition of an instructional document should primarily enhance illustrativeness and facilitate the reader's orientation in the text. For this reason, the textual design often employs navigation tools including instructional graphics (particularly icons or explicatory pictures),

bullets, numbered chapters, or indented paragraphs (Světlá 2002a). Illustrativeness is also manifested in the content of the discourse: individual pieces of information are often arranged into clearly separated sections on the basis of their priority, importance, or temporal position within the procedure (Hartley 2004). These sections altogether form a **sequence**, perceived both by Larson (1984) and Světlá (2002a) as a principal manifestation of instructiveness in text. Světlá (2002a) adds that using sequential structures interrelates with **enumeration**, a technique of creating lists of individual steps or requirements.

Apart from formal and stylistic techniques, instructiveness is also supported by various linguistic devices. 2 categories of them, the first concerning the lexical choice and the other representing a syntactic manifestation of instructiveness, are specified in the sections below.

## 1.3 LINGUISTIC FEATURES

As for lexical means of an effective guidance, an appropriate instructional vocabulary as proposed by Hartley (2004, 928) utilises short, specific, and familiar words rather than long, abstract, or overly technical expressions. Concerning the major word classes in instructional texts, Světlá (2002a) notes that the focus on temporal and spatial relationships leads to a frequent occurrence of adverbs, event nouns, and adjectives; however, the paramount position is held by verbs with their representation of the activity which the reader is to execute.

Verbs, as explicated later in this paper, also play an essential role in the discourse's syntactic structure, which is typically simple in nature and does not involve too large a number of modifying elements (Světlá 2002a). Wallwork (2014, 43–44) stresses that each sentence should express a single idea or a single instruction and the author should not construct excessively long sentences; Hartley (2004, 929) adds that an instructional text should employ active voice and positive verb forms, rather than passives and overly frequent negations. As noted in Longacre (1996, 20), the discourse reflects a clear focus on the second person—i. e. the reader. The same view is held by Wallwork (2014, 35–36), who assumes that each sentence should directly address the reader with a clear syntactic indicator—preferably a combination of imperative mood and indicative mood with '*you*' as the subject where applicable.

Ultimately, Světlá (2002a) emphasises the relevance of verbs in instructional syntax, where verbs determine the very structure of sentences and therefore may substantially contribute to the overall instructiveness of the text. This specific syntactic role of verbs is connected predominantly with their unique properties, namely **valency**, **transitivity**, and **complementation**, the last constituting the central subject matter of this paper. All 3 potentials with the main focus on complementation are specified in the following chapter.

# 2  VERB AND COMPLEMENTATION

This chapter provides a comprehensive description of the linguistic phenomenon known as 'verb complementation' and associated syntactic properties of verb, which are necessary for an appropriate delineation of complementation. This characteristics lays the groundwork for the subsequent syntactic analysis of the corpus material. In particular, this section presents:

1) the definition of 'verb' and its distinctive syntactic potentials—transitivity, complementation, and valency—which determine its role within more complex syntactic units (Chapter 2.1),

2) an application of these properties within clauses and sentences, i. e. verb and its dependents as organised into different clause and sentence patterns (Chapter 2.2).

Due to the considerable diversity of linguistic approaches to the concept of 'verb' and 'complementation', this chapter addresses 3 different resources on this issue so as to present various systematic standpoints on the syntactic potential of verb. The resources employed in the following sections include *The Cambridge Grammar of the English Language* (Huddleston and Pullum 2002), *Longman Grammar of Spoken and Written English* (Biber et al. 1999), and *A Comprehensive Grammar of the English Language* (Quirk et al. 1985), which are hereinafter to be referred to as '*CamGEL*', '*LGSWE*', and '*CGEL*' respectively. This paper applies *CGEL* as its primary source of reference and the main systematic base for the analytical part; however, where applicable, the structural and functional conceptions of *CGEL* are compared with the other 2 grammars mentioned above.

## 2.1  VERB AND ITS SYNTACTIC PROPERTIES

The term 'verb' may refer to several different concepts in linguistic practice. Particular grammars—including *CGEL*—apply a dual perspective on its interpretation, according to which the term 'verb' may stand "both for a clause element, and for the class of word which occurs as a constituent of that element" (Quirk et al. 1985, 50). *CGEL* therefore presents 1) a lexical definition, in which 'verb' represents a class of words with a verbal nature (67–68), and 2) a syntactic definition, where the term 'verb' refers to a structural constituent of clauses and sentences (49–50). For the latter meaning of the term, this paper adopts the alternative term 'verb element'.

Although the syntactic definition is more relevant for the purposes of this thesis, both abovementioned senses of 'verb' interact with each other in a close relationship. To determine

the general syntactic potential of the verb element, it is first necessary to specify its own internal structure, which is in *CGEL* (Quirk et al. 1985, 61–62) and *LGSWE* (Biber et al. 1999, 99) characterised in terms of a **verb phrase** (**VP**). VP represents a syntactic unit whose fundamental constituent, called "head", is a lexical verb ($V_{lex}$)—a semantically independent lexical unit pertaining to the word class of verbs (Biber et al. 1999, 55; Quirk et al. 1985, 96). Apart from $V_{lex}$, VP may additionally include up to 4 auxiliary verbs (Quirk et al. 1985, 62) and/or up to 2 particles (1150). VP may therefore comprise a single word as well as multiple words, as illustrated in the exemplary VPs below:

(1) *look*                            [$V_{lex}$ only]

(2) *have been looking*               [2 auxiliary verbs + $V_{lex}$]

(3) *look forward to*                 [$V_{lex}$ + 2 particles]

(4) *have been looking forward to*    [2 auxiliary verbs + $V_{lex}$ + 2 particles]

Regardless of its ultimate word count, VP is syntactically equal to a single verb and assumes all syntactic properties of its heading $V_{lex}$. $V_{lex}$ thus determines the overall syntactic potential of the VP where it is present (Quirk et al. 1985, 54).

With its structural perspective delineated, VP may then be perceived from the viewpoint of function. The functional approach establishes VP as the fundamental "element of structure" within clauses and sentences, where the term 'element' generally refers to a structural constituent within some larger syntactic unit (Quirk et al. 1985, 48–49). In this role, VP is assigned the functional label '**verb**' (V) in *CGEL*; by contrast, *LGSWE* prefers to apply the label 'verb phrase' both in the structural and the functional context.

Verb as the central functional element enters syntactic relations with other elements and arranges them into a specific pattern, whereby it constitutes the internal organisation of the particular clause or sentence; the structure of these more complex syntactic units is therefore dependent on the character of their verb element. This integrating character of verb is granted by a set of 3 closely interrelated syntactic properties—**transitivity**, **complementation**, and **valency**—which in their respective order signify a gradually growing number of types of dependent elements that may occur as linked to verb. As suggested above, all of these 3 syntactic properties are related fundamentally to the $V_{lex}$ governing a particular VP; consequently, every VP bears the same transitive, complementation, and valency potential as its head. Nevertheless, since the majority of $V_{lex}$ may manifest a different syntactic behaviour in different constructions, all 3 potentials related to 1 particular $V_{lex}$ are usually subject to

change according to the syntactic context where the given VP currently occurs (Biber et al. 1999, 141; Huddleston and Pullum 2002, 53; 216–217; Quirk et al. 1985, 720; 1168).

Although this paper follows the verb element primarily in respect of its complementation, this phenomenon correlates closely with the other 2 syntactic potentials, which therefore cannot be fully dismissed from an adequate definition of verb complementation and its syntactic relevance. Hence, the sections below define each individual syntactic property of verb, as well as their mutual relationships.

### 2.1.1 TRANSITIVITY

In its traditional linguistic translation, outlined by Quirk et al. (1985, 54), Biber et al. (1999, 141), and Huddleston and Pullum (2002, 53; 216–217), transitivity is interpreted as the contextual requirement of $V_{lex}$ to be accompanied by 1 specific type of functional element— **object** (O), whose closer description follows in Chapter 2.2.2.3. According to the abovementioned definition, a lexical verb in a syntactic unit where no objects occur is classified as **intransitive**; by contrast, any verb that is used **transitively** bears at least 1 object in the given construction. Transitive verbs may be further categorised according to the number of the object(s) which they bear: if the verb possesses a single object, it is called **monotransitive**, while a verb requiring 2 objects is labelled **ditransitive**.

As implied in the previous section, transitivity potential of a single $V_{lex}$ may vary within different syntactic contexts. The exemplary sentences below present the verb '*bake*' in an intransitive, monotransitive, and ditransitive construction respectively:

(6) *My grandmother is baking.*　　　　　　[intransitive]

(7) *My grandmother is baking <u>muffins</u>.*　　[monotransitive]

(8) *My grandmother is baking <u>me muffins</u>.*　[ditransitive]

This general ability to manifest various transitive patterns can be observed with the majority of lexical verbs, yet does not apply for all. There is still a limited number of verbs that can never be used transitively (*linger*, *happen*) and, conversely, verbs that always require a transitive context (*need*, *possess*).

Transitivity of verbs refers closely to the broader framework of verb complementation, where it determines 3 out of 4 existing types of complementation patterns. This mutual relation of verb complementation and transitivity, together with a general definition of complementation, is characterised in the following section.

## 2.1.2 COMPLEMENTATION

The terms 'complementation' and 'complement' lack a uniform systematic approach within the field of syntactic practice. In the broadest possible sense, suggested by *CGEL*, "complementation" refers to a functional relation between 2 syntactic items, one of which completes the semantic meaning of the other. The 'complemented' item bears a higher syntactic prominence and is therefore syntactically superordinate to the 'complementing' item, which nevertheless conditions the semantic completeness of the superior constituent; consequently, the 2 items co-occur in a relationship of mutual dependence (Quirk et al. 1985, 65–66). The phenomenon of complementation is addressed also in *LGSWE* with a nearly identical interpretation (Biber et al. 1999, 7); however, unlike *LGSWE*, Quirk et al. avoid referring to the 'complementing' item with the general term 'complement', which—as explicated below—is reserved in *CGEL* for a specific functional element.

 *CGEL* distinguishes several types of complementation, where the most significant status is assigned to **complementation of verbs**, or verb complementation. **Verb complements** are dependent functional elements that accompany verb in clauses and sentences and complete its meaning. They include object (O), complement (C), and obligatory adverbial ($A_{obg}$). Each of these encompasses several subtypes: O may be further subclassified to direct, indirect, or prepositional object (labelled $O_d$, $O_i$, and $O_{prep}$ respectively), C comprises subject complement or object complement ($C_s$ and $C_o$), and $A_{obg}$ may be either subject-related or object-related, i. e. $A_s$ or $A_o$ (Quirk et al. 1985, 720–722). All verb complements are described in a greater detail in Chapter 2.2.2.

 With the exception of $O_i$, which is customarily considered optional, all verb complements are generally obligatory for retaining both the semantic and grammatical integrity of the structure. Still, particular contexts arguably allow for their omission without violating grammaticality, albeit at the cost of a partial semantic incompleteness (Quirk et al. 1985, 722). Such contexts may involve omitting object or complement, as illustrated in the exemplary sentences (9) and (10):

  (9) *Anne is reading {a book}*.  [$O_d$ omission]

  (10) *I escaped the room {horrified}*. [$C_s$ omission]

 According to the kind, number, and final arrangement of the verb complements that verb requires within a particular construction, *CGEL* distinguishes 4 elementary types of verb complementation. Since verb complements involve O, complementation patterns are closely

related to transitivity, which may be therefore subsumed under verb complementation as a narrower view on verb's overall syntactic potential; oppositely, verb complementation may be perceived as a broadened concept of transitivity where verb may also require C and/or $A_{obg}$.

The individual types of verb complementation as described by Quirk et al. (1985, 1170–1171) are illustrated below:

1) **Monotransitive complementation**: $V + O_d$, alternatively $V + O_{prep}$.

2) **Ditransitive complementation**: $V + O_d + O_i$, alternatively $V + O_d + O_{prep}$.

3) **Complex transitive complementation**: $V + O_d + C_o$, alternatively $V + O_d + A_o$.

4) **Copular complementation**: $V + C_s$, alternatively $V + A_s$.

Additionally, verb that requires no complements whatsoever is designated "verb with **intransitive** function" (Quirk et al. 1985, 1169).

By analogy with the context-dependent character of transitivity, a single $V_{lex}$ within VP may manifest varying complementation potentials according to its current syntactic settings (Quirk et al. 1985, 1168). For example, the verb *consider*, if requiring complementation, may enter 2 different complementation patterns, exemplified in (11) and (12):

(11) *All of us considered <u>the idea</u> carefully.* [monotransitive complementation]

(12) *I consider <u>Lisa</u> <u>a truly admirable person</u>.* [complex transitive complementation]

In *CGEL*'s systematic view, verb with all its complements together represent a functional complex called **predicate**. Predicate is collectively recognised by all main literary sources of this chapter as 1 of 2 fundamental structural elements of clauses and sentences, which further links with the ultimate functional element—**subject (S)**—to form a complete **clause**. A clause can be therefore defined as a syntactic unit that (prototypically) consists of 1 subject and 1 predicate (Biber et al. 1999, 122; Huddleston and Pullum 2002, 44; Quirk et al. 1985, 78–79). This linkage of S and the predicate with $V_{lex}$ in its core relates to the widest possible interpretation of lexical verbs' syntactic potential, which integrates both complementation and transitivity into the common framework of **verb valency**. The notably close correlation between these syntactic dimensions can be observed in *LGSWE*, which classifies lexical verbs by their transitivity and complementation potential into "valency patterns" (Biber et al. 1999, 380–381); similar overlaps occur in *CamGEL*, whose definition of "complements" is in essence interpretable as 'verb complements as in *CGEL* with the addition of subject', where the final

count of these elements within a clause determines "valency" (Huddleston and Pullum 2002, 216–220). Since it is valency that establishes verb as the supreme constituent of larger syntactic units and thus allows its complementation potential to determine the syntactic structure of whole clauses and sentences, it is to be characterised in a separate section.

## 2.1.3 VALENCY

In the most general interpretation, valency represents a syntactic potential of a lexical item to link up with other functional elements (Panevová and Karlík, 2017). In relation to verbs, Quirk et al. (1985, 1169) contrasts verb complementation with valency by noting that the latter "includes the subject of the clause." Because valency lacks a closer specification in *CGEL* and accepting its treatment in *LGSWE* or *CamGEL* would result in systematic and terminological discrepancies within *CGEL*'s framework of syntactic analysis, this paper adopts an independent definition of valency with the use of principles explicated in *Elements of Structural Syntax* by Lucien Tesnière (2015), author of the first concise formulation of the valency theory.

Tesnière (2015) defines valency of a 'verb' (interpreted here as a finite verb form) as the maximum potential count of its **actants** (239), subordinate elements with a nominal character and firmly established syntactic position (121) which generally denote entities participating in the action expressed by verbs (97). As such, Tesnière's actants are well relatable to *CGEL*'s definition of verb complements—further supplemented by subject. The highest possible number of actants in a certain context determines the verb's classification as **avalent**, **monovalent**, **divalent**, **trivalent**, or **tetravalent** (Tesnière 2015, 239–241; 256; 259), where the individual classes express the verb's potential of bearing 0, 1, 2, 3, or 4 actants respectively. Tesnière then distinguishes actants from **circumstants**, peripheral constituents with an adverbial function and loose linkage to the verb that may occur within a clause in an unlimited number and multifarious positions (118). All these characteristics are fully applicable to *CGEL*'s "**optional adverbials**" ($A_{opt}$), specified more closely in Chapter 2.2.2.5 (Quirk et al. 1985, 478; 729–730). Finally, actants and circumstants together with the verb constitute a "verbal node" (Tesnière 2015, 97), which is translatable in *CGEL*'s terms as S, O, C, $A_{obg}$, and optionally $A_{opt}$ being governed by the verb element and forming a clause.

For the purposes of this paper, 2 slight modifications of Tesnière's concepts have been applied with incorporating valency into the systematic framework of *CGEL*. Firstly, valency in this thesis always relates to $V_{lex}$ (and, consequently, to the whole VP), even if the $V_{lex}$ is expressed in a nonfinite form. Secondly, the classification of verbs according to valency represents the actual (rather than maximum possible) development of valency potential in a

certain context; hence, a $V_{lex}$ occurring in an elliptical construction (e. g. '{} *Seems weird.*') would be here classified as *monovalent*, rather than *divalent*. Following this adaptation, verb valency within this paper is translated as the syntactic potential of $V_{lex}$, heading the structure of the verb element, to hold a particular number of actants—dependent functional elements represented by S, O, C, or $A_{obg}$.

This perspective on valency enables the delineation of $V_{lex}$ as the fundamental core of larger syntactic units, whose complexity gradually increases as different dimensions of the verb's syntactic potential are addressed. This cumulative effect of $V_{lex}$ may be exemplified by the illustrative scheme below, which portrays the role of the lexical verb '*paint*' within the complex transitive construction '*Peter has painted the wall green.*':

1. Lexical dimension: a single independent $V_{lex}$
   [***paint***]

2. Phrasal dimension: $V_{lex}$ in the form of past participle as occurring within VP
   [*has **painted***]

3. Transitive dimension: VP as a functional element (= V), linked to $O_d$
   [*has **painted** the wall*]

4. Complementation dimension: V as complemented by $O_d$ and $C_s$, thus forming predicate
   [*has **painted** the wall green*]

5. Valency dimension: predicate as linked to S, thus forming a complete clause
   [*Peter has **painted** the wall green.*]

With all 3 dominant syntactic potentials of verb characterised, the following chapter describes the manner in which the common influence of transitivity, complementation, and valency constructs individual structural patterns of clauses and sentences.

## 2.2 VERB WITHIN CLAUSES AND SENTENCES

As explicated in the previous sections, syntactic properties of $V_{lex}$ (particularly valency and complementation) enable the verb element to determine 1) the total number of other elements within a larger syntactic unit and 2) particular types and arrangement of verb complements. Verb therefore delimits the overall internal organisation of the rest of the unit, which may be either a clause or a sentence. These 2 constructions are distinguished from each other in Chapter 2.2.1. All potential types of their structural constituents, already mentioned throughout the

previous section, are specified in more detail in Chapter 2.2.2. Finally, Chapter 2.2.3 presents the basic syntactic patterns into which functional elements may be organised.

## 2.2.1 CLAUSE VS. SENTENCE

Chapter 2.1.3 defined 'clause' as a syntactic unit consisting of 1 subject and 1 predicate. If a clause has an independent status and all of its elements are expressed in the form of phrases, it may be treated in terms of a "**simple sentence**" (Quirk et al. 1985, 987). A syntactic unit which involves 2 or more clauses is in *CGEL* called "multiple sentence"; if such a unit includes merely mutually independent clauses, which are linked by means of coordination, the label "**compound sentence**" is applied for this construction. Compound sentences are contrasted with "**complex sentences**", units involving 1 main clause where at least 1 functional element is realised by a subordinate clause, rather than a phrase (719). In this respect, 'sentence' may be differentiated from 'clause' as a syntactic unit of a higher rank that comprises either a single clause or more clauses.

An identical delineation and typology of sentences is present in *LGSWE*, which nevertheless prefers the labels "independent clause" to "sentence" and "dependent clause" rather than "subordinate clause" (Biber et al. 1999, 192; 202).

## 2.2.2 FUNCTIONAL ELEMENTS

As indicated in the previous section, any functional element of clauses and sentences may be expressed either by a phrase (as with clauses) or by a whole clause (as with complex sentences). The formal character of this phrase/clause, such as nominal or adverbial, represents 1 of 4 criteria that *CGEL* employs for a typological delineation of functional elements, with the other criteria being 1) position, 2) other syntactic properties, and 3) semantic role (Quirk et al. 1985, 724). These factors are applied in the sections below, where types of functional elements are characterised in descending order from the most central constituents to the most peripheral ones.

### 2.2.2.1 VERB

The verb element, determining the sentence's resulting structure, is always realised by VP (Biber et al. 1999, 125–126; Quirk et al. 1985, 59). Verb represents the core of the sentence's meaning by denoting its action, which may have the character of qualities, states, processes, or activities (Biber et al. 1999, 361–364; Huddleston and Pullum 2002, 226; Quirk et al. 1985, 175–178; 200–201).

Verb occurs almost exclusively in the medial position, preceded by S and potentially followed by a variable number, type, and order of its complements, according to its current complementation potential (Quirk et al. 1985, 50).

### 2.2.2.2 SUBJECT

Subject expresses the main theme of the whole unit and its semantic role usually corresponds to that of 'agent', i. e. performer of the action denoted by verb (Biber et al. 1999, 123–124; Huddleston and Pullum 2002, 235; Quirk et al. 1985, 726).

Subjects may be represented either by a noun phrase (NP) or a nominal clause. Except for particular non-standard syntactic contexts, S is an obligatory and usually explicitly mentioned element that normally occurs before V and determines grammatical categories of other main elements (Biber et al. 1999, 123; Huddleston and Pullum 2002, 236–238; Quirk et al. 1985, 724–725).

### 2.2.2.3 OBJECT

There are 2 basic subcategories of object, both of which take the form of NP or a nominal clause, typically follow after S and V, and may become S of a corresponding passive structure if the original active construction is passivised. According to its subtype, object may denote an entity that is A) affected by, or B) benefiting from the action expressed by verb, where the properties of A) and B) apply to **direct object** and **indirect object** respectively (Biber et al. 1999, 126–129; Huddleston and Pullum 2002, 244–247; Quirk et al. 1985, 726–727).

Quirk et al. (1985, 1150; 1155–1156) and Biber et al. (1999, 129–130; 423) further recognise **prepositional object** ($O_{prep}$), defined as NP complementing the preposition that occurs with so-called prepositional verbs ($V_{prep}$) and phrasal-prepositional verbs ($V_{phpr}$). Since this preposition always requires at least 1 complementation (= $O_{prep}$) and the potential second complementation, if present, corresponds to $O_d$, *CGEL* and *LGSWE* point out that $V_{prep}$ and $V_{phpr}$ display signs of either monotransitive or ditransitive behaviour (Biber et al. 413–414; Quirk et al. 1155–1161). This transitive interpretation acknowledging V + $O_{prep}$ or V + $O_d$ + $O_{prep}$ patterns is applied in this paper as well, as long as the prepositional or phrasal-prepositional verb element may be relatively safely distinguished from an adverbial—which is frequently an alternative analysis of the whole PP following $V_{lex}$ in these structures (Biber et al. 1999, 406–407; Quirk et al. 1985, 1156).

### 2.2.2.4 COMPLEMENT

Complements (in *LGSWE* and *CamGEL* called "predicatives", in *CamGEL* also "predicative complements") are normally expressed by NP, nominal clause, or adjective phrase (AdjP) and they provide a certain specification of identity, current state, or change in state of their referential element (Huddleston and Pullum 2002, 251–252; Quirk et al. 1985, 728–729). Since they may relate either to S or $O_d$, Quirk et al. (1985, 728–729) and Biber et al. (1999, 126; 130)

further distinguish **subject complement** (in *LGSWE* "subject predicative"), which usually follows V, and **object complement** (in *LGSWE* "object predicative"), which typically follows $O_d$ and may be paraphrased as $C_s$ in a passivised construction.

### *2.2.2.5 OBLIGATORY ADVERBIAL*

Obligatory adverbial refers to a specific subclass of **adverbials**, heterogenous and mostly optional functional elements that convey circumstantial specifications of time, place, manner, subjective evaluation, or syntactic linkage. They mostly take the form of adverbial phrases (AP), adverbial clauses, or prepositional phrases (PP) and may occupy a variety of syntactic positions (Biber et al. 1999, 762–765; Quirk et al. 1985, 729–730). Optional adverbials, which are in *CamGEL* called "adjuncts" (Huddleston and Pullum 2002), may occur in the unit in an unrestricted number (Biber et al. 1999, 763; Quirk et al. 1985, 49).

An adverbial becomes an obligatory verb complement in a context where its potential omission would cause a significant semantic shift and, rather often, also violation of grammaticality. *CGEL* classifies such adverbials as "obligatory predication adjuncts" (Quirk et al. 1985, 505). Their mandatory status is illustrated below, where the $A_{obg}$-free version would be classified as semantically unsatisfactory in (13) and ungrammatical in (14):

(13) *?My sister lives {<u>in Miami</u>}.*

(14) *\*Put the mixture {<u>in the form</u>}.*

Similarly to complements, obligatory adverbials provide a characteristics of either S or $O_d$ and may be therefore subclassified into **subject-related adverbials** and **object-related adverbials** (Quirk et al. 1985, 730).

At this point, with all types of main clause and sentence elements characterised, it is now essential to define the potential manners of their arrangement within syntactic units.

### 2.2.3 STRUCTURAL PATTERNS OF CLAUSES AND SENTENCES

On the basis of verb valency and complementation, functional elements in larger syntactic units may occur in a varying quantity and ordering. Since English is characterised as a "[relatively] fixed word-order language" (Quirk et al. 1985, 51), the realisation of verb's syntactic potential usually results in one of several archetypal variants of element order.

The classification below presents the 7 prototypical structural patterns of word order based on *CGEL* (Quirk et al. 1985, 720–721), additionally supplemented with the potentiality of $O_{prep}$-inclusive patterns (as specified in Chapter 2.1.2). Each pattern has been provided with a description of the syntactic nature of its verb element. Although the patterns primarily relate

to clauses, they may be applied analogically to complex sentences, where 1 or more elements are represented by a subordinate clause.

1) **SV**: intransitive V

2) **SVO**: monotransitive V, bearing  a) $O_d$

                                         b) $O_{prep}$

3) **SVC$_s$**: copular V

4) **SVA$_s$**: copular V

5) **SVOO**: ditransitive V, bearing  a) $O_i + O_d$

                                         b) $O_d + O_{prep}$

6) **SVO$_d$C$_o$**: complex transitive V

7) **SVO$_d$A$_o$**: complex transitive V

In general, these structural patterns are applicable for **canonical constructions**, i. e. units identifiable as 1. positive, 2. declarative, 3. non-passive, 4. non-subordinate, and 5. non-coordinate (Huddleston and Pullum 2002, 46–47). However, provided that the SV-initial structure is retained and none of the criteria 1., 2., and 3. above is violated, this paper treats even a subordinate clause as having a canonical element order, although such a clause as a whole is still considered noncanonical due to its subordinate status.

Apart from units with one of the abovementioned ordinary patterns, there occur certain types of noncanonical constructions that involve various alterations of the prototypical word order. Such deviations are mostly realised by replacement, omission, or insertion of particular constituents (Quirk et al. 1985, 78). Therefore, structurally canonical units may be contrasted with subjectless imperatives, interrogatives, clauses employing postponement of O, and other structures whose element order does not match any of the 7 basic patterns above (Biber et al. 1999, 152–155; Quirk et al. 1985, 739–740).

# 3 THE ANALYSIS

The practical part of this paper presents a comparative analysis of verb complementation within recipes and PILs. As suggested at the beginning of this paper, its main purpose was to examine the syntax of these 2 instructional subgenres, compare the behaviour of verb within their individual contexts, and juxtapose the conclusions with stylistic features and communicative functions of written instructional discourse.

Apart from the abovementioned aim, the analysis also set an additional objective of contrasting the distinct syntactic structures of recipes and PILs, which were to be explicated with respect to each individual subgenre's specific functional properties (outlined below in Chapter 3.1).

The corpus data consisted of 287 syntactic units from 4 complete recipes and 287 units from 2 PILs with the total of 574 units to be analysed.

For the sake of authenticity regarding the contemporary forms of recipes, the analysis utilised data from 2 standard printed cookbooks (Greenspan 2006, 15; Lo 2009, 68–70) as contrasted to 2 'foodblogs' (How Sweet Eats 2019; Tasty 2018), where the latter refers to internet platforms oriented on cooking that nowadays represent a widespread means of rendering culinary instructions.

The data from the PIL corpus were extracted from 2 official medical databases (EMC 2019; Guy's and St Thomas' NHS Foundation Trust 2018) that comprise lists and characteristics of medicaments distributed on the UK market.

The section below formulates general assumptions about the expected results of the analysis. Firstly, anticipations are made about the overall character of verb complementation in the corpus. Secondly, each individual instructional subgenre is specified in terms of its stylistic features and subsequently assigned a set of presuppositions on its own specific syntax.

## 3.1 ASSUMPTIONS

With regard to the stylistic features of instructiveness that were delineated in Chapter 1, the principal presumption was that the syntactic construction of instructional texts provides a significant support to the instructional function mostly by means of brevity, simplicity, and illustrativeness. On that account, it was anticipated that the texts would reflect predominance of 1 particular structural pattern with a plain, easily comprehensible structure. Since instructions mostly concern manipulation with a particular object, such as a product or its components, the corpus texts were presupposed to employ mainly monotransitive complementation.

The presumed syntactic character of recipes and PILs follows as described in 2 separate sections, where each subgenre is first introduced in terms of its essential stylistic features.

### 3.1.1 RECIPES

Gerhardt (2013, 39; 42) defines recipes as texts providing detailed, usually chronological instructions on preparation of a certain dish. Their prototypical structure consists of 1) an enumerative list of ingredients and 2) a set of cooking instructions (41). The instructional section, forming the recipe's functional core, presents a characteristic cohesive sequence of directives, which are conveyed in a highly explicit and condensed instructional language and may be supplemented by occasional comments, recommendations, or other additional notes of the author's (Cotter 1997, 56–57).

In view of these attributes, recipes were expected to demonstrate a particularly abridged and concise syntactic structure with a frequent omission of S as a manifestation of imperatives. Their obvious orientation on manipulating with ingredients and kitchen utensils testified for a predominance of monotransitivity, but also for a rather high count of complex transitive patterns, where $C_o$ or $A_o$ specify the character or circumstances of the action to be performed with the object.

An additional remark has to be made about the recently developed category of recipes from foodblogs, which are reported to differ from traditional recipes by involving a considerably greater portion of narrative, descriptive, or evaluative passages, combining features of written and spoken discourse, and reflecting the informal, personal, and conversational tone of the internet discourse (Diemer and Frobenius 2013, 59–71). Hence, it was anticipated that foodblog recipes would generally manifest a lesser degree of instructiveness than their cookbook counterparts, which would be observable in a larger variety of complementation patterns, smaller portion of imperatives, and more creative syntax with features of everyday communication.

### 3.1.2 PILS

PILs are informative and instructional documents that mandatorily accompany all medications distributed on the markets of the EU member states. Their dominant purpose is to provide consumers with clear and exhaustive information on how to take their medicine with a maximum safety and efficacy. As frequently emphasised, any misinterpretation might possibly prove fatal on the side of the consumer, who may be of varied age, literacy, or reading abilities (European Comission 2009); therefore, the authors are advised by numerous guidelines to directly address the reader and utilise plain, economical sentences conveying the message in a

lay language (MHRA 2014, 5). Furthermore, PILs should clearly distinguish explications from instructions and employ a particularly cautious approach towards the use of negation and passive voice (Sless and Shrensky 2006, 40–44).

As the primary function of PILs lies not exclusively in directive instructions, but also in detailed information and careful explications of various medical and clinical phenomena, PILs were assumed to apply a lesser amount of condension and imperatives than recipes and reflect a broader range of structural patterns.

## 3.2 METHODOLOGY

The syntactic units were analysed primarily from the viewpoint of 1) types of verb complementation and the resulting clause/sentence patterns, 2) individual categories of verb complements and their forms of expression.

In order to illustrate the full scope of verb's linking potential and its actual realisation in instructional texts, the analysis additionally incorporated the sphere of verb valency as delineated in Chapter 2.1.3. Apart from actants, the analysis also considered the relevance of circumstants (regarded here as identical with *CGEL*'s optional adverbials) as supplementive functional elements, which nevertheless still pass for immediate subordinates of verb and therefore pertain to the sphere of its direct syntactic potential.

Elements with no direct linkage to verb (i. e. determiners, conjunctions, and modifiers including relative clauses and apposition) were dismissed from the functional perspective of the analysis and were regarded only if they were part of a functional element; in such cases, their presence was evaluated merely in terms of word count.

The fundamental level for the analysis was a sentence. If any functional element was realised by a clause and thus itself possessed verb complementation, its syntactic structure was subsequently analysed as well with the intention to map the syntactic behaviour of verb on all structural levels of the text. This approach, however, did not apply to relative, appositive, or comment clauses, which were only considered modifiers and their structure was not analysed any further.

The analysis was oriented chiefly on simple and complex sentences. For this reason, independent coordinated clauses were split and approached as separate units. The same principle was applied to independent sentences with coordinated predicates, which—according to Quirk et al. (1985, 948)—may be under certain semantic restrictions considered as elliptical versions of coordinated clauses, where each predicate employs its own verb complementation.

There where coordination appeared on the level of individual functional elements, the whole coordinated complex was approached as a single functional unit whose structure includes "conjoins", i. e. immediate structural constituents that are mutually linked by coordination. The larger unit which they jointly constitute is then called a "conjoint" item (Quirk et al. 1985, 46; 943–945). As illustrated by the examples below, coordination within 1 functional element might link 2 or more phrases (1, 2), items incorporated within a single phrase (3), as well as whole clauses (4):

(1) *Feeling [dizzy, tired or sleepy]*Cs (App. B2, PIL/2(37):L2[1])
    —conjoint adjective phrase

(2) *[Butter or spray]*V *the 12 molds in a regular-size muffin pan.*
    (App. A2, RC/1(10))
    —conjoint verb phrase

(3) *. . . speak to [the doctor, pharmacist or nurse caring for you]*Oprep (App. B2,
    PIL/2(2)) —noun phrase containing a conjoint of 3 nouns

(4) *However, it also works [to make you sleepy and regulate your body clock]*Od.
    (App. B2, PIL/2(10))
    —2 coordinated nonfinite clauses forming a conjoint

All conjoins that were represented by clauses were also subject to the syntactic analysis so that their own verb complementation pattern could be delineated.

Finally, units that were either allowed multiple analysis or were fully unanalysable are enumerated in several categories in Appendix C. Each category of disputable units explicates from which particular aspects of the syntactic analysis they had to be dismissed and, where applicable, proposes alternative ways of their analysis.

## 3.3 FINDINGS: TYPES OF VERB COMPLEMENTATION

The analysis of the corpus data revealed a distinctive selectivity of instructional verbs to prefer specific kinds of complementation to others. *Table 1: Complementation Types*, which presents the distribution of individual types of verb complementation within the corpus, illustrates a clear prevalence of monotransitivity, constituting approximately 2/3 of the total of 519 syntactic units that were identifiable from the viewpoint of complementation pattern. The obvious tendency of instructional verbs to link with a single O refers to the fundamental principle of instructional discourse, which is that of interaction with an entity: the agent—typically the

intended reader—exerts a direct influence on an object of manipulation in order to change its state, location, or properties, by which he approaches (or directly reaches) the intended outcome.

Table 1: Complementation Types

| | COMPLEMENTATION | | | | INTRANSITIVITY |
|---|---|---|---|---|---|
| | MONOTRANSITIVE | COPULAR | COMPLEX TRANSITIVE | DITRANSITIVE | |
| **ALL** | 62.2% | 18.5% | 7.3% | 5% | 6.7% |
| RECIPES | 60.2% | 19.3% | 11% | 4.7% | 4.3% |
| PILS | 64.1% | 17.7% | 3.8% | 5.3% | 9.1% |

As the table indicates, the second most frequent manner of complementing instructional verbs was copular complementation, which occurred in approximately 1/5 of the identifiable units. The instructional effect of copular complementation becomes more apparent when paralleled to monotransitivity: while O by definition represents an entity affected by a particular action, C (or $A_s$) specifies the nature or properties of its referential element, whose identity in the corpus texts mostly corresponded to the object of manipulation. Hence, SVC or SVA patterns in the corpus usually characterised the inanimate, influenced party of the situation, whereas the dynamic SVO pattern denoted a direct impact of the active subject performer on the passive object affected.

The informational content of monotransitive and copular patterns provides obvious reasons for their frequent co-occurrence within a single syntactic unit. In such cases, monotransitivity as the bearer of the essential instructional conveyance was mostly to be found in the main clause; by contrast, the copular pattern providing a supportive specification typically occupied the subordinate clause. Such monotransitive-copular contexts are exemplified below with the subordinate copular clause underlined:

(1) _If the shoots are round and tender_, simmer them for about 7 minutes. (App. A2, RC/2(73))

(2) Take the next dose _when it is due_. (App. B2, PIL/2(28))

Instructiveness rendered by monotransitive and copular complementation was also observable from the viewpoint of verb valency. The fact that 2 most frequent complementation

types in the corpus involve only 2 actants reflects the economy in transference of instructional information, where the authors employed simple and semantically transparent syntactic patterns that present precisely 2 opposite sides of the process.

In certain situational contexts, however, monotransitive and copular relations were not sufficient to encompass the full extent of the information communicated. Approximately 12% of the identifiable syntactic units in the corpus were constituted by different types of verb complementation, whose use was nevertheless limited to rather specific contexts. Complex transitive complementation was furthermore marked by a significantly uneven distribution throughout the corpus: the analysis revealed that recipes contained nearly 3 times more complex transitivity than PILs, which in turn included more than 2 times higher count of intransitive units. In view of these discrepancies, the functional frameworks of the minority complementation patterns are to be characterised separately in the following subchapters, which delineate specific contexts of use and occurrence of individual types of verb complementation.

### 3.3.1 MONOTRANSITIVE COMPLEMENTATION

As mentioned above, monotransitive patterns in the corpus primarily conveyed a direct interaction between 2 entities. However, this concept was interpreted in different manners in recipes and in PILs, although both text types contained nearly the same portion of monotransitivity.

In recipes, the vast majority of monotransitive relations reflected interaction with a material object, which correlates to the idea of handling with various ingredients and cooking utensils. It is therefore well interpretable that recipes manifested a notable concentration of monotransitivity in the instructional sections, where other types of verb complementation occurred sporadically and mainly within subordinate clauses. For the most part, the O element in these contexts denoted A) 1 or more particular ingrediences, B) a kitchen utensil, typically related to heat treatment, C) the resulting product of the particular procedural step. These monotransitive contexts in their respective order are illustrated in the units below with O underlined and the monotransitive verb marked by boldface:

(3) ***Peel*** <u>*a piece of ginger*</u>. (App. A2, RC/2(60))

(4) ***Preheat*** <u>*oven*</u> *to 375°F (190°C).* (App. A2, RW/1(1))

(5) ***Add*** <u>*the chicken and its marinade*</u>. (App. A2, RC/2(42))

In the context C) above, the implied O was very frequently left unexpressed due to the phenomenon of so-called 'null objects', which are described in more detail in Chapter 3.4.2.

Less numerous were cases where monotransitivity in recipes denoted a conceptual relation, rather than a physical action. These contexts usually rendered the author's recommendations or personal evaluation concerning the procedure; as such, they usually occurred outside the instructional section, which was reserved primarily for the essential culinary directions. On these occasions, O often reached a considerable length while communicating appealing properties of the input ingredients (6), characteristics of the whole recipe (7), or the author's side comments (8):

(6) *The coffee, reinforced with a spoonful of espresso powder and softened with sugar, half of it caramely brown,* ***turns out*** <u>*a not-very-rich muffin that is exceedingly flavourful and silky, almost puddingish, in texture*</u>. (App. A2, RC/1(3))

(7) *This stir-fry* ***demonstrates****, as will others,* <u>*the importance of placing food in the wok in progression from soft to hard, an order that ensures all of the ingredients will be cooked properly*</u>. (App. A2, RC/2(2))

(8) *I* ***LOVE*** <u>*making stuff like this for friends and family around holidays*</u>. (App. B2, RW/2(11))

Unlike recipes, PILs distributed monotransitive complementation more or less evenly throughout their textual content and utilised it predominantly for denoting immaterial interaction. The most frequent type of a monotransitive conveyance in PILs advised the patient on his (in)appropriate manipulation with the medication prescribed. However, instances in these contexts where O was linked to a non-abstract verb (as in (9) below) occurred rarely; much more often, the authors applied a general, conceptual expression of the activity with verbs like *use* or *take*, as seen in (10):

(9) ***Swallow*** <u>*the tablet(s)*</u> *with a drink of water.* (App. B2, PIL/2(22))

(10) ***Do not use*** <u>*the medicine*</u> *after this date*. (App. B2, PIL/2(76))

Along with handling the medicine, monotransitivity often indicated interaction with medical staff to whom the patient should refer. These contexts comprised multifarious communication verbs like *ask*, *speak to*, or *mention*:

(11) *If you get any side effects,* ***talk to*** <u>*your doctor or pharmacist.*</u> (App. B2, PIL/1(8))

(12) *If you are buying any medicines over the counter from a pharmacy, always* ***mention*** <u>*that you have been prescribed agomelatine.*</u> (App. B2, PIL/2(97))

The last large group of monotransitive relations in PILs to be mentioned was found in descriptive sections dealing with effects, impact, or observable nature of a clinical phenomenon—typically the medicament, its corresponding disease, or a potentially reactive substance. This context involved versatile causative verbs like *reduce*, *affect*, or *lead to*:

(13) *This **lowers** <u>the blood pressure</u> and **relieves** <u>the symptoms</u>.* (App. B2, PIL/1(19) + PIL/1(20))

(14) *Alcohol can **affect** <u>the liver</u>, as can agomelatine.* (App. B2, PIL/2(64))

### 3.3.2 COPULAR COMPLEMENTATION

Both in recipes and PILs, the characteristics denoted by C or $A_s$ might represent character as well as properties; nevertheless, the genres differed in the identity of the referent. In recipes, the features given by the copular element (as underlined below) were assigned to various entities ranging from the recipe proper (15) to a particular ingredient (16) or the finished product (17):

(15) *It **is** <u>the kind of recipe that becomes instinctive after you have made it several times</u>.* (App. A2, RC/2(35))

(16) *The "chicken legs" in this recipe **are** <u>uncommonly large (about 5 inches long and 4 to 7 inches in diameter) bulbous mushrooms shaped like chicken drumsticks and with barely visible crowns</u>.* (App. A2, RC/2(3))

(17) *This adorable Easter snack mix **is** <u>such a fun treat</u>! It**'s** <u>both sweet and salty</u> . . .* (App. A2, RW/2(44) + RW/2(45))

This use of copular complementation was mostly present outside the instructional section and its evident purpose was to attract the reader's attention by descriptions of the recipe's intriguing aspects. A different, more pragmatic purpose of copular complementation was observed among the culinary directives, where copular patterns usually occurred in subordinate clauses and served as indicators of the desired outcome of the particular step:

(18) *Bake for about 20 minutes, or until a thin knife inserted into the center of the muffins **comes out** <u>clean</u>.* (App. A2, RC/1(22):L2)

In PILs, copular complementation had mostly an explicative or descriptive character. It often occurred in contexts where readers were being explained the essence of the medicament (19) or its corresponding disease (20):

(19) *Agomelatine* **is** <u>*an anti-depressant normally used to treat depression*</u>. (App. B2, PIL/2(9))

(20) *People who have RBD* **are** <u>*able to move their muscles while they dream*</u>, *which means they can act out the content of their dreams.* (App. B2, PIL/2(6))

Unlike in recipes, the S element in copular patterns in PILs very frequently represented the intended reader of the text, by which the authors emphasised both the direct orientation on the patient and the relevance of his own conditions that might possibly influence his use of the medicine. These contexts of copular complementation appeared in passages on communication of risks and precautions, such as (21) below:

(21) *If you* **are** <u>*a driver*</u>, *please be aware that agomelatine may affect your reactions and ability to drive.* (App. B2, PIL/2(67):L2)

Other uses of copular complementation in PILs included specifying the nature of symptoms or effects (*These effects* **are** *usually* <u>*mild*</u> . . .—App. B2, PIL/2(48)) and emphasising particularly relevant information (*It* **is** <u>*safe*</u> *to take paracetamol or ibuprofen with this medicine.*—App. B2, PIL/2(99)). The latter use was commonly accompanied by extraposition, characterised in Chapter 3.4.2.

### 3.3.3 COMPLEX TRANSITIVE COMPLEMENTATION

Despite its superficially rare occurrence in the corpus, observable in 38 out of the total of 519 identifiable units, complex transitivity may still be considered a characteristic feature of instructional texts, which on many occasions demand an explicit illustration of the performer's action and the object's target state or property. This necessity emerged particularly in recipes, which contained numerous 'culinary' verbs like *place*, *let*, or *sprinkle* that denote a change of the object's location or quality. Since these verbs require $C_o$ or $A_o$ in nearly any context, complex transitive complementation represented a natural syntactic feature of the recipes analysed. For its pragmatic manner of application, the vast majority of complex transitive patterns occurred in the instructional section, where they usually communicated replacement of O in some kind of kitchen appliance or container (22) or adding O to other ingredients (23). In the examples below, O is typed in boldface, while the other verb complement is underlined:

(22) *Place **the white chocolate chips and coconut oil** <u>into a microwave safe bowl</u>.* (App. A2, RW/2(50))

(23) *Pour **the liquid ingredients** <u>over the dry ingredients</u>.* (App. A2, RC/1(17))

Complex transitive complementation might also specify non-locative circumstances of the action. In such cases, the role of the agent was assigned either to the reader (as in (24) below) or a particular ingredience, which therefore had the ability to change properties of another (25):

(24) *Let **the shoots** <u>cool to room temperature</u>.* (App. A2, RC/2(79))

(25) *I find that it* [= coconut oil] *makes **the white chocolate** <u>firm up a bit more</u> . . .* (App. A2, RW/2(54):L2)

Meanwhile, the relatively frequent employment of complex transitivity in recipes contrasted with its use in PILs, which manifested only 10 occurrences of complex transitives within the total of 265 identifiable units. According to the findings, PILs applied the concept of an object's emergent change chiefly in 2 specific functional contexts—namely, A) describing the effects of a medicament or a disease on human organism, and B) motivating the reader to perform a preventive communicative act with an authorised person.

Examples of the contexts A) and B) in their respective order are provided below:

(26) *STAYVEER widens the pulmonary arteries, making **it** <u>easier</u> **for the heart to pump blood through them**.* (App. B2, PIL/1(18):L2)

(27) *You should let **your consultant** <u>know if you are planning a pregnancy</u> so that a management plan can be agreed.* (App. B2, PIL/2(80))

As illustrated above, the fundamental reason of PILs to employ complex transitive patterns was to acquaint the patients with the basic systematic framework of their treatment. However, the authors' selective approach towards the information rendered led to a rather seldom occurrence of complex transitives in the PIL corpus, where the leaflets mentioned only those factors of the treatment that were necessary for the patient to know or share with his therapists.

### 3.3.4 DITRANSITIVE COMPLEMENTATION

The use of ditransitivity, the least frequent type of verb complementation in the corpus, represented one of the greatest differences between recipes and PILs. Since an archetypal SVOO pattern conveys an interaction between 2 persons and an inanimate object, ditransitive constructions of this type were basically absent in recipes, where any involvement of a third party appears as redundant and potentially disrupting the secluded relation between the reader and the author. Hence, ditransitivity in recipes mostly covered the agent's interaction with 2 material objects, whose mutual linkage usually resembled an adverbial relation based on their combining together. In the examples below, the O elements are underlined:

> (31) *Pair <u>the muffins</u> with <u>your morning coffee</u> for an extra shot of caffeine.* (App. A2, RC/1(4))

> (32) *I cover <u>the entire thing</u> in <u>shredded coconut</u>.* (App. A2, RW/2(31))

On the contrary, a double O proved to have a notably specific use in PILs, which are distinguished from most prototypical instructional texts by encompassing interpersonal relations. As PILs often refer to the patient's interaction with doctors, consultants, or family members, ditransitivity in PILs mostly denoted 2 persons—the patient and his referent—where one of the participants provided the other with an inanimate entity, usually a piece of information or advice to be said to a responsible person. In the example below, the inanimate O is marked by boldface:

> (33) . . . *tell <u>the person carrying out the treatment</u> **which medicines you are taking*** . . . (App. B2, PIL/2(71))

In other situations, the ditransitive verb conveyed interaction with persons different from medical staff, where the reader was distracted from his inappropriate sharing the medicine with third parties. This kind of ditransitive context is illustrated in (34):

> (34) *Do not pass **it** on to <u>others</u>.* (App. B2, PIL/1(6))

Despite the abovementioned potential of ditransitivity in PILs, however, the overall amount of this complementation pattern in PILs was still relatively low as the majority of referential contexts were communicated by monotransitive verbs.

### 3.3.5 INTRANSITIVITY

Only approximately 7% of the syntactic units analysed employed no verb complementation. The interactive and descriptive framework of instructional texts collides with the plain syntactic form of intransitive patterns, whose communicative potential is limited to a mere characterisation of the very essence of entities. This content, however, obviously corresponds with one of the primary purposes of PILs, documents designed to inform about the nature of chemical substances and various clinical phenomena; therefore, intransitivity in the corpus was notably concentrated in PILs, which contained 24 out of the total of 35 intransitive units in the corpus. As illustrated below, the autors often utilised intransitivity to specify the behaviour of the medicament (28) or its corresponding disease (29):

> (28) *The unwanted effects often fade as your body adjusts to the new medicine.* (App. B2, PIL/2(34))

> (29) *RBD happens during rapid eye movement (REM) sleep.* (App. B2, PIL/2(4))

By contrast, intransitive patterns had a limited use in the dynamic discourse of recipes, whose authors preferred active or descriptive verbs with a high complementation potential. In comparison with PILs, recipes more often applied intransitivity in subordinate clauses, which consequently provided a supplementary characterisation of the particular procedural step:

> (30) *Stir to mix well for 1½ to 2 minutes, or* [*until the sauce thickens and bubbles*]$_{L2[2]}$. (App. A2, RC/2(55):L2[2])

## 3.4 FINDINGS: WORD ORDER

After delineating the representation and contextual use of basic types of verb complementation, the analysis continues with a closer examination of the particular structural patterns which instructional verbs constituted. The first subsection of this chapter compares the distribution of 2 distinct patterns related to the same type of verb complementation. The latter subsection analyses word order in the corpus texts from the viewpoint of canonicality and specifies the most frequent kinds of deviations from the standard structural patterns.

### 3.4.1 STRUCTURAL PATTERNS WITHIN COMPLEMENTATION TYPES

*Table 2: Word Order* below shows an unequal prominence of 2 individual structural patterns under a single type of complementation. In a general view, the only complementation type that distributed its corresponding patterns in a more or less even number was **complex transitive**

**complementation**; nevertheless, the analysis revealed a significant disproportion between recipes and PILs concerning the use of SVOC and SVOA. Recipes manifested a strong position of both $A_o$ and $C_o$, where the former specified an appropriate placement (or removal) of ingredients and the latter advised the reader about the desired temperature or consistency of the gradually originating dish.

Table 2: Word Order

| | MONOTR. | | COP. | | COMPLEX TR. | | DITR. | |
|---|---|---|---|---|---|---|---|---|
| | $SVO_d$ | $SVO_{prep}$ | $SVC_s$ | $SVA_s$ | SVOC | SVOA | $SVO_iO_d$ | $SVO_dO_{prep}$ |
| **ALL** | 92.9% | 6.8% | 91.6% | 8.4% | 55.3% | 44.7% | 38.5% | 61.5% |
| RECIPES | 97.4% | 2.6% | 89.6% | 10.4% | 42.9% | 57.1% | 41.7% | 58.3% |
| PILS | 88.8% | 10.6% | 93.6% | 6.4% | 90% | 10% | 35.7% | 64.8% |

However, $A_o$ as denoting special circumstantial aspects of the manipulation proved itself inapplicable in PILs, which contained a single, untypical predication adjunct representing an infinitival complementation of the verb *help* (Quirk et al. 1985, 1202; 1205):

(1) *We suggest you write the date* ( . . . ) *on the Patient Alert Card* [*to help you remember when your next test is due*]L2[2]. (App. B2, PIL/1(40):L2[2])

The $A_o$ in the unit above is semantically much closer to $C_o$, which occurred in the vast majority of complex transitive patterns in PILs. These findings imply that neither spatial nor temporal aspects of manipulation have a real use in medical documents; instead, PILs focused mainly on the change of an object's properties while describing effects of a medication, substance, or disease on the human organism, as exemplified in Chapter 3.3.3.

The other trivalent complementation type, **ditransitivity**, was marked by a lesser mutual imbalance of its structural patterns within the genres analysed. Overall, the corpus texts preferred the $SVO_dO_{prep}$ pattern; this observance may relate to the spatial connotation of the prepositional particle, which establishes an implicit adverbial link between the 2 objects. This concept was utilised in recipes, where $SVO_dO_{prep}$ often functioned as an equivalent of $SVO_dA_o$ while specifying placement, removal, or mixing 2 ingredients together. Unfortunately, the close semantic proximity between these patterns resulted in frequent cases of multiple analysis

(enumerated in Appendix C), where $O_{prep}$ and $A_o$ became indistinguishable from each other; their actual ratio within the recipes analysed thus remains unresolved. PILs, which usually employed 2 animate objects in either ditransitive pattern, then utilised specific prepositional verbs like *provide with* or *ask for* to imply a directional transition of an inanimate object from 1 participant to the other and thus enhance illustrativeness of the conveyance.

A clearly congruent preference of 1 particular structural pattern emerged within **copular complementation**, where only 8 out of the total of 95 identifiable copular units were represented by $SVA_s$. Utility of its denotation, which is that of a stative location of an entity, was naturally limited both in the dynamic, object-oriented recipe discourse and in the explanative framework of PILs. The seldom contexts involving $A_s$ were either conversational passages in recipes (as in Chapter 3.6) or navigational notes in PILs, including (2):

(2) *. . . (details are <u>at the end of this leaflet</u>).* (App. B2, PIL/2(18))

Finally, the analysis of monotransitive complementation established $SVO_d$ as the foremost and most frequent structural pattern in the whole corpus for its obviously instructional denotation, explicated in Chapter 3.3. In various contexts, $SVO_d$ occurred in the corpus as accompanied by the $SVO_{prep}$ pattern; meanwhile, the data from *Table 2* suggest a substantial tendency of monotransitive prepositional verbs to accumulate within PILs. This observance may be related to the aforementioned adverbial undertone of prepositional verbs, which PILs utilised to 'direct' the reader towards an intended object of interest (3, 4) or to illustrate a correlation of 2 entities or phenomena via a prepositional reference (5):

(3) *For all these tests please refer also to the Patient Alert Card . . .* (App. B2, PIL/1(38))

(4) *Stick to simple foods.* (App. B2, PIL/2(44))

(5) *Agomelatine may interact with other medicines.* (App. B2, PIL/2(95))

By contrast, authors of recipes preferred a clear signal for action to an abstract incentive and their scarce use of prepositional monotransitives like *depend on* or *worry about* was therefore restricted to recommendative or conversational contexts.

### 3.4.2  CANONICALITY AND DEVIATIONS

Although the previous section illustrated that the corpus contained a relatively substantial variety of different structural patterns, only 31.2% of clauses and sentences were realised with a canonical order of functional elements. The syntactic analysis revealed an extensive portion

of manifold deviations from the standard word order, where both recipes and PILs utilised diverse syntactic techniques for condension, reduction, or restructuralisation of the original patterns to enhance their instructional effectiveness.

*Table 3: Noncanonicality* presents an overview of the measure of noncanonicality and enumerates the most distinctive types of noncanonical patterns observed in the corpus. Each deviation is assigned its corresponding number of occurrences within the given category of texts. That being said, a single syntactic unit frequently contained multiple types of deviations.

Table 3: Noncanonicality

| | | **ALL** (574 UNITS) | RECIPES (287 UNITS) | PILs (287 UNITS) |
|---|---|---|---|---|
| **NONCANONICALITY** | | 68.8% | 75.6% | 62% |
| **D E V I A T I O N S** | ELLIPSIS | 292 | 180 | 112 |
| | PASSIVE | 38 | 12 | 26 |
| | INVERSION | 23 | 3 | 20 |
| | NONSENTENCES | 22 | 9 | 13 |
| | NEGATION | 15 | 5 | 10 |
| | EXTRAPOSITION | 8 | N/A | 8 |

The data from the table signify a considerable structural divergence between the genres analysed: except for the category of nonsentences, recipes and PILs differed from each other in every factor of noncanonicality. It can be observed that although PILs contained a higher count of nearly all types of deviations, they still retained a larger portion of canonicality than recipes, which in return manifested a universal inclination towards ellipsis. Hence, each relevant type of word order deviation is to be explicated within each genre's individual context.

The first type of deviation to be characterised is **extraposition**, a special kind of postponement of either S or O expressed by a clause, where the particular element is shifted to the end of the sentence and its original position is occupied by a substitutive pronoun called "anticipatory it" (Quirk et al. 1985, 1391–1393). Because this syntactic tool allows to effectively distinguish a long element from other functional constituents and furthermore prefigures voluminous information that requires careful reading, extraposition became a characteristic feature of PILs, which repeatedly applied considerably long and highly descriptive S with a complex clausal structure. An example of such S is provided below:

(6) *It is advisable <u>to go to bed when tired and get up at about the same time each day</u>.*
    (App. B2, PIL/2(85))

The absence of extraposition in recipes related to their primary necessity to convey concise and immediately understandable instructions, where applying lengthy clausal elements would work counterproductively to the reader's appropriate comprehension.

Another word order deviation typical of PILs was **clause negation through verb negation**, where the standard canonical structure of VP (outlined in Chapter 2.1) is changed by an insertion of the negative particle *not* after the first auxiliary verb; if no auxiliary is present, the original VP undergoes a further artificial extension by the substitutive auxiliary *do*, to which the negator *not* subsequently attaches (Quirk et al. 1985, 775–776). Verb negation in PILs had an indispensable role in risk communication, where it usually occurred within imperatives and thus provided a most obvious syntactic signal to discourage the reader from an inappropriate behaviour:

(7) *<u>Do not drive</u> and <u>do not use tools or machines</u> until these effects have worn off.*
    (App. B2, PIL/2(41) + PIL/2(42))

In recipes, which primarily provide instructions on desired (rather than unacceptable) actions, verb negation appeared exclusively in recommendative or conversational contexts (*Note: you can leave it out if you <u>don't have coconut oil</u>.*—App. A2, RW/2(53):L2).

A peculiar linguistic device for supporting the instructional function was discovered in the form of **nonsentences**, units without any overt syntactic structure that mostly represent isolated noun or adjective phrases (Quirk et al. 1985, 849–853). Although this feature of nonsentences does not allow their appropriate syntactic analysis, both recipes and PILs utilised them as an efficient means of structuring the textual content into visually distinct sections. As illustrated in (8) and (9) below, nonsentences usually appeared as highlighted and/or textually separated headings that briefly outlined the topic of the following paragraph and therefore facilitated the reader's orientation in the text:

(8) STORING: (App. A2, RC/1(29))

(9) **Warnings and precautions** (App. B2, PIL/1(33))

The full list of nonsentences, classified according to their form of expression, is provided in Appendix C.

Another word order deviation that frequently occurred in headings was **inversion**, where S exchanges its position either with the whole verb element or only with the first auxiliary verb, called "operator" (Quirk et al. 1985, 1379–1382). In PILs, 19 out of 20 inversion units were specially designed headings in the form of interrogative clauses, which imitated general questions that a common reader of the PIL might probably ask. The explanations or answers were then provided in detail in the following paragraph, where this simulated conversation between the patient and the author enhanced the illustrativenes of the conveyance and emphasised the focus on the reader's individuality in order to gain his full trust. The form of the 'illustrative headings' differed in each PIL analysed: the first leaflet preferred the so-called "irregular *wh*-questions", i. e. dependent interrogative clauses (Quirk et al. 1985, 839–840), whereas the other PIL aimed at a more familiar reference to the reader and therefore utilised full questions. On 2 occasions, this particular PIL designed the heading as an **existential clause**, a construction introduced by the grammatical S *there* that is typically followed by the verb *be* (Quirk et al. 1985, 1402–1404); its general, universal semantic notion then allowed the author to address the full scope of the patient's inquiry with the subsequent answers.

Examples of inversion headings from PILs are provided below:

(10) **What you need to know before you take STAYVEER** (App. B2, PIL/1(28))

(11) **Are there any side effects?** (App. B2, PIL/2(30))

By contrast, illustrative questions with explanative passages had no effective instructional potential in recipes, which employed singular cases of inversion chiefly in conversative passages (. . . *you won't be able to stay away from it, and <u>neither will the kids</u>!*—App. A2, RW/2(46) + RW/2(47)).

The last relevant type of deviation that was clearly more frequent in PILs were **passive constructions**, which in transitive patterns involve a transformation of one (or the only) O into the S element (Quirk et al. 1985, 159–160). In complex transitive structures, passive further causes a shift of $C_o$ to $C_s$ (729). In PILs, where passivisation was 2 times more frequent than in recipes, passive structures were primarily utilised to eliminate any redundant reference to an unspecified authorised person and instead stress the role of the reader. An example of this context is provided in (12):

(12) *Your treatment <u>will be reviewed</u> on an ongoing basis at the Sleep Disorder Centre.* (App. B2, PIL/2(101))

Additionally, passives in PILs had the potential to distinguish general informative of recommendative comments from essential pieces of information, which were to be conveyed in active voice through imperatives or concise indicative constructions. However, it was revealed that both PILs analysed tended to apply impersonal passives even with directly instructive information, which repeatedly resulted in an insufficiently distinctive appeal for the reader's action:

(13) *For the treatment of RBD, agomelatine <u>should be taken</u> once a day at night, one hour before bedtime.* (App. B2, PIL/2(20))

(14) *The remainder <u>should be returned</u> to your local pharmacy to be thrown away.* (App. B2, PIL/2(77))

PILs therefore lacked consistence in the use of passive constructions and employed them rather excessively, which contravenes the recommendations of Sless and Shrensky (2006, 43) in Chapter 3.1.2 to maintain a measured approach towards passives in medical documents.

In recipes, passives usually occurred outside the instructional section and mostly signified the author's recommendative or informative note, as in (15) below. On several occasions, passives appeared even within the culinary directives (16), where they performed the same specifying function as the $SVC_s$ pattern:

(15) *Most bamboo shoots <u>are sold canned</u>.* (App. A2, RC/2(65))

(16) *Microwave for 30 seconds at a time, stirring after each, until the chocolate <u>is melted</u>.* (App. A2, RW/2(51):L2[2])

Nevertheless, all aforementioned kinds of deviations were evidently outnumbered by **ellipsis**, which proved to represent one of the most powerful syntactic means of supporting the instructional function. Ellipsis allowed the authors to omit semantically redundant functional elements whose presence was intuitively retrievable from the context; as a result, the unit was reduced to its essential meaning, which therefore became more transparent for the reader.

Together with passives, whose implementation automatically removed 1 actant from the pattern, ellipsis had a considerable impact on verb valency. The full manifestation of these 2 phenomena is observable in *Table 4: Valency*, which compares the corpus' total valency potential with its actual fulfilment. The numbers in the first column refer only to those verbs whose valency potential could be safely determined; units that could not be classified in terms of valency are provided in Appendix C.

Table 4: Valency

| | VERB COUNT | TOTAL POTENTIAL | REALISATION | TOTAL POTENTIAL FULFILMENT |
|---|---|---|---|---|
| **ALL** | 527 | 1090 actants | 725 actants | 66.5% |
| RECIPES | 262 | 560 actants | 327 actants | 58.4% |
| PILS | 265 | 530 actants | 398 actants | 75.1% |

The data show the substantial reduction of elements in recipes, from which ellipsis and passives removed nearly half of the original actants. The most characteristic type of ellipsis in recipes emerged within the culinary directives, where the analysis detected copious observances of the so-called "recipe context null object constructions in English" (Massam and Roberge 1989). These patterns typically employ a double ellipsis, the first being imperative ellipsis of S and the other being a special ellipsis of $O_d$, granted by the sequential composition of the text. Since individual culinary instructions typically denote manipulation with the product of the preceding step, the object becomes automatically retrievable from the context after the default ingredience is mentioned; consequently, the following units may be left objectless until a new ingredience enters the procedure. An example of a null-object context is provided below, where the default ingredience is underlined and {} signify null $O_d$, i. e. "the result of the previous step":

(17) *Add the chicken strips and turn {} to coat {}. Let rest {} for 20 minutes.* (App. A2, RC/2(10)–RC/2(12))

In recipes, 93.9% cases of $O_d$ ellipsis related to null objects and 64.9% omissions of S were caused by imperatives; the majority of the remaining units with omitted S related to nonfinite constructions. These findings suggest that the {S}V{$O_d$} pattern together with nonfinite structures represent one of the most characteristic syntactic reflections of functional aspects of recipes, which employ highly concise sentences avoiding needless repetition so that the reader can immediately grasp and follow the instructions.

Albeit often dispensable in recipes, $O_d$ preserved its status of an obligatory verb complement in PILs, where $O_d$ ellipsis was completely absent except for 1 instance involving a special comparative structure, where $O_d$ was safely retrievable from the main clause. Since sequential composition is normally not to be found in PILs, any omission of $O_d$ might easily

cause the reader's confusion or misunderstanding, which might potentially lead to his detriment. Hence, $O_d$ in PILs was always explicitly mentioned (with the exception above) and 95.5% instances of ellipsis in the PIL corpus concerned only S, mostly as a result of nonfinite or imperative clauses.

## 3.5 FINDINGS: FUNCTIONAL ELEMENTS

This section briefly summarises formal properties of actants and circumstants that did not undergo ellipsis and the relation of their form to instructiveness. In this respect, passivised O were treated and analysed as S elements.

### 3.5.1 VERB COMPLEMENTS

*Table 5: Formal Properties of Verb Complements* presents the most frequently observed form of expression of verb complements in the corpus. Since the analysis revealed only few genre-specific differences in the factors below, the data in the table apply to the corpus in its entirety and the variances between recipes and PILs are discussed separately.

Table 5: Formal Properties of Verb Complements

| OVERALL | O | C | $A_{obg}$ |
|---|---|---|---|
| FORM | NP (85.5%) clause (13.3%) | AdjP (59.4%) NP (27.4%) clause (13.2%) | PP (68%) AP (28%) |
| AVERAGE LENGTH | 4.1 word | 4.3 word | 3.4 word |
| MOST COMMON LENGTH | 2 words (31.2%) 1 word (20.6%) | 1 word (44.3%) 2 words (14.1%) | 3 words (28%) 1 word (24%%) |

As can be perceived, all verb complements were most usually expressed in their prototypical forms, due to which the reader could easily identify their individual functions. PILs, however, manifested a 2 times higher count of clausal O than recipes; this finding correlates to the frequent necessity to provide the patient with abstract information as in (1) below, where the clausal form of O simplifies the conveyance and efficiently reduces its abstractness:

(1) *However, it* [= agomelatine] *also works to make you sleepy and regulate your body clock.* (App. B2, PIL/2(10))

The authors also economically manipulated with word length: the majority of all verb complements consisted of only 1–2 words, where the shortness of form facilitated the reader's

prompt comprehension. Occasional instances of considerably long and abundantly modified verb complements occurred mostly in specific contexts requiring a detailed description, which in recipes corresponded particularly to situations when the author needed to enumerate individual ingredients (2) or capture the reader by a colourful or conversational language (3):

> (2) *In a large bowl, whisk together <u>the flour, sugar, espresso powder, baking powder, cinnamon and salt</u>.* (App. A2, RC/1(14))

> (3) *. . . it's <u>one of those treat-snack hybrids that you won't be able to keep your hands out of</u>.* (App. A2, RW/2(8))

On the other hand, PILs utilised lengthy elements primarily to communicate all essential details concerning the medicine, its use, and the treatment plan. Due to seriousness of this information, verb complements in PILs employed almost 2 times more relative clauses than recipes and contained 7 out of the total of 8 occurrences of apposition in the whole corpus. The use of highly modified elements in PILs is illustrated below:

> (4) *PAH is <u>a disease of severe narrowing of the blood vessels in the lungs resulting in high blood pressure in the blood vessels (the pulmonary arteries) that carry blood from the heart to the lungs</u>.* (App. B2, PIL/1(16))

### 3.5.2 SUBJECT

Most formal properties of S were analogous to those of verb complements, except for the fact that the average length of S both in recipes and in PILs reached only 2.2 word. Since the conveyance might not be sufficiently clear if verb occurred too far from the beginning of the unit, many S were expressed simply by personal pronouns like *you*, *they*, *these*, or *it*. Where a direct denomination of S was necessary, the authors preferred to apply only 1–2 words (*these muffins*, *the sauce*, *agomelatine*, *your doctor*). Longer S were used only in need of a detailed specification, which in PILs usually motivated the author to apply extraposition, exemplified in Chapter 3.4.2.

### 3.5.3 OPTIONAL ADVERBIALS

$A_{opt}$ as additional verb-related elements played an important role in the overall instructiveness. For their syntactic movability and unlimited count in syntactic units, they enabled the author to communicate a great amount of semantically crucial details without exhausting the valency potential of verb. This was an obvious reason of their considerable numerosity in the corpus:

within the total of 574 units, the analysis detected 256 $A_{opt}$-inclusive units with the total of 325 $A_{opt}$ to be found, where 22% of the $A_{opt}$-inclusive units contained multiple $A_{opt}$. Recipes then presented a special type of $A_{opt}$ classified as "**supplementive clauses**", nonfinite or verbless clauses attached to the rest of the unit without any subordinator (Quirk et al. 1985, 1123–1127). As seen below, these structures indicated the author's effort to condense the text, but simultaneously provide indispensable culinary advice in a sufficiently distinct syntactic position:

(5) *In a medium bowl, combine eggs, milk, cinnamon, and extract, <u>stirring until smooth.</u>*
     (App. A2, RW/1(4))

(6) *<u>Using a small single-panel handheld grater</u>, grate the ginger into a small bowl.*
     (App. A2, RC/2(61))

Supplementives also reflected the fact that recipes, oriented on textual condension, expressed whole 20% of $A_{opt}$ by nonfinite or even verbless clauses like *until smooth* or *until well combined*; PILs, by contrast, focused primarily on transparency of the message, due to which 30.1% of all $A_{opt}$ in the PIL corpus were expressed chiefly by finite clauses.

## 3.6 FINDINGS: VARIANCES AMONG RECIPES

Before the final summary of the results, this last section of the analysis deals with an unexpected discrepancy observed in the category of recipes. Contrary to the expectations regarding the syntax of foodblog recipes, formed in Chapter 3.1.1, the analysis revealed that one of the foodblog recipes actually manifested the most archetypal recipe structure from the whole recipe corpus, where its content consisted exclusively of culinary directives and lacked any conversational passages. This discovery probably correlates to the recipe's origin, the platform *Tasty* owned by a large entertainment corporation that regularly publishes recipes in the form of videos; hence, as the videorecipe itself already conveys the instructions in a sufficiently interactive and picturesque manner, the textual version represents only a more detailed summary of the procedure.

Meanwhile, the other foodblog recipe employed the presumed informal and conversational discourse of internet communication. Since the imperative and elliptical culinary instructions in this recipe occupied merely about 28% of the whole text, the recipe included a considerably lower amount of imperatives and—by contrast—an unusually high rate of canonicality and fulfilment of its overall valency potential, which reached 77.6% (as compared to 59.6%, 46.2%, and 43.6% fulfilment with the other recipes). Furthermore, complementation

patterns in this recipe often related to the author herself as she frequently made self-references with the pronouns *I* or *me*. As seen below, her specific colloquial discourse repeatedly produced the unusual SVA$_s$ pattern:

(1) ***I'm sneaking*** *in to ramble on about this adorable, addictive easter snack mix!*
(App. A2, RW/2(1))

(2) *Here**'s** why I'm obsessed with the treat mix:* (App. A2, RW/2(30))

Finally, the most specific syntactic feature of the recipe was 'emphatic punctuation', artificial dividing of sentences into multiple fragments in order to imitate the colloquial, discontinuous spoken discourse. On one occasion, an overly eager simulation of natural speech gave rise to an ungrammatical construction, illustrated below:

(3) *And who would have thought that my favourite part of the whole mix?*
*Are the Cheerios.* (App. A2, RW/2(18) + RW/2(19))

In conclusion, the analysis of the recipe corpus revealed that while certain contemporary recipes cede their interactive potential to videotechnology, other recipes still prefer textual means of attracting their followers and apply a vivid, conversational writing style to reduce the amount of directiveness and build a closer, more intimate relationship with their readers.

## 3.7 SUMMARY OF THE ANALYSIS

To summarise and interpret the findings of the analytical part, verb complementation was detected in 484 out of the total of 519 identifiable corpus units; instructional verbs therefore possess a high potential to link with dependent elements that enhance explicitness of the action. In accordance with the original assumptions, the analysis revealed a prevalence of monotransitivity, which both in recipes and PILs occurred in more than 60% of units and was frequently accompanied by copular complementation, present in nearly 20% of the corpus. These findings correlate to the essential communicative content of instructional texts, which generally convey the agent's interaction with an object and often contain supplementary descriptive specifications. In practice, monotransitive and copular complementation in recipes denoted manipulation with ingredients and kitchen utensils and characterised the outcome of individual steps, whereas in PILs these patterns advised the reader on the use of his medicine, informed him about the nature and effects of various clinical phenomena, and motivated him to consultations with medical staff.

The texts also applied only about 5% of ditransitive units, which attests their particular focus on a single agent and a single object of interest in the particular context. Meanwhile, they contained a not neglible count of the specific complex transitive complementation, which demonstrates their occasional need to characterise the agent's direct impact on the object's location or properties.

Instructiveness in the corpus was also considerably enhanced by the use of specific noncanonical patterns, which represented more than 2/3 of the whole corpus. Both instructional genres utilised nonsentences as a formal means of facilitating textual orientation; also, all semantically irrelevant actants were left out by ellipsis and passives and made the essential message more transparent. The need for clear expressing was reflected even in the form and length of individual functional elements, most of which were asserted in their prototypical forms and, where applicable, in a low word count. Finally, all essential information that would have otherwise exceeded the valency potential of verb was efficiently communicated by optional adverbials, which occupied 256 out of the total of 574 corpus units and frequently occurred in a multiple number.

As for a comparison of the instructional subgenres analysed, PILs contained a higher amount of intransitive patterns due to numerous explicative passages; they also completely dismissed $A_o$, whose usual spatial or temporal denotation was not compatible with the overall content of patient leaflets. The interpersonal framework of PILs was reflected in a considerable involvement of animate objects and prepositional verbs, which communicated the patient's interaction with doctors, pharmacists, or his acquaintances. The assumptions on the syntax of PILs presupposed a greater syntactic variety than recipes; in view of the results, this expectance cannot be given a straightforward confirmation, but PILs generally utilised a less predictable syntactic composition and higher diversity of word order deviations. Nevertheless, it can be confirmed that PILs manifested a significantly low degree of textual condensation and instead focused on noncanonical techniques compatible with informational highlighting, risk communication, and illustrativeness, such as extraposition, negation, and inversion; simultaneously, however, the PIL corpus demonstrated a rather inefficient use of passives. Finally, for the sake of explicitness and reducing abstraction, PILs were more likely to express O and $A_{opt}$ by clauses.

By contrast, the dynamic instructional verbs in recipes were complemented on almost all occasions and frequently utilised $A_o$ to specify the desired location of an ingredience or kitchen utensil. The analysis confirmed that the recipes indeed contained a significant portion of complex transitivity, which occurred in 11% of their corpus. Since recipe discourse normally

involves no third parties, transitive patterns in recipes mostly concerned inanimate objects in the form of semi-products or containers. The textual composition of recipes involved 2 syntactically contrasting parts, where the sequential culinary directives manifested the presumed condensed, object-oriented, and highly elliptical syntax with imperative omissions of S, but also numerous supplementive clauses and null objects. Meanwhile, the non-instructional passages in recipes were usually more canonical and conversational and contained a greater variety of structural patterns.

Finally, the analysis revealed that foodblog recipes do not necessarily distance themselves from directiveness, since the phenomenon of videorecipes makes certain recipe authors focus on audiovisual means of conveying instructions and, in turn, design their transcripts in the very original, purely directive recipe format.

# 4  CONCLUSION

This thesis paper was written to examine the nature of verb complementation in 2 subgenres of written instructional discourse and compare the findings with the general stylistic features of instructional texts. The secondary aim of the analysis was a comparison of the syntax of the corpus texts, recipes and patient information leaflets, and explicate their distinct syntactic features in view of their communicative functions.

The theoretical part presented varied systematic approaches towards instructional discourse and introduced the functional background of instructional texts. After the description of their essential textual and linguistic features, the theoretical part continued with a detailed explication of the syntactic potential of verbs and their specific role within clauses and sentences, whose ultimate structure is determined by the joint contextual manifestation of transitivity, complementation, and valency of their verb element. Subsequently, the analytical part presented the results of the comparative syntactic analysis of recipes and PILs and interpreted the character of verb complementation in these genres within the functional framework of instructional texts. Secondly, the analysis compared the syntax of the individual genres and delineated their syntactic variations with regard to their different functions.

The findings confirmed the principal assumption that verb complementation in recipes and PILs reflects many universal aspects of instructional texts, particularly illustrativeness and employing plain syntactic patterns: both instructional subgenres contained a high measure of monotransitivity, denoting interaction, and utilised a considerable amount of copular, alternatively complex transitive relations, which together provided additional specifications and therefore represented the descriptive writing style in instructional discourse. The authors also supported textual orientation by illustrative headings, adjusted the form and length of functional elements according to the function of the given textual passage, and efficiently utilised $A_{opt}$ to render supplementary information.

However, more detailed aspects of verb complementation indicated that the syntax of each individual genre corresponded primarily with its own essential functions. While recipes focused on explicitness of culinary instructions, but simultaneously asserted brevity and conciseness of form, PILs put the main emphasis on completeness of the conveyance and therefore communicated thorough, careful explications concerning the treatment and the patient's necessity to interact with responsible persons. Consequently, the syntax of recipes was marked by a dense syntactic structure with multiple levels of nonfinite or verbless subordinate clauses, frequent locative or qualitative relations denoted by $A_o$ and $C_o$, and heavy ellipsis of S

and $O_d$ in the instructional sections; by contrast, PILs employed a higher count of explanatory intransitive patterns, more often denoted interpersonal relations through animate objects and ditransitivity, and applied a greater variety of noncanonical patterns that primarily served to highlight the relevant information, rather than to reduce the textual structure.

In conclusion, the results of the analysis imply that the exact manner in which the syntax of instructional texts demonstrates instructiveness is highly dependent on the particular instructional genre: authors of recipes or PILs indeed based their textual composition and syntax on general principles of instructiveness such as comprehensibility and explicitness, but these concepts were subsequently adapted and transformed into variable syntactic devices so as to correspond with the genre's distinctive functions, which were obviously given the paramount priority. Hence, although this paper examined merely 6 documents from only 2 instructional text types, the ultimate conclusion of this paper is that each instructional subgenre evidently utilises its own pragmatic interpretation of instructiveness and translates its conceptions into characteristic syntactic techniques, which are meant to convey instructions to specific readers with specific needs and thus facilitate their successful accomplishment of the particular goal.

# 5 RESUMÉ

Tato bakalářská práce pojednává o syntaktické povaze anglického slovesa v psaném instruktivním diskurzu. Konkrétně se zabývá vlastnostmi komplementace slovesa, jejíž projevy v instruktivních textech zkoumá prostřednictvím komparativní syntaktické analýzy dvou specifických podžánrů instruktivního stylu – receptů a příbalových informací k lékům. Základním cílem této práce je vytyčení vzájemného vztahu mezi komplementací slovesa v těchto textech a obecnými stylistickými a funkčními rysy, které definují pojetí instruktivnosti v psané formě. Dodatečným účelem výzkumu je porovnání syntaktické stavby obou výše zmíněných instruktivních žánrů a interpretace jejich rozdílné syntaxe s ohledem na odlišné komunikační funkce receptů a příbalových letáků.

Práce sestává z části teoretické a části praktické. První kapitola teoretické části začíná úvodem do problematiky náležitého stylistického vymezení instruktivních textů a formuluje kategorii literárních zdrojů, s jejichž využitím jsou instruktivní texty dále popisovány. Následující tři podkapitoly se již věnují samotným formálním a obsahovým znakům instruktivních textů: první podkapitola vymezuje hlavní principy instruktivní funkce a základní stylistické náležitosti, které by měl kvalitní instruktivní text splňovat. Druhá podkapitola popisuje formální prostředky podporující instruktivnost a kompoziční prvky instruktivních textů. V poslední podkapitole jsou pak představeny nejvýznačnější lexikální a syntaktické rysy instruktivního stylu, přičemž právě v syntaxi zmíněného diskurzu zastává klíčovou roli sloveso a jeho specifický syntaktický potenciál.

Druhá kapitola části teoretické je již zaměřena na samotnou syntaktickou povahu anglického slovesa s důrazem na jeho komplementaci. Je rozdělena do dvou hlavních podkapitol, které postupně rozebírají jednotlivé syntaktické vlastnosti slovesa a popisují jeho význam v syntaktických konstrukcích vyšších řádů. Pro účely práce byly k popisu zmíněných jevů vybrány tři hlavní odborné publikace věnující se anglické gramatice, konkrétně Huddleston a Pullum (2002), Biber et al. (1999) a Quirk et al. (1985); za výchozí zdroj pro celkový systematický přístup k danému tématu byla zvolena publikace *A Comprehensive Grammar of the English Language – CGEL* (Quirk et al., 1985), práce však v následujících sekcích teoretické části odkazuje i na perspektivy zbývajících dvou gramatik.

První podkapitola definuje zvolené pojetí termínů „sloveso" a „komplementace" a rozebírá sloveso jakožto větný člen nejprve z pohledu jeho formy a větné funkce. Následně přechází k charakteristice tří nejvýznamnějších syntaktických potenciálů slovesa, které tvoří tranzitivita, komplementace a valence; tyto jednotlivé vlastnosti, které určují vztah mezi

slovesem a jeho závislými větnými členy, jsou vysvětleny a okomentovány ve třech po sobě jdoucích sekcích, přičemž pro potřeby práce byly do funkčního rámce *CGEL* zakomponovány hlavní aspekty Tesnièrovy valenční teorie (Tesnière 2015).

Druhá podkapitola popisuje úlohu slovesa ve větné stavbě. První sekce této podkapitoly stručně stanovuje rozdíl mezi pojmy „clause" a „sentence" i jejich vzájemný vztah. Druhá sekce pak představuje jednotlivé druhy větných členů, jejichž výsledné uspořádání do jednoho ze sedmi kanonických větných typů spisovné angličtiny je obsahem sekce třetí.

Po vymezení teoretického základu následuje část praktická, která tvoří třetí hlavní kapitolu práce. V úvodu kapitoly jsou představeny cíle výzkumu, jakož i zdroje korpusových dat: pro větší autenticitu současných podob zkoumaných žánrů byly do receptového korpusu zahrnuty jak klasické recepty z tištěných kuchařek, tak i recepty z internetových foodblogů. Informační letáky byly získány ze dvou samostatných britských databází.

. Následující podkapitola vytyčuje obecné předpokládané výsledky analýzy a představuje funkční rysy receptů a příbalových letáků, na kterých jsou poté založeny hypotézy ohledně očekávané podoby jejich syntaxe. Druhá podkapitola shrnuje metodologický postup uplatněný ve výzkumu, především ve věci souřadných souvětí, několikanásobných větných členů a prvků vyřazených z analýzy.

Třetí, čtvrtá, pátá a šestá podkapitola praktické části se zabývá samotnou komparativní syntaktickou analýzou textů a předložením získaných dat. Nejprve je představeno zastoupení jednotlivých typů komplementace slovesa v korpusu i v jednotlivých instruktivních žánrech. Dle původních předpokladů bylo zjištěno, že více než 60 % syntaktických jednotek v obou žánrech tvoří jednotky monotranzitivní, jejichž přítomnost se vztahuje ke konceptu manipulaci s určitým objektem nebo interakce mezi dvěma aktéry. Monotranzitivita se v korpusových textech často vyskytovala v přítomnosti kopulární komplementace, jež tvořila téměř 20 % korpusu a představovala jeden z hlavních projevů funkčního stylu popisného, který zkoumané texty využívaly k doplňujícím či upřesňujícím vysvětlením vztahujícím se nejčastěji k objektu manipulace, vyjádřeném v roli podmětu. Oba instruktivní žánry se tedy zaměřovaly na vyjádření činnosti či vlivu na určitou entitu a tyto informace často doplňovaly přídatnými popisy, které zamezily případné dvojznačnosti nebo nejasnosti informací. V receptech sloužila kombinace monotranzitivní a kopulární komplementace využívána zejména k výzvám čtenáře k interakci s určitou surovinou či kuchyňskými potřebami a k bližší specifikaci žádoucích výsledků jednotlivých kroků, zatímco v příbalových letácích zmíněné typy komplementace vysvětlovaly čtenáři, jak má správně zacházet se svým lékem, jakými účinky se lék vyznačuje, jak se projevují nejrůznější klinické jevy spojené s léčbou a jakým způsobem by měl pacient

jednat se zdravotnickým personálem. Oba žánry také obsahovaly jen minimální množství ditranzitivní komplementace, jelikož byly instrukce primárně zaměřeny na jednu určitou aktivitu s jedním určitým objektem a usnadňovaly tak čtenáři orientaci v kontextu. Ve zbývajících kategoriích této části analýzy již byly spatřeny rozdíly mezi jednotlivými žánry: recepty, které zahrnovaly značné množství místních i atributivních vztahů při manipulaci s ingrediencemi, obsahovaly téměř 3x vyšší míru komplexně tranzitivní komplementace než příbalové letáky, které často popisovaly prostou povahu účinků léku či různých nemocí a vykazovaly tudíž v porovnání s recepty více než 2x častější výskyt intranzitivních sloves.

Druhá sekce analýzy popisovala poměr zastoupení dvou různých větných typů vztahujících se ke stejnému typu komplementace. Oba zkoumané žánry upřednostňovaly v ditranzitivních konstrukcích předložková slovesa: recepty využívaly jejich adverbiální podtext jako obdobu komplexně tranzitivní komplementace s obligatorním příslovečným určením, zatímco letáky pomocí předložkových vztahů zdůrazňovaly koncept přesunu určité informace mezi pacientem a pověřenou osobou. Tento způsob užití předložkových sloves uplatňovaly letáky i v monotranzitivních konstrukcích, v nichž ovšem recepty upřednostňovaly klasická jednoslovná slovesa. Zásadní rozdíl mezi žánry byl spatřen u komplexně tranzitivní komplementace: zatímco recepty aplikovaly typ SVOC i SVOA téměř rovnoměrně pro popis cílového umístění či žádoucího stavu polotovaru nebo hotového pokrmu, v příbalových letácích nebyla lokativní orientace $A_o$ uplatnitelná a převládal tedy typ SVOC, jímž byly popisovány vlivy chemických látek či nemocí na lidský organismus, případně pak sdělování zásadních informací zdravotnickému personálu.

V další části této druhé sekce se analýza zaměřuje na kanonicitu korpusových textů. Zde výsledky prokázaly výrazné uplatnění nejrůznějších odchylek od standardního slovosledu, které se vyskytly v téměř 70 % všech syntaktických jednotek a zároveň odrážely jeden z nejzásadnějších rozdílů v interpretaci instruktivnosti u jednotlivých zkoumaných žánrů. Příbalové letáky kladly důraz především na úplnost a názornost předávaných informací a soustředily se především na zdůraznění klíčových konceptů; recepty naopak v instruktivních pasážích prosazovaly co největší úspornost formy a zhuštění textu do kohezivního celku. V důsledku tak letáky vykazovaly znatelně vyšší míru kanonicity a širší spektrum syntaktických odchylek, mezi jejichž hlavní typy patřila extrapozice, zápor, inverze a pasivum; tyto techniky sloužily především k efektivní komunikaci rizik, ke zvýraznění úlohy pacienta a ke zvýšení názornosti sdělení. Recepty oproti tomu vykazovaly jednoznačnou tendenci k elipse, která v kombinaci s pasivy odstranila z receptového korpusu téměř 42 % všech obligatorních větných členů závislých na slovese. Sekvenční kompozice receptů zároveň umožnila vznik

jedinečných eliptických struktur s tzv. nulovými předměty, které spolu s nefinitními a neslovesnými větami odrážely snahu o celkovou kondenzaci textu a eliminaci všech sémanticky postradatelných informací. Současně však oba zkoumané žánry účinně aplikovaly syntakticky neúplné konstrukce známé jako „nonsentences", které měly povětšinou podobu výstižných a zřetelně označených nadpisů jednotlivých pasáží a podporovaly tak snazší orientaci v textu.

Následující sekce analýzy popisuje formu vyjádření větných členů závislých na slovese. Všechny jejich typy se v korpusu nejčastěji objevovaly ve své výchozí frázové formě a ve většině případů byly vyjádřeny minimálním počtem slov; delší formy bylo užito pouze v případě potřeby detailního popisu. Autoři daných textů se tedy pokoušeli zaručit snadné uchopení textu i vzájemné rozlišení jednotlivých větných členů. Všechny informace, které by již valenční potenciál slovesa nedokázal obsáhnout, byly pak flexibilně vyjádřeny prostřednictvím fakultativních příslovečných určení, kterých bylo v 574 textových jednotkách obsaženo 325; v receptech se však často jednalo o nefinitní nebo neslovesné věty v zájmu zachování kondenzace, zatímco příbalové letáky prosazovaly explicitu formy sdělení a používaly proto především finitní konstrukce.

Předposlední sekce analýzy stručně nastiňuje nalezené rozdíly mezi zkoumanými recepty. Jeden z foodblogových receptů, u kterých se obecně předpokládala menší míra instruktivnosti a naopak výraznější rysy neformálního a konverzačního jazyka, sestával výhradně z kuchařských instrukcí s typickou eliptickou strukturou a projevil tak zdaleka nejvyšší míru direktivity z celého receptového korpusu. Tento nález se zřejmě vztahuje k existenci videoreceptů, které dotyčná internetová platforma pravidelně publikuje a které očividně motivují autory zaměřit se především na audiovizuální instruktivní prostředky, přičemž psaná verze receptu pak představuje pouze holý výčet jednotlivých kroků. Druhý zkoumaný recept z kategorie foodblogů naopak vykazoval předpokládané tendence ke splývání instruktivního a hovorového diskurzu, podstatně menší míru imperativů, celkově vyšší kanonicitu a charakteristické uplatnění interpunkce, jíž autorka imitovala intonaci mluvené řeči a budovala tak bližší a neformálnější vztah s potenciálními čtenáři.

Poslední sekce analýzy přináší přehled výsledků analýzy a jejich porovnání s původně nastolenými hypotézami.

Závěrečná čtvrtá hlavní kapitola práce pak připomíná základní cíle a shrnuje obsah teoretické i praktické části. Z výsledků výzkumu jsou vyvozeny konečné závěry jak o obecném vztahu komplementace slovesa a instruktivního stylu, tak i o vlivu komunikačních funkcí jednotlivých instruktivních podžánrů na výslednou syntaktickou strukturu daného textu.

# 6 BIBLIOGRAPHY

Alred, Gerald J., Charles T. Brusaw, and Walter E. Oliu. 2009. *Handbook of Technical Writing*. 9th ed. Boston, Massachusetts: Bedford/St. Martin's.

Biber, Douglas. 1989. "A Typology of English Texts." *Linguistics* 27 (1): 3–43. https://doi.org/10.1515/ling.1989.27.1.3.

Biber, Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad, and Edward Finegan. 1999. *Longman Grammar of Spoken and Written English*. Harlow: Pearson Education Ltd.

Cotter, Colleen. 1997. "Claiming a Piece of the Pie: How the Language of Recipes Defines Community." In *Recipes for Reading: Community Cookbooks, Stories, Histories*, edited by Anne L. Bower, 51–72. Amherst, Massachusetts: The University of Massachusetts Press.

Crabbe, Stephen. 2017. *Controlling Language in Industry: Controlled Languages for Technical Documents*. Cham, Switzerland: Palgrave Macmillan.

Diemer, Stefan and Maximiliane Frobenius. 2013. "When Making Pie, All Ingredients Must Be Chilled. Including You: Lexical, Syntactic and Interactive Features in Online Discourse – A Synchronic Study of Food Blogs." In *Culinary Linguistics: The Chef's Special*, edited by Cornelia Gerhardt, Maximiliane Frobenius, and Susanne Ley, 53–81. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Eunson, Baden Ian. 2012. "Scientific and Technical Writing." Unpublished manuscript. Last modified January 2012. https://www.researchgate.net/publication/263863855_Scientific_and_Technical_Writing.

European Commission. 2009. "Guideline on the Readability of the Labelling and Package Leaflet of Medicinal Products for Human Use." Last modified January 12, 2009. https://ec.europa.eu/health/sites/health/files/files/eudralex/vol-2/c/2009_01_12_readability_guideline_final_en.pdf.

Gerhardt, Cornelia. 2013. "Food and Language – Language and Food." In *Culinary Linguistics: The Chef's Special*, edited by Cornelia Gerhardt, Maximiliane Frobenius, and Susanne Ley, 3–49. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Hartley, James. 2004. "Designing Instructional and Informational Text." In *Handbook of Research on Educational Communications and Technology*, 2nd ed., edited by David H. Jonassen, 917–947. Mahwah, New Jersey: Lawrence Erlbaum Associates Publishers.

Huddleston, Rodney and Geoffrey K. Pullum. 2002. *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.

Jansen, Carel and Alfons Maes. 1999. "Document Design." *South African Journal of Linguistics* 17 (4): 234–255. https://doi.org/10.1080/10118063.1999.9724542.

Kinneavy, James E. 1969. "The Basic Aims of Discourse." *College Composition and Communication* 20 (5): 297–304. https://doi.org/10.2307/355033.

Larson, Mildred L. 1984. *Meaning-Based Translation: A Guide to Cross-Language Equivalence.* Lanham, Maryland: University Press of America.

Longacre, Robert E. 1996. *The Grammar of Discourse*. 2nd ed. New York: Plenum Press.

Massam, Diane and Yves Roberge. 1989. "Recipe Context Null Objects in English." *Linguistic Inquiry* 20 (1): 134–139.

MHRA. 2014. "Best Practice Guidance on Patient Informational Leaflets." Public Health. GOV.UK. Published December 29, 2014. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/328405/Best_practice_guidance_on_patient_information_leaflets.pdf.

Panevová, Jarmila and Petr Karlík. 2017. "Valence." *CzechEncy*. Centrum zpracování přirozeného jazyka. Masarykova univerzita. https://www.czechency.org/slovnik/VALENCE.

Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech, and Jan Startvik. 1985. *A Comprehensive Grammar of the English Language*. London: Longman.

Sless, David and Ruth Shrensky. 2006. *Writing about Medicines for People*. 3rd ed. Sydney: Australian Self-Medication Industry. http://www.asmi.com.au/media/46671/wamfp3_8.9.06.pdf.

Světlá, Jindra. 2002a. "Návod jako slohový postup a typ textu." *Naše řeč* 85 (2): 119–129. http://nase-rec.ujc.cas.cz/archiv.php?art=7681.

Světlá, Jindra. 2002b. "K některým žánrům návodových textů." *Naše řeč* 85 (4): 190–198. http://nase-rec.ujc.cas.cz/archiv.php?art=7691.

Tanskanen, Sanna-Kaisa, Janne Skaffari, and Matti Peikola. 2009. "Approaching Instructional Writing in English." In *Instructional Writing in English*, edited by Matti Peikola, Janne Skaffari, and Sanna-Kaisa Tanskanen, 1–11. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Tesnière, Lucien. 2015. *Elements of Structural Syntax.* Translated by Timothy Osborne and Sylvain Kahane. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Wallwork, Adrian. 2014. *User Guides, Manuals, and Technical Writing: A Guide to Professional English*. New York: Springer Science+Business Media. https://doi.org/10.1007/978-1-4939-0641-3.

Wårvik, Brita. "Teaching by Stories: Ælfric's Instructive Narratives." In *Instructional Writing in English*, edited by Matti Peikola, Janne Skaffari, and Sanna-Kaisa Tanskanen, 13–34. Amsterdam/Philadelphia: John Benjamins Publishing Company.

## PRIMARY SOURCES

EMC. 2019. "STAYVEER 125 Mg Film-Coated Tablets." Last modified March 19, 2019. https://www.medicines.org.uk/emc/files/pil.8415.pdf.

Greenspan, Dorie. 2006. *Baking: From My Home to Yours*. Boston, New York: Houghton Mifflin Harcourt.

Guy's and St Thomas' NHS Foundation Trust. 2018. "Agomelatine for the Treatment of REM Behaviour Disorder (RBD)." Last modified September 2018. https://www.guysandstthomas.nhs.uk/resources/patient-information/sleep/agomelatine-for-REM-behaviour-disorder.pdf.

How Sweet Eats. 2019. "The Cutest Easter Snack Mix!" Last modified April 18, 2019. https://www.howsweeteats.com/2019/04/easter-snack-mix/.

Lo, Eileen Yin-Fei. 2009. *Mastering the Art of Chinese Cooking*. San Francisco: Chronicle Books.

Tasty. 2018. "Apple Pie Bake." Accessed December 1, 2018. https://tasty.co/recipe/apple-pie-bake.

# 7 APPENDICES

The following pages present the syntactic analysis of units extracted from the recipes and PILs whose sources are provided in this paper's bibliography. Appendices A and B contain:

1) A complete list of the syntactic units analysed. Some of the units contain brackets, which signify functional elements that were expressed by clauses and thus were also subject to the syntactic analysis. The bracketed structure is meant to illustrate the multi-level structure of complex sentences or units employing coordination of predicates.

2) The syntactic analysis proper, provided in a tabular form that categorises the individual functional elements into separate cells.

Appendix C then presents a list of units with a disputable or unidentifiable structure. These units are classified into categories according to the nature of their problematic features. Each category is provided with an enumeration of those aspects of the analysis from which the problematic units in question had to be dismissed. Additionally, the individual categories are complemented with suggestions on their potential analysis.

The key for the special codes and abbreviations in the tables in Appendix A2 and Appendix B2 is provided below:

**Code system**

**RC** = cookbook recipe

**RW** = website recipe (= foodblog recipe)

**PIL** = patient information leaflet

**/1, /2** = $1^{st}$ / $2^{nd}$ text analysed

**(1), (2), (3), . . . (*n*)** = $1^{st}$, $2^{nd}$, $3^{rd}$…$n^{th}$ syntactic unit analysed

**L2, L3, L4** = (used with subordinate clauses) level 2 / 3 / 4 of analysis within the given unit

**[1], [2], [3], . . . [*n*]** = (used in case of a multiple occurrence of a subordinate clause within the unit) $1^{st}$, $2^{nd}$, $3^{rd}$, . . . $n^{th}$ subordinate clause from the beginning of the unit

## Verb

**V1, V2, V3** = monovalent / divalent / trivalent verb

**V$_{intr}$** = intransitive verb

**V$_{cop}$** = copular verb

**V$_{motr}$** = monotransitive verb

**V$_{ditr}$** = ditransitive verb

**V$_{cxtr}$** = complex transitive verb

**V$_{phr}$** = phrasal verb (verb + adverbial particle)

**V$_{pass}$** = passive verb form (*be* + past participle)

**V$_{op}$** = operator

**V$_{neg}$** = verb negation (negative operator + lexical verb)

## Markers of extraordinary phenomena

\* = noncanonical structural pattern / other extraordinary phenomena (relative clauses, apposition, discontinuous functional element, etc.)

{} = (used with ellipsis) ellipted functional element

**{*be*}** = ellipted *be* from passive verb form

~ = (used in passive constructions) corresponding canonical paraphrase of the passive construction

**S$_{there}$ + VS** = (used with existential clauses) grammatical *there* + V + notional S

**X$_{anti}$** = (used with extraposition) anticipatory *it* working as X element

// = multiple analysis possible

## Word count

**1-, 2-, 3-, . . . *n*-** = one-word, two-word, three-word, . . . *n*-word element

## Phrases

**NP** = noun phrase

**AdjP** = adjective phrase

**VP** = verb phrase

**AP** = adverbial phrase

**PP** = prepositional phrase

**X$_{conj}$** = conjoint X phrase

## Subordinate clauses

**Cl$_f$** = finite clause

**Cl$_{nf}$** = nonfinite clause

**Cl$_{vl}$** = verbless clause

**Cl$_{there}$** = existential clause

**Cl$_{conj}$** = coordinated clauses forming a conjoint

# 7.1 APPENDIX A1: RECIPES — LIST OF UNITS

<u>**RC/1**</u>: Coffee-Break Muffins

(1) Makes 12 muffins.

(2) [Rather than moistening the batter for these muffins with milk]$_{L2}$, I use a cup of full-bodied coffee.

(3) The coffee, reinforced with a spoonful of espresso powder and softened with sugar, half of it caramely brown, turns out a not-very-rich muffin that is exceedingly flavourful and silky, almost puddingish, in texture.

(4) Pair the muffins with your morning coffee for an extra shot of caffeine – . . . → RC/1(5)

(5) . . . – or go the calm route . . . → RC/1(6)

(6) . . . and make these decaf.

(7) [Getting ready]$_{L2}$:

(8) Center a rack in the oven . . . → RC/1(9)

(9) . . . and preheat the oven to 400 degrees F.

(10) Butter or spray the 12 molds in a regular-size muffin pan . . .→ RC/1(11)

(11) . . . or fit the molds with paper muffin cups.

(12) Alternatively, use a silicone muffin pan, which needs neither greasing nor paper cups.

(13) Place the muffin pan on a baking sheet.

(14) In a large bowl, whisk together the flour, sugar, espresso powder, baking powder, cinnamon and salt.

(15) Stir in the brown sugar, [making certain [there are no lumps]$_{L3}$]$_{L2}$.

(16) In a large glass measuring cup or another bowl, whisk the coffee, melted butter, egg and vanilla extract together [until well combined]$_{L2}$.

(17) Pour the liquid ingredients over the dry ingredients . . . → RC/1(18)

(18) . . . and, with the whisk or a rubber spatula, gently but quickly stir [to blend]$_{L2}$.

(19) Don't worry about [being thorough]$_{L2}$ – . . . → RC/1(20)

(20) . . . a few lumps are better [than [overmixing the batter]$_{L3}$]$_{L2}$.

(21) Divide the batter evenly among the muffin cups.

(22) Bake for about 20 minutes, or [until a thin knife inserted into the center of the muffins comes out clean]$_{L2}$.

(23) Transfer the pan to a rack . . . → RC/1(24)

(24) . . . and cool for 5 minutes [before carefully removing each muffin from its mold]$_{L2}$.

(25) [Serving]$_{L2}$:

(26) These are delicious [warm]$_{L2}$ . . . → RC/1(27)

(27) . . . but I think [they're more flavorful at room temperature]$_{L2}$, . . . → RC/1(28)

(28) . . . I also think [that, [as good as they are with butter]L3,they're great on their own]L2.

(29) [Storing]L2:

(30) [Wrapped well]L2, these will keep at room temperature overnight; . . . → RC/1(31)

(31) . . . they can be given a quick warm-up in a 350-degree-F oven, . . . → RC/1(32)

(32) . . . or just split and toast them.

(33) [Wrapped airtight]L2, they can be frozen for up to 2 months.

(34) Rewarm in a 350-degree-F oven, [if you'd like]L2, . . . → RC/1(35)

(35) . . . or split and toast them.


RC/2: Chicken with Chicken Legs

(1) Makes 6 servings

(2) This stir-fry demonstrates, [as will others]L2, the importance of placing food in the wok in progression from soft to hard, an order that ensures all of the ingredients will be cooked properly.

(3) The "chicken legs" in this recipe are uncommonly large (about 5 inches long and 4 to 7 inches in diameter) bulbous mushrooms shaped like chicken drumsticks and with barely visible crowns . . . → RC/2(4)

(4) . . . thus their name.

(5) [Believed [to have originated in western China]L3]L2, they are now cultivated in Canada . . . → RC/2(6)

(6) . . . and are no longer rare in Asian markets in the United States.

(7) They have a pleasantly chewy texture . . . → RC/2(8)

(8) . . . and, [when combined with other foods of different textures]L2, they are indeed a treat, as you will discover in this basic stir-fry.

(9) [To make the marinade]L2: In a bowl, mix together all of the ingredients.

(10) Add the chicken strips . . . → RC/2(11)

(11) . . . and turn [to coat]L2.

(12) Let [rest for 20 minutes]L2.

(13) [To make the sauce]L2: In a small bowl, mix together all of the ingredients . . . →RC/2(14)

(14) . . . and reserve.

(15) Heat a wok over high heat for 40 seconds.

(16) Add 2½ tablespoons of the peanut oil . . . → RC/2(17)

(17) . . . and, [using a spatula]L2, coat the wok with the oil.

(18) [When a wisp of white smoke appears]L2, add the ginger and salt . . . → RC/2(19)

(19) . . . and stir [to mix]L2 for 30 seconds.

(20) Add the onions . . . → RC/2(21)

(21) . . . and stir [to mix]L2 for 1 minute.

(22) Add the carrots . . . → RC/2(23)

(23) . . . and stir [to mix]$_{L2}$ for 30 seconds.

(24) Add the bamboo shoots . . . → RC/2(25)

(25) . . . and stir-fry for 1 minute.

(26) Add the water chestnuts . . . → RC/2(27)

(27) . . . and stir-fry for 1 minute.

(28) Add the mushroom . . . → RC/2(29)

(29) . . . and stir [to mix]$_{L2}$ for 1 minute.

(30) Turn off the heat . . . → RC/2(31)

(31) . . . transfer the vegetables to a bowl . . . → RC/2(32)

(32) . . . and set aside.

(33) As you can see, this is a very rapid stir-fry . . . → RC/2(34)

(34) . . . and its success depends on timing and some clock watching, rather than visible changes in color or nature.

(35) It is the kind of recipe that becomes instinctive after you have made it several times.

(36) Wipe the wok and spatula with paper towels.

(37) Heat the wok over high heat for 30 seconds.

(38) Add the remaining 2 tablespoons peanut oil . . . → RC/2(39)

(39) . . . and, [using the spatula]$_{L2}$, coat the wok with the oil.

(40) [When a wisp of white smoke appears]$_{L2}$, add the garlic . . . → RC/2(41)

(41) . . . and stir briefly.

(42) Add the chicken and its marinade . . . → RC/2(43)

(43) . . . and spread the strips in a single layer.

(44) Cook for 1 to 1½ minutes, or [until the strips turn white along the edges]$_{L2}$.

(45) Turn the strips over . . . → RC/2(46)

(46) . . . mix well . . . → RC/2(47)

(47) . . . and stir-fry for 1 minute longer, or [until they are totally white]$_{L2}$.

(48) Drizzle in the wine, [adding it along the edge of the wok]$_{L2}$ . . . → RC/2(49)

(49) . . . and mix well for about 30 seconds [to finish [cooking the chicken]$_{L3}$]$_{L2}$.

(50) Add the reserved vegetables . . . → RC/2(51)

(51) . . . and stir [to mix thoroughly]$_{L2}$.

(52) Make a well in the center of the mixture . . . → RC/2(53)

(53) . . . stir the sauce . . . → RC/2(54)

(54) . . . and pour it into the well.

(55) Stir [to mix well]$_{L2[1]}$ for 1½ to 2 minutes, or [until the sauce thickens and bubbles]$_{L2[2]}$.

(56) Turn off the heat . . . → RC/2(57)

(57) . . . transfer to a heated dish . . . → RC/2(58)

(58) . . . and serve.

(59) How to make ginger juice

(60) Peel a piece of ginger.

(61) [Using a small single-panel handheld grater]$_{L2}$, grate the ginger into a small bowl . . . → RC/2(62)

(62) . . . then pass the grated ginger through a garlic press.

(63) A piece of ginger about 1 inches square will yield about 1 teaspoon juice.

(64) How to prepare fresh bamboo shoots

(65) Most bamboo shoots are sold canned.

(66) [If you find fresh shoots]$_{L2}$, they are not difficult to prepare . . . → RC/2(67)

(67) . . . and the result is worth the effort.

(68) Remove all of the outer husks from each shoot [until you reach the tender, cream-colored core]$_{L2}$.

(69) Place the shoots in a pot . . . → RC/2(70)

(70) . . . add water [to cover]$_{L2}$ . . . → RC/2(71)

(71) . . . and bring to a boil over high heat.

(72) Lower the heat [to keep the water at a steady simmer]$_{L2}$.

(73) [If the shoots are round and tender]$_{L2}$, simmer them for about 7 minutes.

(74) [If they look a bit tough]$_{L2}$, simmer them for up to 20 minutes.

(75) In both cases, test them with a knife tip for tenderness.

(76) Turn off the heat . . . → RC/2(77)

(77) . . . run cold water into the pot . . . → RC/2(78)

(78) . . . and then drain off the water.

(79) Let the shoots [cool to room temperature]$_{L2}$.

(80) Use immediately . . . → RC/2(81)

(81) . . . or store in an airtight container in water [to cover]$_{L2[1]}$, [changing the water daily]$_{L2[2]}$, for up to 10 days.

**RW/1:** Apple Pie Bake

(1) Preheat oven to 375°F (190°C).

(2) Cut the cinnamon roll dough into 3 even strips, . . . → RW/1(3)

(3) . . . then cut those strip[s] in 3 pieces, [making 9 pieces total per cinnamon roll]$_{L2}$.

(4) In a medium bowl, combine eggs, milk, cinnamon, and extract, [stirring [until smooth]$_{L3}$]$_{L2}$.

(5) Set aside.

(6) In a pan over medium-high heat, combine butter, apples, and brown sugar, [cooking [until sugar starts [to caramelize]$_{L4}$]$_{L3}$, about 10 minutes]$_{L2}$.

(7) Remove from heat.

(8) Sprinkle the cinnamon roll dough pieces evenly in a 9×9in (23 x 23cm) baking tray.

(9) Pour the egg mixture on top, followed by the apples.

(10) Drizzle the reserved icing on top.

(11) Bake for 25–30 minutes, [until golden brown]$_{L2}$.

(12) Serve with ice cream!

(13) Enjoy!

**RW/2:** The Cutest Easter Snack Mix!

(1) I'm sneaking in today [to ramble on about this adorable, addictive easter snack mix]$_{L2}$!

(2) Or should I say Easter treat mix?

(3) I mean, it's definitely a treat and something you could have for dessert.

(4) But also a snack that you will NOT be able to stop eating.

(5) This reminds me so much of the muddy buddies or puppy chow chex mix that you make with chocolate and cover in powdered sugar.

(6) Not because it tastes the same . . . → RW/2(7)

(7) . . . and not just because both are made with Chex cereal.

(8) But mostly because it's one of those treat-snack hybrids that you won't be able to keep your hands out of.

(9) And!

(10) The funny thing is [that it's not a treat that I personally love to eat myself]$_{L2}$ . . . → RW/2(11)

(11) . . . but I LOVE [making stuff like this for friends and family around holidays]$_{L2}$.

(12) I also love [to have it at home for casual entertaining on the fly]$_{L2}$.

(13) But it's tricky.

(14) Because I find myself [sneaking into the pantry]$_{L2[1]}$ and [grabbing handful]$_{L2[2]}$.

(15) After handful.

(16) After handful.

(17) Whyyyyy did I have to go and get obsessed with this right now?

(18) And who would have thought [that my favorite part of the whole mix]$_{L2}$?

(19) Are the Cheerios.

(20) The whole thing kind of reminds me of yogurt pretzels!

(21) Last Easter, a friend made this mix . . . → RW/2(22)

(22) . . . and called it "bunny bait."

(23) Cute . . . → RW/2(24)

(24) . . . but I couldn't really get behind the name, [if for no other reason than I'm no fun]$_{L2}$.

(25) It sounded like something you'd feed bunnies… not people!

(26) So I've been telling Max [it is Easter bunny trail mix]$_{L2}$ . . . → RW/2(27)

(27) . . . and [when he gives some to friends]$_{L2[1]}$, he tells them [it's Easter Bunny TAIL mix]$_{L2[2]}$!

(28) Adorable . . . → RW/2(29)

(29) . . . and makes me [howl]L2.

(30) Here's [why I'm obsessed with the treat mix]L2 though:

(31) I cover the entire thing in shredded coconut.

(32) Obviously I'm a coconut fan . . . → RW/2(33)

(33) . . . but [adding it to this]L2 makes it more flavorful, textured, spring-like and perfect for Easter!

(34) It's optional though, [so [if you hate it (like Eddie)]L3, leave it off]L2.

(35) I use a mix of regular pastel m&m's . . . → (RW/2(36)) ← . . . and peanut butter speckled egg m&ms (!!!).

(36) (hello, bunny cake!)

(37) They are so pretty!

(38) I love [to add cashews]L2[1] [when it's mostly adults who will be eating this]L2[2].

(39) But you can easily swap another nut or leave them out for kids.

(40) You can make this a day or two ahead of time . . . → RW/2(41)

(41) . . . and it's incredible.

(42) It's also ridiculously easy [because you don't have to bake it like traditional chex mix]L2.

(43) Oh how I love a good trashed up treat.

(44) This adorable Easter snack mix is such a fun treat!

(45) It's both sweet and salty – . . . → RW/2(46)

(46) . . . – you won't be able to stay away from it . . . → RW/2(47)

(47) . . . and neither will the kids!

(48) Instructions

(49) Line a baking sheet with parchment paper.

(50) Place the white chocolate chips and coconut oil in a microwave safe bowl.

(51) Microwave for 30 seconds at a time, [stirring after each]L2[1], [until the chocolate is melted]L2[2].

(52) Note:

(53) [if you don't have coconut oil]L2, you can leave it out.

(54) I find [that it makes the white chocolate [firm up a bit more]L3]L2 . . . → RW/2(55)

(55) . . . but it's not 100% necessary!

(56) Mix the Cherrios, Chex, pretzel sticks and cashews on the baking sheet.

(57) Toss them gently.

(58) Add on half of each version of m&m's.

(59) Drizzle the mixture all over with the white chocolate.

(60) Use a spatula or large spoon [to gently (and somewhat quickly) toss the mix together, [until all of the pieces are coated]L3]L2.

(61) Sprinkle in the remaining m&m's . . . → RW/2(62)

(62) . . . and gently toss once more.

(63) [If desired]L2, sprinkle the entire sheet with the shredded coconut.

(64) You can also sprinkle on more white chocolate chips [if you wish]$_{L2}$!

(65) Let the mixture [set for 20 to 30 minutes]$_{L2}$.

(66) Transfer to a large bowl or jar that you can cover or a resalable plastic bag.

(67) You can definitely make this a day or two ahead of time!

(68) Just going to face plant into that.

## 7.2 APPENDIX A2: RECIPES — SYNTACTIC ANALYSIS

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| RC/1(1) | X: {?*recipe*} | *Makes* [V1_motr] | *12 muffins* [2-NP O_d] | | | | {S}VO_d* <br> **conventional S-ellipsis** | |
| RC/1(2) | *I* [1-NP] | *use* [V2_motr] | *a cup of full-bodied coffee* [6-NP O_d] | | | *Rather than moistening the batter for these muffins with milk* [10-Cl_nf] <br> = **RC/1(2):L2** | SVO_d | |
| RC/1(2):L2 | X: {*I*} | *moistening* [V1_motr] | *the batter for these muffins* [5-NP O_d] | | | *with milk* [2-PP] | {S}VO_d* <br> **nonfinite** | A_opt of **RC/1(2)** |
| RC/1(3) | **S containing relative clauses*** <br> *The coffee, reinforced with a spoonful of espresso powder and softened with sugar, half of it caramely brown* [18-NP] | *turns out* [V2_motr, phrasal] | **O_d containing relative clause*** <br> *a not-very-rich muffin that is exceedingly flavourful and silky, almost puddingish, in texture* [15-NP O_d] | | | | SV_phrO_d* | |
| RC/1(4) | X: {*you*} | *Pair. . .* **O_d** *. . . with* [V2_ditr, prepositional] | **1.** *the muffins* [2-NP O_d] <br> **2.** *your morning coffee* [3-NP O_prep] | | | *for an extra shot of caffeine* [6-PP] | {S}VO_dO_prep* <br> **imperative** | |
| RC/1(5) | X: {*you*} | *go* [V1_motr] | *the calm route* [3-NP O_d] | | | | {S}VO_d* <br> **imperative** | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| RC/1(6) | X: {*you*} | *make* [V2cxtr] | *these* [1-NP] | *decaf* [1-AdjP C_o] | | | {S}VO_dC_o* **imperative** | |
| RC/1(7) | *Getting ready* unidentifiable [nonsentence] | | | | | | **?*** **nonsentence** | |
| RC/1(7):L2 | *Getting ready* disputable structure [unidentifiable complementation pattern] | | | | | | **?*** | internal structure of **RC/1(7)** |
| RC/1(8) | X: {*you*} | *Center* [V2cxtr] | *a rack* [2-NP O_d] | | *in the oven* [3-PP A_o] | | {S}VO_dA_o* **imperative** | |
| RC/1(9) | X: {*you*} | *preheat* [V1motr] | *the oven* [2-NP O_d] | | | *to 400 degrees F* [4-PP] | {S}VO_d* **imperative** | |
| RC/1(10) | X: {*you*} | **conjoint VP*** *Butter or spray* [V1motr] | *the 12 molds in a regular-size muffin pan* [9-NP O_d] | | | | {S}VO_d* **imperative** | |
| RC/1(11) | X: {*you*} | *fit . . .* **O_d** *. . . with* [V2ditr, prepositional] // *fit* [V2cxtr] | **1.** *the molds* [2-NP O_d] **2.** *paper muffin cups* [3-NP O_prep] // **1.** *the molds* [2-NP O_d] | | (no A_obg) // *with paper muffin cups* [4-PP A_o] | | {S}VO_dO_prep* // {S}VO_dA_o* **imperative** | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| RC/1(12) | X: {*you*} | *use* [V1$_{motr}$] | **O$_d$ containing relative clause***<br><br>*a silicone muffin pan, which needs neither greasing nor paper cups*<br><br>[11-NP O$_d$] | | | *Alternatively* [1-AP] | {S}VO$_d$*<br>**imperative** | |
| RC/1(13) | X: {*you*} | *Place* [V2$_{cxtr}$] | *the muffin pan* [3-NP O$_d$] | | *on a baking sheet*<br><br>[4-PP A$_o$] | | {S}VO$_d$A$_o$*<br>**imperative** | |
| RC/1(14) | X: {*you*} | *whisk* [V1$_{motr}$] | *the flour, sugar, espresso powder, baking powder, cinnamon and salt*<br><br>[10-NP O$_d$] | | | **1.** *In a large bowl* [4-PP]<br>**2.** *together* [1-AP] | {S}VO$_d$*<br>**imperative** | |
| RC/1(15) | X: {*you*} | *Stir* [V2$_{cxtr}$] | *the brown sugar* [3-NP O$_d$] | | *in* [1-AP A$_o$] | **subjectless supplementive clause***<br>*making certain there are no lumps*<br>[6-Cl$_{nf}$]<br>**= RC/1(15):L2** | {S}VA$_o$O$_d$*<br>**imperative** | |
| RC/1(15):L2 | X: {*you*} | *making* [V2$_{cxtr}$]<br>//<br>*making certain* [V1$_{motr}$]<br>**special multi-word verb pattern*** | *there are no lumps*<br>[4-Cl$_{there}$ O$_d$]<br>**= RC/1(15):L3** | *certain*<br>[1-AdjP C$_o$]<br>//<br>(no C$_o$; AdjP part of V) | | | {S}VC$_o$O$_d$*<br>//<br>{S}VO$_d$*<br>**nonfinite** | A$_{opt}$ of **RC/1(15)** |

71

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | A_obg | A_opt | | |
|---|---|---|---|---|---|---|---|---|
| RC/1(15):L3 | **1.** *there* [1-NP S_there] <br> **2.** *no lumps* [2-NP S] | *are* [V1_intr] | | | | | S_there + VS* <br> **existential** | O_d of <br> **RC/1(15):L2** |
| RC/1(16) | X: {*you*} | *whisk* [V1_motr] | *the coffee, melted butter, egg and vanilla extract* <br> [8-NP O_d] | | | **1.** *In a large glass measuring cup or another bowl* [9–PP] <br> **2.** *together* [1-AP] <br> **3.** *until well combined* [3-Cl_vl] <br> = **RC/1(16):L2** | {S}VO_d* <br> **imperative** | |
| RC/1(16):L2 | X: {*the coffee, melted butter, egg and vanilla extract*} | X: {*are*} [V1_cop] | | *well combined* <br> [2-AdjP C_s] | | | {S}{V}C_s* <br> **verbless** | A_opt of <br> **RC/1(16)** |
| RC/1(17) | X: {*you*} | *Pour* [V2_cxtr] | *the liquid ingredients* <br> [3-NP O_d] | | *over the dry ingredients* <br> [4-PP A_o] | | {S}VO_dA_o* <br> **imperative** | |
| RC/1(18) | X: {*you*} | *stir* [V0_motr] | X: {*?product in* **RC/1(17)**} <br> [O_d] | | | **1.** *with the whisk or a rubber spatula* [7-PP] <br> **2.** *gently but quickly* [3-AP_conj] <br> **conjoint AP as A_opt*** <br> **3.** *to blend* [2-Cl_nf] <br> = **RC/1(18):L2** | {S}V{O_d}* <br> **imperative + null O_d** | |

| UNIT | S | V | O | C | A_obg | A_opt | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | | | **ELEMENTS** →→→ **A** | | **PATTERN** | **CLAUSAL ELEMENT** |
| RC/1(18):L2 | X: {*you*} | *to blend* [V0_motr] | X: {?*product in* **RC/1(17)**} [O_d]} | | | | {S}V{O_d}**\*** nonfinite + null O_d | A_opt in **RC/1(18)** |
| RC/1(19) | X: {*you*} | *Don't worry about* [V1_motr, prepositional] | *being thorough* [2-Cl_nf O_prep] = **RC/1(19):L2** | | | | {S}V_neg O_prep**\*** imperative + negative | |
| RC/1(19):L2 | X: {*you(r)*} | *being* [V1_cop] | | *thorough* [1-AdjP C_s] | | | {S}VC_s**\*** nonfinite | O_prep in **RC/1(19)** |
| RC/1(20) | *a few lumps* [3-NP] | *are* [V2_cop] | | *better* [1-AdjP C_s] | | *than overmixing the batter* [4-Cl_vl] = **RC/1(20):L2** comparative clause**\*** | SVC_s | |
| RC/1(20):L2 | *overmixing the batter* [3-Cl_nf] = **RC/1(20):L3** | **comparative copula without overt C\*** X: {*is*} [V1_cop] | | ? [the implicit V_cop '*be*' occurs without its standard complementation] | | | S{V}**\*** // S{V}{C_s}**\*** verbless + comparative clause | A_opt in **RC/1(20)** |
| RC/1(20):L3 | X: {*you(r)*} | *overmixing* [V1_motr] | *the batter* [2-NP O_d] | | | | {S}VO_d**\*** nonfinite | S in **RC/1(20):L2** |

| UNIT | S | V | O | C | A | | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| RC/1(21) | X: {*you*} | *Divide . . .* $O_d$ *. . . among* [$V2_{ditr}$, prepositional] // *Divide* [$V2_{cxtr}$] | **1.** *the batter* [2-NP $O_d$] **2.** *the muffin cups* [3-NP $O_{prep}$] // **1.** *the batter* [2-NP $O_d$] | | (no $A_{obg}$) // *among the muffin cups* [4-PP] | *evenly* [1-AP] | {S}VO_dO_prep* // {S}VO_dA_o **imperative** | |
| RC/1(22) | X: {*you*} | *Bake* [$V0_{motr}$] | X: {*?product* in **RC/1(21)**} [$O_d$] | | | **mixed coordination in $A_{opt}$*** **1)** *for about 20 minutes* [4-PP]*, or* **2)** *until a thin knife inserted into the center of the muffins comes out clean* [14-$Cl_f$] = **RC/1(22):L2** [19-PP+$Cl_f$ conj] | {S}V{O_d}* **imperative + null O_d** | |
| RC/1(22):L2 | **S containing relative clause*** *a thin knife inserted into the center of the muffins* [10-NP] | *comes out* [$V2_{cop}$, phrasal] | | *clean* [1-AdjP $C_s$] | | | SV_phrC_s | clausal conjoin in $A_{opt}$ in **RC/1(22)** |
| RC/1(23) | X: {*you*} | *Transfer* [$V1_{motr}$] | *the pan* [2-NP $O_d$] | | | *to a rack* [3-PP] | {S}VO_d* **imperative** | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
|------|----------|---|---|---|---|---|---------|-----------------|
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| RC/1(24) | X: {*you*} | *cool* [$V0_{motr}$] | X: {*the pan*}<br><br>= $O_d$ in **RC/1(23)** | | | **1.** *for 5 minutes* [3-PP]<br><br>**2.** *before carefully removing each muffin from its mold*<br><br>[8-$Cl_{nf}$]<br><br>= **RC/1(24):L2** | {S}V{$O_d$}*<br>**imperative<br>+ null $O_d$** | |
| RC/1(24):L2 | X: {*you*} | *removing . . .* $O_d$ *. . . from*<br>[$V2_{ditr}$, prepositional]<br>//<br>*removing* [$V2_{cxtr}$] | **1.** *each muffin* [2-NP $O_d$]<br>**2.** *its mold* [2-NP $O_{prep}$]<br>//<br>**1.** *each muffin* [2-NP $O_d$] | | (no $A_{obg}$)<br>//<br>*from its mold*<br>[3-PP $A_o$] | *carefully* [1-AP] | {S}V$O_d O_{prep}$*<br>//<br>{S}V$O_d A_o$*<br>**nonfinite** | $A_{opt}$ in<br>**RC/1(24)** |
| RC/1(25) | *Serving*<br>unidentifiable [nonsentence] | | | | | | **?**\*<br>**nonsentence** | |
| RC/1(25):L2 | *Serving*<br>disputable structure [unidentifiable complementation pattern] | | | | | | **?**\* | internal<br>structure of<br>**RC/1(25)** |
| RC/1(26) | *These* [1-NP] | *are* [$V2_{cop}$] | | *delicious*<br>[1-AdjP $C_s$] | | **supplementive adjective clause**\*<br>*warm* [1-$Cl_{vl}$]<br>= **RC/1(26):L2** | $SVC_s$ | |
| RC/1(26):L2 | X: {*these*} | X: {?} [$V1_{cop}$] | | *warm*<br>[1-AdjP $C_s$] | | | {S}{V}$C_s$*<br>**verbless** | $A_{opt}$ in<br>**RC/1(26)** |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | **S** | **V** | **O** | **C** | **A** | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| RC/1(27) | *I* [1-NP] | *think* [V2$_{motr}$] | *they're more flavorful at room temperature*<br>[7-Cl$_f$ O$_d$]<br>= **RC/1(27):L2** | | | | SVO$_d$ | |
| RC/1(27):L2 | *they* [1-NP] | *'re* [V2$_{cop}$] | | *more flavorful* [2-AdjP C$_s$] | | *at room temperature*<br>[3-PP] | SVC$_s$ | O$_d$ in<br>**RC/1(27)** |
| RC/1(28) | *I* [1-NP] | *think* [V2$_{motr}$] | **discontinuous O$_d$ with inserted clause***<br>*that, . . .* **RC/1(28):L3** *. . . , they're great on their own*<br>[7-Cl$_f$ O$_d$]<br>= **RC/1(28):L2** | | | *also* [1-AP] | SVO$_d$ | |
| RC/1(28):L2 | *they* [1-NP] | *'re* [V2$_{cop}$] | | *great on their own* [4-AdjP C$_s$] | | *as good as they are with butter* [7-Cl$_f$]<br>= **RC/1(28):L3** | SVC$_s$ | O$_d$ in<br>**RC/1(28)** |
| RC/1(28):L3 | *they* [1-NP] | *are* [V2$_{cop}$] | | *good* [1-AdjP C$_s$] | | *with butter* [2-PP] | C$_s$SV*<br>**'as . . . as' concessive construction** | A$_{opt}$ in<br>**RC/1(28):L2** |
| RC/1(29) | *Storing*<br>unidentifiable [nonsentence] | | | | | | **?***<br>**nonsentence** | |

76

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| RC/1(29):L2 | *Storing* <br> disputable structure [unidentifiable complementation pattern] | | | | | | **?*** | internal structure of **RC/1(29)** |
| RC/1(30) | *these* [1-NP] | *will keep* [$V1_{intr}$] | | | | **1.** *Wrapped well* [2-$Cl_{nf}$] <br> = **RC/1(31):L2** <br> **subjectless supplementive clause*** <br> **2.** *at room temperature* [3-PP] <br> **3.** *overnight* [1-AP] | SV | |
| RC/1(30):L2 | X: {*these*} <br> ~ passivised $O_d$ | X: {*are*} *Wrapped* [$V0_{intr}$] <br> ~ $V2_{motr}$ | | | | *well* [1-AP] | {S}$V_{pass}$* <br> ~ $SVO_d$ <br> **nonfinite +** <br> **passive** | $A_{opt}$ in **RC/1(30)** |
| RC/1(31) | *they* [1-NP] <br> ~ passivised $O_i$ | *can be given* [$V2_{motr}$] <br> ~ $V3_{ditr}$ | *a quick warm-up* [3-NP $O_d$] | | | *in a 350-degree-F oven* [6-PP] | $SV_{pass}O_d$* <br> ~ $SVO_iO_d$ <br> **passive** | |
| RC/1(32) | X: {*you*} | **conjoint VP*** <br> *split and toast* [$V1_{motr}$] | *them* [1-NP $O_d$] | | | *just* [1-AP] | {S}$VO_d$* <br> **imperative** | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| RC/1(33) | *they* [1-NP] <br> ~ passivised $O_d$ | *can be frozen* [$V1_{intr}$] <br> ~ $V2_{motr}$ | | | | **1.** *Wrapped airtight* [2-$Cl_{nf}$] <br> = **RC/1(33):L2** <br> **subjectless supplementive clause\*** <br> **2.** *for up to 2 months* [5-PP] | $SV_{pass}$\* <br> ~ $SVO_d$ <br> **passive** | |
| RC/1(33):L2 | X: {*they*} <br> ~ passivised $O_d$ | X: {*are*} *Wrapped* [$V1_{cop}$] <br> ~ $V3_{cxtr}$ | | *airtight* [1-AdjP $C_s$] <br> ~ passivised $C_o$ | | | {S}$V_{pass}C_s$\* <br> ~ $SVO_dC_o$ <br> **nonfinite + passive** | $A_{opt}$ in **RC/1(33)** |
| RC/1(34) | X: {*you*} | *Rewarm* [$V1_{motr}$] | X: {*them*} [$O_d$] <br> = S in **RC/1(34)** | | | **1.** *in a 350-degree-F oven* [6-PP] <br> **2.** *if you'd like* [4-$Cl_f$] <br> = **RC/1(34):L2** | {S}V{$O_d$}\* <br> **imperative + null $O_d$** | |
| RC/1(34):L2 | *you* [1-NP] | *'d like* [$V1_{motr}$] | X: {[to] *rewarm them in a 350-degree-F oven*} [$O_d$] <br> = **RC/1(34)** | | | | SV{$O_d$}\* <br> **elliptical clause** | $A_{opt}$ in **RC/1(34)** |
| RC/1(35) | X: {*you*} | **conjoint VP\*** <br> *split and toast* [$V1_{motr}$] | *them* [1-NP $O_d$] | | | | {S}$VO_d$\* <br> **imperative** | |
| RC/2(1) | X: {?*recipe*} | *Makes* [$V1_{motr}$] | *6 servings* [2-NP $O_d$] | | | | {S}$VO_d$\* <br> **conventional S-ellipsis** | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| RC/2(2) | *This stir-fry* [2-NP] | *demonstrates* [V2_motr] | **O_d containing apposition and relative clause*** *the importance . . . properly* [26-NP O_d] | | | **comparative clause*** *as will others* [3-Cl_f] **= RC/2(2):L2** | SVO_d | |
| RC/2(2):L2 | *others* [1-NP] | **partial VP ellipsis*** *will {demonstrate}* [V1_motr] | X: {*the importance . . . properly*} [O_d] = O_d in **RC/2(2)** | | | | $V_{op}S\{V\}\{O_d\}$* ***as*-initial elliptical comparative clause** | $A_{opt}$ in **RC/2(2)** |
| RC/2(3) | *The "chicken legs" in this recipe* [6-NP] | *are* [V2_cop] | | **C_s containing apposition and relative clause*** *uncommonly large (about 5 inches long and 4 to 7 inches in diameter) bulbous mushrooms . . . crowns* [24-NP C_s] | | | SVC_s | |
| RC/2(4) | *their name* disputable elliptical structure [unidentifiable complementation pattern] | | | | | *thus* [1-AP] | **?*** | |

| UNIT | S | V | O | C | $A_{obg}$ | $A_{opt}$ | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | | | ELEMENTS — A | | | |
| RC/2(5) | *they* [1-NP] <br> ~ passivised $O_d$ | **discontinuous VP with inserted $A_{opt}$\*** <br> *are . . . $A_{opt}$ . . . cultivated* [$V1_{intr}$] <br> ~ $V2_{motr}$ | | | | **1.** *Believed to have originated in western China* [7-$Cl_{nf}$] <br> = **RC/2(5):L2** <br> **subjectless supplementive clause\*** <br> **2.** *now* [1-AP] <br> **3.** *in Canada* [2-PP] | $SV_{pass}$\* <br> ~ $SVO_d$ <br> **passive** | |
| RC/2(5):L2 | X: {*they*} <br> ~ passivised $O_d$ | **partial VP ellipsis\*** <br> {*are*} *Believed* [$V1_{cop}$] <br> ~ $V3_{cxtr}$ | | *to have originated in western China* [6-$Cl_{nf}$ $C_s$] <br> = **RC/2(5):L3** <br> ~ passivised $C_o$ | | | {S}{*be*}$V_{pass}C_s$\* <br> ~ $SVO_dC_o$ <br> **nonfinite + passive** | $A_{opt}$ in **RC/2(5)** |
| RC/2(5):L3 | X: {*they*} | *to have originated* [$V0_{intr}$] | | | *in western China* [3-PP $A_s$] | | {S}$VA_s$\* <br> **nonfinite** | $C_s$ in **RC/2(5):L2** |
| RC/2(6) | X: {*they*} <br> = S in **RC/2(5)** | *are* [$V1_{cop}$] | | *rare* [1-AdjP $C_s$] | | **1.** *no longer* [2-AP] <br> **2.** *in Asian markets in the United States* [7-PP] | {S}$VC_s$\* <br> **S retrievable due to coordinated predications** | |
| RC/2(7) | *They* [1-NP] | *have* [$V2_{motr}$] | *a pleasantly chewy texture* [4-NP $O_d$] | | | | $SVO_d$ | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
|------|----------|---|---|---|---|---|---------|----------------|
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| RC/2(8)<br><br>**containing *as*-initial comment clause***  | *they* [1-NP] | *are* [V2$_{cop}$] | | *a treat* [2-NP C$_s$] | | **1.** *when combined with other foods of different textures*<br>[8-Cl$_{nf}$]<br>= **RC/2(8):L2**<br>**2.** *indeed* [1-AP] | SVC$_s$ | |
| RC/2(8):L2 | X: {*they*}<br>~ passivised O$_d$ | **partial VP ellipsis***<br>{*are*} *combined with*<br>[V1$_{motr}$, prepositional]<br>~ V3$_{ditr}$, prepositional | *other foods of different textures*<br>[5-NP O$_{prep}$] | | | | {S}{*be*}V$_{pass}$O$_{prep}$*<br>~ SVO$_d$O$_{prep}$<br>**nonfinite + passive** | A$_{opt}$ in<br>**RC/2(8)** |
| RC/2(9) | X: {*you*} | *mix* [V1$_{motr}$] | *all of the ingredients*<br>[4-NP O$_d$] | | | **1.** *To make the marinade* [4-Cl$_{nf}$]<br>= **RC/2(9):L2**<br>**2.** *In a bowl* [3-PP]<br>**3.** *together* [1-AP] | {S}VO$_d$*<br>**imperative** | |
| RC/2(9):L2 | X: {*you*} | *To make* [V1$_{motr}$] | *the marinade*<br>[2-NP O$_d$] | | | | {S}VO$_d$*<br>**nonfinite** | A$_{opt}$ in<br>**RC/2(9)** |
| RC/2(10) | X: {*you*} | *Add* [V1$_{motr}$] | *the chicken strips*<br>[3-NP O$_d$] | | | | {S}VO$_d$*<br>**imperative** | |
| RC/2(11) | X: {*you*} | *turn* [V0$_{motr}$] | X: {*?product* in **RC/2(10)**}<br>[O$_d$] | | | *to coat* [2-Cl$_{nf}$]<br>= **RC/2(11):L2** | {S}V{O$_d$}*<br>**imperative + null O$_d$** | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| RC/2(11):L2 | X: {*you*} | *to coat* [V0_motr] | X: {*?product* in **RC/2(10)**} [O_d] | | | | {S}V{O_d}* nonfinite + null O_d | A_opt in **RC/2(11)** |
| RC/2(12) | X: {*you*} | *Let* [V1_cxtr] | X: {*?product* in **RC/2(11)**} [O_d] | *rest for 20 minutes* [4-Cl_nf C_o] = **RC/2(12):L2** | | | {S}V{O_d}C_o* imperative + null O_d | |
| RC/2(12):L2 | X: {*?product* in **RC/2(11)**} | *rest* [V0_intr] | | | | *for 20 minutes* [3-PP] | {S}V* nonfinite | C_o in **RC/2(12)** |
| RC/2(13) | X: {*you*} | *mix* [V1_motr] | *all of the ingredients* [4-NP O_d] | | | **1.** *To make the sauce* [4-Cl_nf] = **RC/2(13):L2** **2.** *In a small bowl* [4-PP] **3.** *together* [1-AP] | {S}VO_d* imperative | |
| RC/2(13):L2 | X: {*you*} | *To make* [V1_motr] | *the sauce* [2-NP O_d] | | | | {S}VO_d* nonfinite | A_opt in **RC/2(13)** |
| RC/2(14) | X: {*you*} | *reserve* [V0_motr] | X: {*?product* in **RC/2(13)**} [O_d] | | | | {S}V{O_d}* imperative + null O_d | |
| RC/2(15) | X: {*you*} | *Heat* [V1_motr] | *a wok* [2-NP O_d] | | | **1.** *over high heat* [3-PP] **2.** *for 40 seconds* [3-PP] | {S}VO_d* imperative | |
| RC/2(16) | X: {*you*} | *Add* [V1_motr] | *2½ tablespoons of the peanut oil* [9-NP O_d] | | | | {S}VO_d* imperative | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| RC/2(17) | X: {*you*} | *coat* [V1$_{motr}$] | *the wok* [2-NP O$_d$] | | | **1.** *using a spatula* [3-Cl$_{nf}$]<br>= **RC/2(17):L2**<br>**subjectless supplementive clause\***<br>**2.** *with the oil* [3-PP] | {S}VO$_d$\*<br>**imperative** | |
| RC/2(17):L2 | X: {*you*} | *using* [V1$_{motr}$] | *a spatula* [2-NP O$_d$] | | | | {S}VO$_d$\*<br>**nonfinite** | $A_{opt}$ in<br>**RC/2(17)** |
| RC/2(18) | X: {*you*} | *add* [V1$_{motr}$] | *the ginger and salt*<br>[4-NP O$_d$] | | | *When a wisp of white smoke appears* [7-Cl$_f$]<br>= **RC/2(18):L2** | {S}VO$_d$\*<br>**imperative** | |
| RC/2(18):L2 | *a wisp of white smoke*<br>[5-NP] | *appears* [V1$_{intr}$] | | | | | SV | $A_{opt}$ in<br>**RC/2(18)** |
| RC/2(19) | X: {*you*} | *stir* [V0$_{motr}$] | X: {?*product* in<br>**RC/2(18)**} [O$_d$] | | | **1.** *to mix* [2-Cl$_{nf}$]<br>= **RC/2(19):L2**<br>**2.** *for 30 seconds* [3-PP] | {S}V{O$_d$}\*<br>**imperative**<br>**+ null O$_d$** | |
| RC/2(19):L2 | X: {*you*} | *to mix* [V0$_{motr}$] | X: {?*product* in<br>**RC/2(18)**} [O$_d$] | | | | {S}V{O$_d$}\*<br>**nonfinite +**<br>**null O$_d$** | $A_{opt}$ in<br>**RC/2(19)** |
| RC/2(20) | X: {*you*} | *Add* [V1$_{motr}$] | *the onions* [2-NP O$_d$] | | | | {S}VO$_d$\*<br>**imperative** | |

83

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
|------|----------|---|---|---|---|---|---------|-----------------|
| | **S** | **V** | **O** | **C** | **A** | | | |
| | | | | | **A$_{obg}$** | **A$_{opt}$** | | |
| RC/2(21) | X: {*you*} | *stir* [V0$_{motr}$] | X: {?*product* in **RC/2(20)**} [O$_d$] | | | **1.** *to mix* [2-Cl$_{nf}$] <br> = **RC/2(21):L2** <br> **2.** *for 1 minute* [3-PP] | {S}V{O$_d$}* <br> **imperative + null O$_d$** | |
| RC/2(21):L2 | X: {*you*} | *to mix* [V0$_{motr}$] | X: {?*product* in **RC/2(20)**} [O$_d$] | | | | {S}V{O$_d$}* <br> **nonfinite + null O$_d$** | A$_{opt}$ in **RC/2(21)** |
| RC/2(22) | X: {*you*} | *Add* [V1$_{motr}$] | *the carrots* [2-NP O$_d$] | | | | {S}VO$_d$* <br> **imperative** | |
| RC/2(23) | X: {*you*} | *stir* [V0$_{motr}$] | X: {?*product* in **RC/2(22)**} [O$_d$] | | | **1.** *to mix* [2-Cl$_{nf}$] <br> = **RC/2(23):L2** <br> **2.** *for 30 seconds* [3-PP] | {S}V{O$_d$}* <br> **imperative + null O$_d$** | |
| RC/2(23):L2 | X: {*you*} | *to mix* [V0$_{motr}$] | X: {?*product* in **RC/2(22)**} [O$_d$] | | | | {S}V{O$_d$}* <br> **nonfinite + null O$_d$** | A$_{opt}$ in **RC/2(23)** |
| RC/2(24) | X: {*you*} | *Add* [V1$_{motr}$] | *the bamboo shoots* [3-NP O$_d$] | | | | {S}VO$_d$* <br> **imperative** | |
| RC/2(25) | X: {*you*} | *stir-fry* [V0$_{motr}$] | X: {?*product* in **RC/2(24)**} [O$_d$] | | | *for 1 minute* [3-PP] | {S}V{O$_d$}* <br> **imperative + null O$_d$** | |
| RC/2(26) | X: {*you*} | *Add* [V1$_{motr}$] | *the water chestnuts* [3-NP O$_d$] | | | | {S}VO$_d$* <br> **imperative** | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| RC/2(27) | X: {*you*} | *stir-fry* [V0_{motr}] | X: {*?product* in **RC/2(26)**} [O_d] | | | *for 1 minute* [3-PP] | {S}V{O_d}***<br>**imperative + null O_d** | |
| RC/2(28) | X: {*you*} | *Add* [V1_{motr}] | *the mushroom* [2-NP O_d] | | | | {S}VO_d***<br>**imperative** | |
| RC/2(29) | X: {*you*} | *stir* [V0_{motr}] | X: {*?product* in **RC/2(28)**} [O_d] | | | **1.** *to mix* [2-Cl_{nf}]<br>= **RC/2(29):L2**<br>**2.** *for 1 minute* [3-PP] | {S}V{O_d}***<br>**imperative + null O_d** | |
| RC/2(29):L2 | X: {*you*} | *to mix* [V0_{motr}] | X: {*?product* in **RC/2(28)**} [O_d] | | | | {S}V{O_d}***<br>**nonfinite + null O_d** | $A_{opt}$ in<br>**RC/2(29)** |
| RC/2(30) | X: {*you*} | *Turn off* [V1_{motr, phrasal}] | *the heat* [2-NP O_d] | | | | {S}V_{phr}O_d***<br>**imperative** | |
| RC/2(31) | X: {*you*} | *transfer* [V1_{motr}] | *the vegetables* [2-NP O_d] | | | *to a rack* [3-PP] | {S}VO_d***<br>**imperative** | |
| RC/2(32) | X: {*you*} | *set . . .* **O_d** *. . . aside*<br>[V0_{motr}, phrasal]<br>//<br>*set* [V1_{cxtr}] | X: {*?product* in **RC/2(31)**} [O_d] | | (no $A_{obg}$)<br>//<br>*aside* [1-AP A_o] | | {S}V_{phr}{O_d}***<br>//<br>{S}V{O_d}A_o***<br>**imperative + null O_d** | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| RC/2(33)<br><br>**containing *as*-initial comment clause***  | *this* [1-NP] | *is* [V2$_{cop}$] | | *a very rapid stir-fry*<br><br>[4-NP C$_s$] | | | SVC$_s$ | |
| RC/2(34) | *its success*<br>[2-NP] | *depends on*<br>[V2$_{motr}$, prepositional] | **conjoint NP as O$_{prep}$***<br><br>**1)** *timing and some clock watching* [5-NP$_{conj}$]<br><br>*rather than*<br><br>**2)** *visible changes in color or texture* [6-NP]<br><br>[13-NP$_{conj}$ O$_{prep}$] | | | | SVO$_{prep}$ | |
| RC/2(35) | *It* [1-NP] | *is* [V2$_{cop}$] | | **C$_s$ containing relative clause***<br><br>*the kind of recipe that becomes instinctive after you have made it several times*<br><br>[14-NP C$_s$] | | | SVC$_s$ | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| RC/2(36) | X: {you} | *Wipe . . .* $O_d$ *. . . with* [$V2_{ditr}$, prepositional] // *Wipe* [$V2_{cxtr}$] | **1.** *the wok and spatula* [4-NP $O_d$] **2.** *paper towels* [2-NP $O_{prep}$] // **1.** *the wok and spatula* [4-NP $O_d$] | | (no $A_{obg}$) // *with paper towels* [3-PP $A_o$] | | {S}VO$_d$O$_{prep}$* // {S}VO$_d$A$_o$ **imperative** | |
| RC/2(37) | X: {you} | *Heat* [$V1_{motr}$] | *the wok* [2-NP $O_d$] | | | **1.** *over high heat* [3-PP] **2.** *for 30 seconds* [3-PP] | {S}VO$_d$* **imperative** | |
| RC/2(38) | X: {you} | *Add* [$V1_{motr}$] | *the remaining 2 tablespoons peanut oil* [6-NP $O_d$] | | | | {S}VO$_d$* **imperative** | |
| RC/2(39) | X: {you} | *coat* [$V1_{motr}$] | *the wok* [2-NP $O_d$] | | | **1.** *using the spatula* [3-Cl$_{nf}$] = **RC/2(39):L2** **subjectless supplementive clause\*** **2.** *with the oil* [3-PP] | {S}VO$_d$* **imperative** | |
| RC/2(39):L2 | X: {you} | *using* [$V1_{motr}$] | *the spatula* [2-NP $O_d$] | | | | {S}VO$_d$* **nonfinite** | $A_{opt}$ in **RC/2(39)** |
| RC/2(40) | X: {you} | *add* [$V1_{motr}$] | *the garlic* [2-NP $O_d$] | | | *When a wisp of white smoke appears* [7-Cl$_f$] = **RC/2(40):L2** | {S}VO$_d$* **imperative** | |

| UNIT | S | V | O | C | A<br>$A_{obg}$ | $A_{opt}$ | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| RC/2(40):L2 | *a wisp of white smoke* [5-NP] | *appears* [V1$_{intr}$] | | | | | SV | $A_{opt}$ in **RC/2(40)** |
| RC/2(41) | X: {*you*} | *stir* [V0$_{motr}$] | X: {?*product* in **RC/2(40)**} [O$_d$] | | | *briefly* [1-AP] | {S}V{O$_d$}* **imperative + null O$_d$** | |
| RC/2(42) | X: {*you*} | *Add* [V1$_{motr}$] | **conjoint NP as O$_d$*** *the chicken and its marinade* [5-NP$_{conj}$ O$_d$] | | | | {S}VO$_d$* **imperative** | |
| RC/2(43) | X: {*you*} | *spread* [V1$_{motr}$] | *the strips* [2-NP O$_d$] | | | *in a single layer* [4-PP] | {S}VO$_d$* **imperative** | |
| RC/2(44) | X: {*you*} | *Cook* [V0$_{motr}$] | X: {?*product* in **RC/2(43)**} [O$_d$] | | | **mixed coordination in $A_{opt}$*** **1)** *for 1 to 1½ minutes* [8-PP], *or* **2)** *until the strips turn white along the edges* [8-Cl$_f$] = **RC/2(44):L2** [17-PP+Cl$_f$ conj] | {S}V{O$_d$}* **imperative + null O$_d$** | |
| RC/2(44):L2 | *the strips* [2-NP] | *turn* [V2$_{cop}$] | | *white* [1-AdjP C$_s$] | | *along the edges* [3-PP] | SVC$_s$ | clausal conjoin in $A_{opt}$ in **RC/2(44)** |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| RC/2(45) | X: {*you*} | *Turn . . .* **O$_d$** *. . . over* [V1$_{motr}$, phrasal] | *the strips* [2-NP O$_d$] | | | | {S}V$_{phr}$O$_d$* **imperative** | |
| RC/2(46) | X: {*you*} | *mix* [V0$_{motr}$] | X: {*?product* in **RC/2(45)**} [O$_d$] | | | *well* [1-AP] | {S}V{O$_d$}* **imperative + null O$_d$** | |
| RC/2(47) | X: {*you*} | *stir-fry* [V0$_{motr}$] | X: {*?product* in **RC/2(46)**} [O$_d$] | | | **mixed coordination in A$_{opt}$*** **1)** *for 1 minute longer* [4-PP] *or* **2)** *until they are totally white* [5-Cl$_f$] = **RC/2(47):L2** [10-PP+Cl$_f$ conj] | {S}V{O$_d$}* **imperative + null O$_d$** | |
| RC/2(47):L2 | *they* [1-NP] | *are* [V2$_{cop}$] | | *totally white* [2-AdjP C$_s$] | | | SVC$_s$ | clausal conjoin in A$_{opt}$ in **RC/2(47)** |
| RC/2(48) | X: {*you*} | *Drizzle* [V2$_{cxtr}$] | *the wine* [2-NP O$_d$] | | *in* [1-AP A$_o$] | **subjectless supplementive clause*** *adding it along the edge of the wok* [8-Cl$_{nf}$] = **RC/2(48):L2** | {S}VA$_o$O$_d$* **imperative** | |
| RC/2(48):L2 | X: {*you*} | *adding* [V1$_{motr}$] | *it* [1-NP O$_d$] | | | *along the edge of the wok* [6-PP] | {S}VO$_d$* **nonfinite** | A$_{opt}$ in **RC/2(48)** |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A(obg) | A(opt) | | |
|---|---|---|---|---|---|---|---|---|
| RC/2(49) | X: {*you*} | *mix* [V0$_{motr}$] | X: {?*product* in **RC/2(48)**} [O$_d$] | | | **1.** *well* [1-AP] <br> **2.** *for about 3 seconds* [4-PP] <br> **3.** *to finish cooking the chicken* [5-Cl$_{nf}$] <br> = **RC/2(49):L2** | {S}V{O$_d$}* <br> **imperative + null O$_d$** | |
| RC/2(49):L2 | X: {*you*} | *to finish* [V1$_{motr}$] | *cooking the chicken* [3-Cl$_{nf}$ O$_d$] <br> = **RC/2(49):L3** | | | | {S}VO$_d$* <br> **nonfinite** | A$_{opt}$ in **RC/2(49)** |
| RC/2(49):L3 | X: {*you*} | *cooking* [V1$_{motr}$] | *the chicken* [2-NP O$_d$] | | | | {S}VO$_d$* <br> **nonfinite** | O$_d$ in **RC/2(49):L2** |
| RC/2(50) | X: {*you*} | *Add* [V1$_{motr}$] | *the reserved vegetables* [3-NP O$_d$] | | | | {S}VO$_d$* <br> **imperative** | |
| RC/2(51) | X: {*you*} | *stir* [V0$_{motr}$] | X: {?*product* in **RC/2(50)**} [O$_d$] | | | *to mix thoroughly* [3-Cl$_{nf}$] <br> = **RC/2(51):L2** | {S}V{O$_d$}* <br> **imperative + null O$_d$** | |
| RC/2(51):L2 | X: {*you*} | *to mix* [V0$_{motr}$] | X: {?*product* in **RC/2(50)**} [O$_d$] | | | *thoroughly* [1-AP] | {S}V{O$_d$}* <br> **nonfinite + null O$_d$** | A$_{opt}$ in **RC/2(51)** |
| RC/2(52) | X: {*you*} | *Make* [V1$_{motr}$] | *a well* [2-NP O$_d$] | | | *in the center of the mixture* [6-PP] | {S}VO$_d$* <br> **imperative** | |
| RC/2(53) | X: {*you*} | *stir* [V1$_{motr}$] | *the sauce* [2-NP O$_d$] | | | | {S}VO$_d$* <br> **imperative** | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| RC/2(54) | X: {*you*} | *pour* [V2$_{cxtr}$] | *it* [1-NP O$_d$] | | *into the well* [3-PP A$_o$] | | **{S}VO$_d$A$_o$*** **imperative** | |
| RC/2(55) | X: {*you*} | *Stir* [V0$_{motr}$] | X: {*?product* in **RC/2(54)**} [O$_d$] | | | **1.** *to mix well* [3-Cl$_{nf}$] **= RC/2(55):L2[1]** **2. mixed coordination in A$_{opt}$***    **1)** *for 1½ to 2 minutes* [8-PP]    *or*    **2)** *until the sauce thickens and bubbles* [6-Cl$_f$]     **= RC/2(55):L2[2]** [15-PP+Cl$_f$ conj] | **{S}V{O$_d$}*** **imperative + null O$_d$** | |
| RC/2(55):L2[1] | X: {*you*} | *to mix* [V0$_{motr}$] | X: {*?product* in **RC/2(54)**} [O$_d$] | | | *well* [1-AP] | **{S}V{O$_d$}*** **nonfinite + null O$_d$** | A$_{opt}$ in **RC/2(55)** |
| RC/2(55):L2[2] | *the sauce* [2-NP] | **conjoint VP*** *thickens and bubbles* [V1$_{intr}$] | | | | | SV | clausal conjoin in A$_{opt}$ in **RC/2(55)** |
| RC/2(56) | X: {*you*} | *Turn off* [V2$_{motr}$, phrasal] | *the heat* [2-NP O$_d$] | | | | **{S}V$_{phr}$O$_d$*** **imperative** | |

| UNIT | S | V | O | C | A_obg | A_opt | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | | | **A** | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| RC/2(57) | X: {*you*} | *transfer* [$V0_{motr}$] | X: {?*product* in **RC/2(55)**} [$O_d$] | | | *to a heated dish* [4-PP] | {S}V{$O_d$}* **imperative + null $O_d$** | |
| RC/2(58) | X: {*you*} | *serve* [$V0_{motr}$] | X: {?*product* in **RC/2(57)**} [$O_d$] | | | | {S}V{$O_d$}* **imperative + null $O_d$** | |
| RC/2(59) | X: {?} | *to make* [$V1_{motr}$] | *ginger juice* [2-NP $O_d$] | | | *How* [1-AP] | {S}V$O_d$* **nonfinite + irregular *wh*-question** | |
| RC/2(60) | X: {*you*} | *Peel* [$V1_{motr}$] | *a piece of ginger* [4-NP $O_d$] | | | | {S}V$O_d$* **imperative** | |
| RC/2(61) | X: {*you*} | *grate* [$V1_{motr}$] | *the ginger* [2-NP $O_d$] | | | **1.** *Using a small single-panel handheld grater* [7-$Cl_{nf}$] = **RC/2(61):L2** **subjectless supplementive clause*** **2.** *into a small bowl* [4-PP] | {S}V$O_d$* **imperative** | |
| RC/2(61):L2 | X: {*you*} | *Using* [$V1_{motr}$] | *a small single-panel handheld grater* [6-NP $O_d$] | | | | {S}V$O_d$* **nonfinite** | $A_{opt}$ in **RC/2(61)** |
| RC/2(62) | X: {*you*} | *pass . . . $O_d$ . . . through* [$V2_{ditr}$, prepositional] // *pass* [$V2_{cxtr}$] | **1.** *the grated ginger* [3-NP $O_d$] **2.** *a garlic press* [3-NP $O_{prep}$] // **1.** *the grated ginger* [3-NP $O_d$] | | (no $A_{obg}$) // *through a garlic press* [4-PP $A_o$] | *then* [1-AP] | {S}V$O_d O_{prep}$* // {S}V$O_d A_o$* **imperative** | |

92

| UNIT | S | V | O | C | Aobg | Aopt | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | **ELEMENTS** | | **A** | | **PATTERN** | **CLAUSAL ELEMENT** |
| RC/2(63) | *A piece of ginger about 1 inches square* [8-NP] | *will yield* [V2$_{motr}$] | *about 1 teaspoon juice* [4-NP O$_d$] | | | | SVO$_d$ | |
| RC/2(64) | X: {?} | *to prepare* [V1$_{motr}$] | *fresh bamboo shoots* [3-NP O$_d$] | | | *How* [1-AP] | {S}VO$_d$* **nonfinite + irregular *wh*-question** | |
| RC/2(65) | *Most bamboo shoots* [3-NP] ~ passivised O$_d$ | *are sold* [V2$_{cop}$] ~ V3$_{cxtr}$ | | *canned* [1-AdjP C$_s$] ~ passivised C$_o$ | | | SV$_{pass}$C$_s$* ~ SVO$_d$C$_o$ **passive** | |
| RC/2(66) | *they* [1-NP] | *are not* [V2$_{cop}$] | | **infinitival adjective complement*** *difficult to prepare* [3-AdjP C$_s$] | | *If you find fresh shoots* [5-Cl$_f$] = **RC/2(66):L2** | SVC$_s$ | |
| RC/2(66):L2 | *you* [1-NP] | *find* [V2$_{motr}$] | *fresh shoots* [2-NP O$_d$] | | | | SVO$_d$ | A$_{opt}$ in **RC/2(66)** |
| RC/2(67) | *the result* [2-NP] | *is* [V2$_{cop}$] | | **'worth' as adjective*** *worth the effort* [3-AdjP C$_s$] // (no C$_s$) | (no A$_{obg}$) // *worth the effort* [3-PP A$_s$] **'worth' as a 'marginal preposition'*** | | SVC$_s$ // SVA$_s$ | |

93

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| RC/2(68) | X: {*you*} | *Remove . . . $O_d$ . . . from* [$V2_{ditr}$, prepositional] // *Remove* [$V2_{cxtr}$] | **1.** *all of the outer husk* [5-NP $O_d$] **2.** *each shoot* [2-NP $O_{prep}$] // **1.** *all of the outer husks* [5-NP $O_d$] | | (no $A_{obg}$) // *from each shoot* [3-PP $A_o$] | *until you reach the tender, cream-colored core* [8-$Cl_f$] = **RC/2(68):L2** | {S}VO$_d$O$_{prep}$* // {S}VO$_d$A$_o$* **imperative** | |
| RC/2(68):L2 | *you* [1-NP] | *reach* [$V2_{motr}$] | *the tender, cream-colored core* [5-NP $O_d$] | | | | SVO$_d$ | $A_{opt}$ in **RC/2(68)** |
| RC/2(69) | X: {*you*} | *Place* [$V2_{cxtr}$] | *the shoots* [2-NP $O_d$] | | *in a pot* [3-PP $A_o$] | | {S}VO$_d$A$_o$* **imperative** | |
| RC/2(70) | X: {*you*} | *add* [$V1_{motr}$] | *water* [1-NP $O_d$] | | | *to cover* [2-$Cl_{nf}$] = **RC/2(70):L2** | {S}VO$_d$* **imperative** | |
| RC/2(70):L2 | X: {*you*} | *to cover* [$V0_{motr}$] | X: {*the shoots*} = O$_d$ in **RC/2(69)** | | | | {S}V{O$_d$}* **nonfinite + null O$_d$** | $A_{opt}$ in **RC/2(70)** |
| RC/2(71) | X: {*you*} | *bring . . . {$O_d$} . . . to* [$V2_{ditr}$, prepositional] | **1.** X: {?*product* in **RC/2(70)**} [O$_d$] **2.** *a boil* [2-NP O$_{prep}$] | | | *over high heat* [3-PP] | {S}V{O$_d$}O$_{prep}$* **imperative + null O$_d$** | |

94

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | **S** | **V** | **O** | **C** | **A** | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| RC/2(72) | X: *{you}* | *Lower* [V1$_{motr}$] | *the heat* [2-NP O$_d$] | | | *to keep the water at a steady simmer* [8-Cl$_{nf}$] = **RC/2(72):L2** | {S}VO$_d$* **imperative** | |
| RC/2(72):L2 | X: *{you}* | *to keep* [V2$_{cxtr}$] | *the water* [2-NP O$_d$] | | *at a steady simmer* [4-PP A$_o$] | | {S}VO$_d$A$_o$* **nonfinite** | A$_{opt}$ in **RC/2(72)** |
| RC/2(73) | X: *{you}* | *simmer* [V1$_{motr}$] | *them* [1-NP O$_d$] | | | **1.** *If the shoots are round and tender* [7-Cl$_f$] = **RC/2(73):L2** **2.** *for about 7 minutes* [4-PP] | {S}VO$_d$* **imperative** | |
| RC/2(73):L2 | *the shoots* [2-NP] | *are* [V2$_{cop}$] | | **conjoint AdjP as C$_s$*** *round and tender* [3-AdjP$_{conj}$ C$_s$] | | | SVC$_s$ | A$_{opt}$ in **RC/2(73)** |
| RC/2(74) | X: *{you}* | *simmer* [V1$_{motr}$] | *them* [1-NP O$_d$] | | | **1.** *If they look a bit tough* [6-Cl$_f$] = **RC/2(74):L2** **2.** *for up to 20 minutes* [5-PP] | {S}VO$_d$* **imperative** | |
| RC/2(74):L2 | *they* [1-NP] | *look* [V2$_{cop}$] | | *a bit tough* [3-AdjP C$_s$] | | | SVC$_s$ | A$_{opt}$ in **RC/2(74)** |
| RC/2(75) | X: *{you}* | *test* [V1$_{motr}$] | *them* [1-NP O$_d$] | | | **1.** *In both cases* [3-PP] **2.** *with a knife tip* [4-PP] **3.** *for tenderness* [2-PP] | {S}VO$_d$* **imperative** | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | A_obg | A_opt | | |
|---|---|---|---|---|---|---|---|---|
| RC/2(76) | X: {you} | Turn off [V1_motr, phrasal] | the heat [2-NP O_d] | | | | {S}V_phr O_d* **imperative** | |
| RC/2(77) | X: {you} | run [V1_motr] | cold water [2-NP O_d] | | into the pot [3-PP A_o] | | {S}VO_dA_o* **imperative** | |
| RC/2(78) | X: {you} | drain off [V1_motr, phrasal] | the water [2-NP O_d] | | | then [1-AP] | {S}V_phr O_d* **imperative** | |
| RC/2(79) | X: {you} | Let [V2_cxtr] | the shoots [2-NP O_d] | cool to room temperature [4-Cl_nf C_o] = **RC/2(79):L2** | | | {S}VO_dC_o* **imperative** | |
| RC/2(79):L2 | X: {the shoots} | cool [V0_intr] | | | | to room temperature [3-PP] | {S}V* **nonfinite** | C_o in **RC/2(79)** |
| RC/2(80) | X: {you} | Use [V0_motr] | X: {the shoots} [O_d] = O_d in **RC/2(79)** | | | immediately [1-AP] | {S}V{O_d}* **imperative + null O_d** | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| RC/2(81) | X: {*you*} | *store* [$V0_{motr}$] | X: {*the shoots*} [$O_d$]<br>= $O_d$ in **RC/2(79)** | | | **1.** *in an airtight container* [4-PP]<br>**2.** *in water* [2-PP]<br>**3.** *to cover* [2-$Cl_{nf}$]<br>= **RC/2(81):L2[1]**<br>**4.** *changing the water daily* [4-$Cl_{nf}$]<br>= **RC/2(81):L2[2]**<br>**subjectless supplementive clause***<br>**5.** *for up to 10 days* [5-PP] | {S}V{$O_d$}*<br>**imperative<br>+ null $O_d$** | |
| RC/2(81):L2[1] | X: {*you*} | *to cover* [$V0_{motr}$] | X: {*the shoots*} [$O_d$]<br>= $O_d$ in **RC/2(79)** | | | | {S}V{$O_d$}*<br>**nonfinite + null $O_d$** | $A_{opt}$ in<br>**RC/2(81)** |
| RC/2(81):L2[2] | X: {*you*} | *changing* [$V1_{motr}$] | *the water* [2-NP $O_d$] | | | *daily* [1-AP] | {S}V$O_d$*<br>**nonfinite** | $A_{opt}$ in<br>**RC/2(81)** |
| RW/1(1) | X: {*you*} | *Preheat* [$V1_{motr}$] | *oven* [1-NP $O_d$] | | | **$A_{opt}$ containing apposition***<br>*to 375°F (190°C)* [7-PP] | {S}V$O_d$*<br>**imperative** | |
| RW/1(2) | X: {*you*} | *Cut* [$V1_{motr}$] | *the cinnamon roll dough*<br>[4-NP $O_d$] | | | *into 3 even strips* [4-PP] | {S}V$O_d$*<br>**imperative** | |

| UNIT | S | V | O | C | A_obg | A_opt | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | | | | ELEMENTS (A) | | |
| RW/1(3) | X: {*you*} | *cut* [V1_motr] | *those strip*[s] [2-NP O_d] | | | **1.** *then* [1-AP] <br> **2.** *in 3 pieces* [3-PP] <br> **3.** *making 9 pieces total per cinnamon roll* [7-Cl_nf] <br> = **RW/1(3):L2** <br> **subjectless supplementive clause***| {S}VO_d* <br> **imperative** | |
| RW/1(3):L2 | X: {*you*} | *making* [V1_motr] | *9 pieces total per cinnamon roll* [6-NP O_d] | | | | {S}VO_d* <br> **nonfinite** | A_opt in **RW/1(3)** |
| RW/1(4) | X: {*you*} | *combine* [V1_motr] | **conjoint NP as O_d*** <br> *eggs, milk, cinnamon, and extract* [5-NP_conj O_d] | | | **1.** *In a medium bowl* [4-PP] <br> **2.** *stirring until smooth* [3-Cl_nf] <br> = **RW/1(4):L2** <br> **subjectless supplementive clause*** | {S}VO_d* <br> **imperative** | |
| RW/1(4):L2 | X: {*you*} | *stirring* [V0_motr] | X: {*eggs, milk, cinnamon, and extract*} [O_d] <br> = O_d in **RW/1(4)**}* | | | *until smooth* <br> [2-Cl_vl] <br> = **RW/1(4):L3** | {S}V{O_d}* <br> **nonfinite + null O_d** | A_opt in **RW/1(4)** |
| RW/1(4):L3 | X: {?*product* in **RC/1(4)**} | X: {?} [V1_cop] | | *smooth* [1-AdjP C_s] | | | {S}{V}C_s* <br> **verbless** | A_opt in **RW/1(4):L2** |

| UNIT | S | V | O | C | A | | PATTERN | CLAUSAL ELEMENT |
|------|---|---|---|---|---|---|---------|-----------------|
| | | | | | **A_obg** | **A_opt** | | |
| RW/1(5) | X: {*you*} | *Set . . .* **O_d** *. . . aside* [V0_motr, phrasal] // *Set* [V0_motr] | X: {*?product*} [O_d] = S in **RW/1(4):L3** | | (no A_obg) // *aside* [1-AP A_o] | | {S}V_phr{O_d}* // {S}V{O_d}A_o* **imperative + null O_d** | |
| RW/1(6) | X: {*you*} | *combine* [V1_motr] | **conjoint NP as O_d*** *butter, apples, and brown sugar* [5-NP_conj O_d] | | | **1.** *In a pan over medium-high heat* [6-PP] **2.** *cooking until sugar starts to caramelize, about 10 minutes* [9-Cl_nf] = **RW/1(6):L2** **subjectless supplementive clause*** | {S}VO_d* **imperative** | |
| RW/1(6):L2 | X: {*you*} | *cooking* [V0_motr] | X: {*butter, apples, and brown sugar*} [O_d] = O_d in **RW/1(6)** | | | **1.** *until sugar starts to caramelize* [5-Cl_f] = **RW/1(6):L3** **2.** *about 10 minutes* [3-PP] | {S}V{O_d}* **nonfinite + null O_d** | A_opt in **RW/1(6)** |
| RW/1(6):L3 | *sugar* [1-NP] | *starts* [V2_motr] | *to caramelize* [2-Cl_nf O_d] = **RW/1(6):L4** | | | | SVO_d | A_opt in **RW/1(6):L2** |
| RW/1(6):L4 | X: {*sugar*} | *to caramelize* [V0_intr] | | | | | {S}V* **nonfinite** | O_d in **RW/1(6):L3** |

| UNIT | S | V | O | C | A | | PATTERN | CLAUSAL ELEMENT |
|------|---|---|---|---|---|---|---------|-----------------|
| | | | | | **A**obg | **A**opt | | |
| | | | **ELEMENTS** | | | | | |
| RW/1(7) | X: {*you*} | *Remove* . . . {**O**d} . . . *from* [V1ditr, prepositional] // *remove* [V1cxtr] | **1.** X: {*?product* in **RW/1(6)**} [Od] **2.** *heat* [1-NP Oprep] // **1.** X: {*?product* in **RW/1(6)**} [Od] | | (no Aobg) // *from heat* [2-PP Ao] | | {S}V{Od}Oprep* // {S}V{Od}Ao* **imperative + null Od** | |
| RW/1(8) | X: {*you*} | *Sprinkle* [V2cxtr] | *the cinnamon roll pieces* [4-NP Od] | | *in a 9x9in (23 x 23cm) baking tray* [12-PP Ao] | *evenly* [1-AP] | {S}VOdAo* **imperative** | |
| RW/1(9) | X: {*you*} | *Pour* [V2cxtr] | **discontinuous Od with inserted Ao containing relative clause*** *the egg mixture . . .* **Ao** *. . . followed by the apples* [7-NP Od]* | | *on top* [2-PP Ao] | | {S}VOd…Ao…Od* **imperative** | |
| RW/1(10) | X: {*you*} | *Drizzle* [V2cxtr] | *the reserved icing* [3-NP Od] | | *on top* [2-PP Ao] | | {S}VOdAo* **imperative** | |
| RW/1(11) | X: {*you*} | *Bake* [V0motr] | X: {*?product* in **RW/1(10)**} [Od] | | | **1.** *for 25–30 minutes* [5-PP] **2.** *until golden brown* [3-Clvl] = **RW/1(11):L2** | {S}V{Od}* **imperative + null Od** | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A$_{obg}$ | A$_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| RW/1(11):L2 | X: {?*product*} = O$_d$ in **RW/1(11)** | X: {?} [V1$_{cop}$] | | *golden brown* [2-AdjP C$_s$] | | | {S}{V}C$_s$**\*** **verbless** | A$_{opt}$ in **RW/1(11)** |
| RW/1(12) | X: {*you*} | *Serve . . .*{**O$_d$**}*. . . with* [V1$_{ditr}$, prepositional] // *Serve* [V0$_{motr}$] | 1. {?*product* in **RW/1(11):L2**} [O$_d$] 2. *ice cream* [2-NP O$_{prep}$] // 1. {?*product* in **RW/1(11):L2**} [O$_d$] | | | (no A$_{opt}$) // *with ice cream* [3-PP] | {S}V{O$_d$}O$_{prep}$**\*** // {S}V{O$_d$} **imperative + null O$_d$** | |
| RW/1(13) | X: {*you*} | *Enjoy!* [V0$_{motr}$] | X: {?*product* in **RW/1(12)**} [O$_d$] | | | | {S}V{O$_d$}**\*** **imperative + null O$_d$** | |
| RW/2(1) | *I* [1-NP] | *'m sneaking* [V2$_{cop}$] | | | *in* [1-AP A$_s$] | 1. *today* [1-AP] 2. *to ramble on about this adorable, addictive easter snack mix* [10-Cl$_{nf}$] = **RW/2(1):L2** | SVA$_s$ | |
| RW/2(1):L2 | X: {*I*} | *to ramble about* [V1$_{motr}$, prepositional] | *this adorable, addictive easter snack mix* [6-NP O$_{prep}$] | | | | {S}VO$_{prep}$**\*** **nonfinite** | A$_{opt}$ in **RW/2(1)** |
| RW/2(2) | *I* [1-NP] | *should . . .* **S** *. . . say* [V2$_{motr}$] | *Easter treat mix* [3-NP O$_d$] | | | | V$_{op}$SVO$_d$**\*** **question** | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| RW/2(3) <br><br> **containing comment clause**\* | *it* [1-NP] | *'s* [V2$_{cop}$] | | **conjoint NP containing relative clauses as C$_s$**\* <br><br> **1 conjoin textually separated from others**\* <br><br> **1)** *a treat* [2-NP] *and* <br><br> **2)** *something you could have for dessert* [6-NP] *but also* <br><br> **3)** {*a snack that you will NOT be able to stop eating*} [11-NP] <br> **= RW/2(4)** <br><br> [22-NP$_{conj}$ C$_s$] | | *definitely* [1-AP] | SVC$_s$ | |
| RW/2(4) | *(but also) a snack that you will NOT be able to stop eating* <br><br> unidentifiable [fragment; textually separated NP conjoin of another unit] | | | | | | **?**\* <br><br> **fragment** | textually separated conjoin of C$_s$ in **RW/2(3)** |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
|------|----------|---|---|---|---|---|---------|-----------------|
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| RW/2(5) | *This* [1-NP] | *reminds . . .* $O_d$ *. . . of* [V3$_{ditr}$, prepositional] | 1. *me* [1-NP $O_d$]<br><br>2. *the muddy buddies or puppy chow chex mix that you make with chocolate and cover in powdered sugar* [18-NP $O_{prep}$]<br><br>**$O_{prep}$ containing relative clauses***  | | | 1. *so much* [2-AP]<br><br>**2. clause conjoint as $A_{opt}$* with textual separation of elements**<br><br>1) {*Not because it tastes the same*} [6-Cl$_f$]<br><br>  **= RW/2(6)** *and not just*<br><br>2) {*because both are made with Chex cereal*} [7-Cl$_f$]<br><br>  **= RW/2(7)** *But mostly*<br><br>3) {*because it's one of those treat-snack hybrids that you won't be able to keep your hands out of*} [21-Cl$_f$]<br><br>  **= RW/2(8)**<br><br>    [39-Cl$_{conj}$] | SVO$_d$O$_{prep}$ | |
| RW/2(6) | *it* [1-NP] | *tastes* [V2$_{cop}$] | | *the same* [2-NP C$_s$] | | | SVC$_s$ | textually separated conjoin of $A_{opt}$ in **RW/2(5)** |
| RW/2(7) | *both* [1-NP]<br>~ passivised O$_d$ | *are made* [V1$_{intr}$]<br>~ V2$_{motr}$ | | | | *with Chex cereal* [3-PP] | SV$_{pass}$*<br>~ SVO$_d$<br>**passive** | textually separated conjoin of $A_{opt}$ in **RW/2(5)** |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| RW/2(8) | *it* [1-NP] | *'s* [V2$_{cop}$] | | **C$_s$ containing relative clause***<br><br>*one of those treat-snack hybrids that you won't be able to keep your hands out of*<br><br>[18-NP C$_s$] | | | SVC$_s$ | textually separated conjoin of A$_{opt}$ in **RW/2(5)** |
| RW/2(9) | *And!*<br>unidentifiable [nonsentence] | | | | | | **?***<br>**nonsentence** | |
| RW/2(10) | *The funny thing* [3-NP] | *is* [V2$_{cop}$] | | *that it's not a treat that I personally love to eat myself*<br><br>[13-Cl$_f$]<br><br>**= RW/2(10):L2** | | | SVC$_s$ | |
| RW/2(10):L2 | *it* [1-NP] | *'s not* [V2$_{cop}$] | | **C$_s$ containing relative clause***<br><br>*a treat I personally love to eat myself*<br><br>[8-NP C$_s$] | | | SV$_{neg}$C$_s$***<br>**negative** | C$_s$ in **RW/2(10)** |
| RW/2(11) | *I* [1-NP] | *LOVE* [V2$_{motr}$] | *making stuff like this for friends and family around holidays*<br><br>[10-Cl$_{nf}$ O$_d$]<br><br>**= RW/2(11):L2** | | | | SVO$_d$ | |

| UNIT | S | V | O | C | A | | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | | | **A** | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| RW/2(11):L2 | X: {*I*} | *making* [V2$_{ditr}$] | **1.** *stuff like this* [3-NP O$_d$]<br>**2.** *for friends and family* [4-PP O$_i$]<br>**prepositional O$_i$ paraphrase\*** | | | *around holidays* [2-PP] | {S}VO$_d$O$_i$**\***<br>**nonfinite +<br>PP-paraphrase of O$_i$** | O$_d$ in **RW/2(11)** |
| RW/2(12) | *I* [1-NP] | *love* [V2$_{motr}$] | *to have it at home for casual entertaining on the fly*<br>[11-Cl$_{nf}$ O$_d$]<br>= **RW/2(12):L2** | | | *also* [1-AP] | SVO$_d$ | |
| RW/2(12):L2 | X: {*I*} | *to have* [V1$_{motr}$] | *it* [1-NP O$_d$] | | | **1.** *at home* [2-PP]<br>**2.** *for casual entertaining on the fly* [6-PP] | {S}VO$_d$**\***<br>**nonfinite** | O$_d$ in **RW/2(12)** |
| RW/2(13) | *it* [1-NP] | *'s* [V2$_{cop}$] | | *tricky*<br>[1-AdjP C$_s$] | | **textually separated and segmented A$_{opt}$\***<br>{*Because I find myself sneaking into the pantry and grabbing handful.*<br>= **RW/2(14)**<br>*After handful.* = **RW/2(15)**<br>*After handful.* = **RW/2(16)**}<br>[15-Cl$_f$] | SVC$_s$ | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| RW/2(14) | *I* [1-NP] | *find* [V3$_{cxtr}$] | *myself* [1-NP O$_d$] | **clause conjoint as C$_o$\***<br><br>**1)** *sneaking into the pantry* [4-Cl$_{nf}$]<br>= **RW/2(14):L2[1]** *and*<br><br>**2)** *grabbing handful . . .*<br>= **RW/2(14):L2[2]**<br><br>{*After handful.* (= **RW/2(15)**) . . .<br>*After handful.* (= **RW/2(16)**}<br>[6-Cl$_{nf}$]<br><br>[11-Cl$_{conj}$ C$_o$] | | | SVO$_d$C$_o$ | textually separated A$_{opt}$ in **RW/2(13)** |
| RW/2(14):L2[1] | X: {*myself*} | *sneaking* [V1$_{cop}$] | | | *into the pantry*<br>[3-PP A$_s$] | | {S}VA$_s$\*<br>**nonfinite** | clausal conjoin in C$_o$ in **RW/2(14)** |
| RW/2(14):L2[2] | *grabbing handful.* {*After handful. After handful.*}<br>disputable structure; arguable clausal function of '*After handful. After handful.*' | | | | | | **?\*** | clausal conjoin in C$_o$ in **RW/2(14)** |
| RW/2(15) | *After handful.*<br>unidentifiable [fragment] | | | | | | **?\***<br>**fragment** | textually separated part of **RW/2(14):L2[2]** |
| RW/2(16) | *After handful.*<br>unidentifiable [fragment] | | | | | | **?\***<br>**fragment** | textually separated part of **RW/2(14):L2[2]** |
| RW/2(17) | *Whyyyyy did I have to go and get obsessed with this right now?*<br>disputable structure [coordinated predications] | | | | | | **?\***<br>**coordinated predications** | |

| UNIT | S | V | O | C | A$_{obg}$ | A$_{opt}$ | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | **ELEMENTS** | | **A** | | **PATTERN** | **CLAUSAL ELEMENT** |
| RW/2(18) | *who* [1-NP] | *would have thought* [V2$_{motr}$] | **incomplete O$_d$ due to textual segmentation** * <br><br> *that my favorite part of the whole mix?* <br> = **RW/2(18):L2** <br> {. . . *Are the Cheerios.*} <br> – **mentioned in RW/2(19)** <br> [11-Cl$_f$ O$_d$] | | | | SVO$_d$* <br><br> **textual segmentation of O$_d$** | |
| RW/2(18):L2 | *my favorite part of the whole mix* [7-NP] | X: {*are*} <br> = V in **RW/2(19)** | | X: {*the Cheerios*} <br> = C$_s$ in **RW/2(19)** | | | S{V}{C$_s$}* <br><br> **textual separation of V and C$_s$** | O$_d$ in **RW/2(18)** |
| RW/2(19) | X: {*my favorite part of the whole mix*} <br> = S in **RW/2(18):L2** | *are* [V1$_{cop}$] | | *the Cheerios* [2-NP C$_s$] | | | {S}VC$_s$* <br><br> **textual separation of S** | textually separated V + C$_s$ in **RW/2(18):L2** |
| RW/2(20) | *The whole thing* [3-NP] | *reminds . . .* **O$_d$** *. . . of* [V3$_{ditr}$, prepositional] | **1.** *me* [1-NP O$_d$] <br> **2.** *yogurt pretzels* [2-NP O$_{prep}$] | | | *kind of* [2-pragmatic marker]* | SVO$_d$O$_{prep}$ | |
| RW/2(21) | *a friend* [2-NP] | *made* [V2$_{motr}$] | *this mix* [2-NP O$_d$] | | | *Last Easter* [2-NP] | SVO$_d$ | |
| RW/2(22) | X: {*a friend*} <br> = S in **RW/2(21)** | *called* [V2$_{cxtr}$] | *it* [1-NP O$_d$] | *"bunny bait"* [2-NP C$_s$] | | | {S}VO$_d$C$_o$* <br><br> **S retrievable due to coordinated predicates** | |

| UNIT | S | V | O | C | A_obg | A_opt | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | ELEMENTS | | | | | |
| RW/2(23) | *Cute* unidentifiable [nonsentence] | | | | | | **?*** **nonsentence** | |
| RW/2(24) | *I* [1-NP] | *couldn't . . .* **A_opt** *. . . get behind* [$V2_{motr}$, prepositional] | *the name* [2-NP $O_{prep}$] | | | **A_opt containing idiomatic phrase*** *if for no other reason than I'm no fun* [10-$Cl_f$] = **RW/2(24):L2** | $SV_{neg}O_{prep}$* **negative** | |
| RW/2(24):L2 | *I* [1-NP] | *'m* [$V2_{cop}$] | | *no fun* [2-NP $C_s$] | | | $SVC_s$ | A_opt in **RW/2(24)** |
| RW/2(25) | *It* [1-NP] | *sounded* [$V2_{cop}$] | | | **A_obg containing relative clause*** *like something you'd feed bunnies… not people!* [8-PP $A_s$] | | $SVA_s$ | |
| RW/2(26) | *I* [1-NP] | *'ve been telling* [$V3_{ditr}$] | **1.** *Max* [1-NP $O_i$] **2.** *it is Easter bunny trail mix* [6-$Cl_f$ $O_d$] = **RW/2(26):L2** | | | *So* [1-AP] | $SVO_iO_d$ | |
| RW/2(26):L2 | *it* [1-NP] | *is* [$V2_{cop}$] | | *Easter bunny trail mix* [4-NP $C_s$] | | | $SVC_s$ | $O_d$ in **RW/2(26)** |

108

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | A_obg | A_opt | | |
|---|---|---|---|---|---|---|---|---|
| RW/2(27) | *he* [1-NP] | *tells* [V3$_{ditr}$] | **1.** *them* [1-NP O$_i$]<br>**2.** *it's Easter Bunny TAIL mix* [6-Cl$_f$ O$_d$]<br>**= RW/2(27):L2[2]** | | | *when he gives some to friends*<br>[6-Cl$_f$]<br>**= RW/2(27):L2[1]** | SVO$_i$O$_d$ | |
| RW/2(27):L2[1] | *he* [1-NP] | *gives* [V3$_{ditr}$] | **1.** *some* [1-NP O$_d$]<br>**2.** *to friends* [2-PP O$_i$]<br>**prepositional O$_i$ paraphrase*** | | | | SVO$_d$O$_i$*<br>**PP-paraphrase of O$_i$** | A$_{opt}$ in **RW/2(27)** |
| RW/2(27):L2[2] | *it* [1-NP] | *'s* [V2$_{cop}$] | | *Easter bunny TAIL mix*<br>[4-NP C$_s$] | | | SVC$_s$ | O$_d$ in **RW/2(27)** |
| RW/2(28) | *Adorable*<br>unidentifiable [nonsentence] | | | | | | **?***<br>**nonsentence** | |
| RW/2(29) | X: {*it*} | *makes* [V2$_{cxtr}$] | *me* [1-NP O$_d$] | *howl* [1-Cl$_{nf}$ C$_o$]<br>**= RW/2(29):L2** | | | {S}VO$_d$C$_o$*<br>**situational S-ellipsis** | |
| RW/2(29):L2 | X: {*me*} | *howl* [V0$_{intr}$] | | | | | {S}V*<br>**nonfinite** | C$_o$ in **RW/2(29)** |
| RW/2(30) | *why I'm obsessed with the treat mix*<br>[8-Cl$_f$]<br>**= RW/2(30):L2** | *'s* [V2$_{cop}$] | | | *Here* [1-AP A$_s$] | *though* [1-AP] | A$_s$VS*<br>**S-V inversion** | |

| UNIT | ELEMENTS | | | | A | | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | **S** | **V** | **O** | **C** | **A$_{obg}$** | **A$_{opt}$** | | |
| RW/2(30):L2 | *I* [1-NP] | *'m* [V2$_{cop}$] | | *obsessed with the treat mix* [5-AdjP C$_s$] | | | SVC$_s$ | S in **RW/2(30)** |
| RW/2(31) | *I* [1-NP] | *cover . . .* **O$_d$** *. . . in* [V3$_{ditr}$, prepositional] | **1.** *the entire thing* [3-NP O$_d$] **2.** *shredded coconut* [2-NP O$_{prep}$] | | | | SVO$_d$O$_{prep}$ | |
| RW/2(32) | *I* [1-NP] | *'m* [V2$_{cop}$] | | *a coconut fan* [3-NP C$_s$] | | *Obviously* [1-AP] | SVC$_s$ | |
| RW/2(33) | *adding it to this* [4-Cl$_{nf}$] = **RW/2(33):L2** | *makes* [V3$_{cxtr}$] | *it* [1-NP O$_d$] | *more flavourful, textured, spring-like and perfect for Easter* [9-AdjP C$_o$] | | | SVO$_d$C$_o$ | |
| RW/2(33):L2 | X: {?} | *adding . . .* **O$_d$** *. . . to* [V2$_{ditr}$, prepositional] | **1.** *it* [1-NP O$_d$] **2.** *this* [1-NP O$_{prep}$] | | | | {S}VO$_d$O$_{prep}$* **nonfinite** | S in **RW/2(33)** |
| RW/2(34) | *It* [1-NP] | *'s* [V2$_{cop}$] | | *optional* [1-AdjP C$_s$] | | **1.** *though* [1-AP] **2.** *so leave it off if you hate it (like Eddie)* [10-Cl$_f$] = **RW/2(34):L2** | SVC$_s$ | |
| RW/2(34):L2 | X: {you} | *leave . . .* **O$_d$** *. . . off* [V1$_{motr}$, phrasal] | *it* [1-NP O$_d$] | | | *if you hate it (like Eddie)* [6-Cl$_f$] = **RW/2(34):L3** | {S}V$_{phr}$O$_d$* **imperative** | A$_{opt}$ in **RW/2(34)** |

| UNIT | ELEMENTS | | | | A | | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | **S** | **V** | **O** | **C** | **A$_{obg}$** | **A$_{opt}$** | | |
| RW/2(34):L3 | *you* [1-NP] | *hate* [V2$_{motr}$] | *it* [1-NP O$_d$] | | | *(like Eddie)* [2-PP] | SVO$_d$ | A$_{opt}$ in **RW/2(34):L2** |
| RW/2(35) | *I* [1-NP] | *use* [V2$_{motr}$] | **discontinuous O$_d$ with inserted formulae***<br><br>*a mix of regular pastel m&m's . . .* **RW/2(35)** *. . . and peanut butter speckled egg m&m's (!!!)*<br><br>[12-NP O$_d$] | | | | SVO$_d$ | |
| RW/2(36) | *(hello, bunny cake!)*<br><br>unidentifiable [nonsentence; formulae] | | | | | | **?***<br>**formulae** | |
| RW/2(37) | *They* [1-NP] | *are* [V2$_{cop}$] | | *so pretty* [2-AdjP C$_s$] | | | SVC$_s$ | |
| RW/2(38) | *I* [1-NP] | *love* [V2$_{motr}$] | *to add cashews*<br><br>[3-Cl$_{nf}$ O$_d$]<br><br>= **RW/2(38):L2[1]** | | | **cleft structure***<br><br>*when it's mostly adults who will be eating this*<br><br>[10-Cl$_f$]<br><br>= **RW/2(38):L2[2]** | SVO$_d$ | |
| RW/2(38):L2[1] | X: {*I*} | *to add* [V1$_{motr}$] | *cashews* [1-NP O$_d$] | | | | {S}VO$_d$*<br>**nonfinite** | O$_d$ in **RW/2(38)** |
| RW/2(38):L2[2] | *it's mostly adults who will be eating this*<br><br>disputable structure [cleft sentence] | | | | | | **?***<br>**cleft structure** | A$_{opt}$ in **RW/2(38)** |

111

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| RW/2(39) | *But you can easily swap another nut or leave them out for kids.* disputable structure [coordinated predications] | | | | | | **?\*** **coordinated predications** | |
| RW/2(40) | *You* [1-NP] | *can make* [V2motr] | *this* [1-NP $O_d$] | | | *a day or two ahead of time* [7-NP] | SVO$_d$ | |
| RW/2(41) | *it* [1-NP] | *'s* [V2cop] | | *incredible* [1-AdjP C$_s$] | | | SVC$_s$ | |
| RW/2(42) | *It* [1-NP] | *'s* [V2cop] | | *ridiculously easy* [2-AdjP C$_s$] | | **1.** *also* [1-AP] **2.** *because you don't have to bake it like traditional chex mix* [12-Cl$_f$] = **RW/2(42):L2** | SVC$_s$ | |
| RW/2(42):L2 | *you* [1-NP] | *don't have to bake* [V2motr] | *it* [1-NP $O_d$] | | | *like traditional chex mix* [4-PP] | SV$_{neg}$O$_d$\* **negative** | $A_{opt}$ in **RW/2(42)** |
| RW/2(43) | *I* [1-NP] | *love* [V2motr] | *a good trashed up treat* [5-NP $O_d$] | | | *how* [1-AP] | SVO$_d$\* **exclamative** | |
| RW/2(44) | *This adorable Easter snack mix* [5-NP] | *is* [V2cop] | | *such a fun treat* [4-NP C$_s$] | | | SVC$_s$ | |
| RW/2(45) | *It* [1-NP] | *'s* [V2cop] | | *both sweet and salty* [4-AdjP C$_s$] | | | SVC$_s$ | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| RW/2(46) | *you* [1-NP] | *won't be* [V2$_{cop}$] | | **nonfinite clause as adjective complement***<br>*able to stay away from it*<br>[6-AdjP C$_s$] | | | SVC$_s$ | |
| RW/2(47) | *the kids* [2-NP] | **partial VP ellipsis***<br>*will {be}* [V2$_{cop}$] | | X: {*able to stay away from it*}<br>= C$_s$ in **RW/2(46)** | | **additive subjunct***<br>*neither* [1-AP] | V$_{op}$S{V}{C$_s$}***<br>~ SVC$_s$<br>**reduced clause with *neither*-initial inversion structure** | |
| RW/2(48) | *Instructions*<br>unidentifiable [nonsentence] | | | | | | **?***<br>**nonsentence** | |
| RW/2(49) | X: {*you*} | *Line* [V1$_{motr}$] | *a baking sheet*<br>[3-NP O$_d$] | | | *with parchment paper*<br>[3-PP] | {S}VO$_d$***<br>**imperative** | |
| RW/2(50) | X: {*you*} | *Place* [V2$_{cxtr}$] | *the white chocolate chips and coconut oil*<br>[7-NP O$_d$] | | *in a microwave safe bowl*<br>[5-PP A$_o$] | | {S}VO$_d$A$_o$***<br>**imperative** | |

113

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A$_{obg}$ | A$_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| RW/2(51) | X: {*you*} | *Microwave* [V0$_{motr}$] | X: {?*product* in **RW/2(50)**} [O$_d$] | | | **1.** *for 30 seconds at a time* [6-PP]  **2.** *stirring after each* [3-Cl$_{nf}$] = **RW/2(51):L2[1]**  **3.** *until the chocolate is melted* [5-Cl$_f$] = **RW/2(51):L2[2]** | {S}V{O$_d$}* **imperative + null O$_d$** | |
| RW/2(51):L2[1] | X: {*you*} | *stirring* [V0$_{motr}$] | X: {?*product* in **RW/2(51)**} [O$_d$] | | | *after each* [2-PP] | {S}V{O$_d$}* **nonfinite + null O$_d$** | A$_{opt}$ in **RW/2(51)** |
| RW/2(51):L2[2] | *the chocolate* [2-NP] ~ passivised O$_d$ | *is melted* [V1$_{intr}$] ~ V2$_{motr}$ | | | | | SV$_{pass}$* ~ SVO$_d$ **passive** | A$_{opt}$ in **RW/2(51)** |
| RW/2(52) | *Note:* unidentifiable [nonsentence] | | | | | | **?*** **nonsentence** | |
| RW/2(53) | *you* [1-NP] | *can leave. . .* **O$_d$** *. . . out* [V2$_{motr}$, phrasal] | *it* [1-NP O$_d$] | | | *if you don't have coconut oil* [7-Cl$_f$] = **RW/2(53):L2** | SV$_{phr}$O$_d$ | |
| RW/2(53):L2 | *you* [1-NP] | *don't have* [V2$_{motr}$] | *coconut oil* [2-NP O$_d$] | | | | SV$_{neg}$O$_d$* **negative** | A$_{opt}$ in **RW/2(53)** |

| UNIT | S | V | O | C | A | | PATTERN | CLAUSAL ELEMENT |
|------|---|---|---|---|----|----|---------|-----------------|
| | | | | | **ELEMENTS** | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| RW/2(54) | *I* [1-NP] | *find* [V2$_{motr}$] | *that it makes the white chocolate firm up a bit more* [11-Cl$_f$ O$_d$] = **RW/2(54):L2** | | | | SVO$_d$ | |
| RW/2(54):L2 | *it* [1-NP] | *makes* [V3$_{cxtr}$] | *the white chocolate* [3-NP O$_d$] | *firm up a bit more* [5-Cl$_{nf}$ C$_o$] = **RW/2(54):L3** | | | SVO$_d$C$_o$ | O$_d$ in **RW/2(54)** |
| RW/2(54):L3 | X: {*the white chocolate*} | *firm up* [V0$_{intr}$, phrasal] | | | | *a bit more* [3-AP] | {S}V* **nonfinite** | C$_o$ in **RW/2(54):L2** |
| RW/2(55) | *it* [1-NP] | *'s not* [V2$_{cop}$] | | *100% necessary* [3-AdjP C$_s$] | | | SVC$_s$ | |
| RW/2(56) | X: {*you*} | *Mix* [V1$_{motr}$] | *the Cheerios, Chex, pretzel sticks and cashews* [7-NP O$_d$] | | | *on the baking sheet* [4-PP] | {S}VO$_d$* **imperative** | |
| RW/2(57) | X: {*you*} | *Toss* [V1$_{motr}$] | *them* [1-NP O$_d$] | | | *gently* [1-AP] | {S}VO$_d$* **imperative** | |
| RW/2(58) | X: {*you*} | *Add on* [V1$_{motr}$, phrasal] | *half of each version of m&m's* [6-NP O$_d$] | | | | {S}V$_{phr}$O$_d$* **imperative** | |

115

| UNIT | S | V | O | C | A_obg | A_opt | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| RW/2(59) | X: {*you*} | *Drizzle* [V2$_{cxtr}$] | *the mixture* [2-NP O$_d$] | | *all over* [2-AP A$_o$] | *with the white chocolate* [4-PP] | {S}VO$_d$A$_o$* imperative | |
| RW/2(60) | X: {*you*} | *Use* [V1$_{motr}$] | *a spatula or large spoon* [5-NP O$_d$] | | | *to gently (and somewhat quickly) toss the mix together, until all of the pieces are coated* [16-Cl$_{nf}$] = **RW/2(60):L2** | {S}VO$_d$* imperative | |
| RW/2(60):L2 | X: {*you*} | **discontinuous VP with inserted A$_{opt}$*** *to . . . A$_{opt}$ . . . toss* [V1$_{motr}$] | *the mix* [2-NP O$_d$] | | | **1.** *together* [1-AP] **2.** *until all of the pieces are coated* [7-Cl$_f$] = **RW/2(60):L3** | {S}VO$_d$* nonfinite | A$_{opt}$ in **RW/2(60)** |
| RW/2(60):L3 | *all of the pieces* [4-NP] ~ passivised O$_d$ | *are coated* [V1$_{intr}$] ~ V2$_{motr}$ | | | | | SV$_{pass}$* ~ SVO$_d$ passive | A$_{opt}$ in **RW/2(60):L2** |
| RW/2(61) | X: {*you*} | *Sprinkle* [V2$_{cxtr}$] | *the remaining m&m's* [3-NP O$_d$] | | *in* [1-AP A$_o$] | | {S}VA$_o$O$_d$* imperative | |
| RW/2(62) | X: {*you*} | *toss* [V0$_{motr}$] | X: {?*product* in **RW/2(60)**} [O$_d$] | | | **1.** *gently* [1-AP] **2.** *once more* [2-AP] | {S}V{O$_d$}* imperative + null O$_d$ | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| RW/2(63) | X: {*you*} | *sprinkle* . . . **O_d** . . . *with* [V2_ditr, prepositional] // *sprinkle* [V2_cxtr] | 1. *the entire sheet* [3-NP O_d] 2. *the shredded coconut* [3-NP O_prep] // 1. *the entire sheet* [3-NP O_d] | | (no A_obg) // *with the shredded coconut* [4-PP A_o] | *If desired* [2-Cl_vl] = **RW/2(63):L2** | {S}VO_dO_prep* // {S}VO_dA_o* **imperative** | |
| RW/2(63):L2 | X: {*it*} | X: {*is*} *desired* [V0_pass] ~ V2_motr | | | | | {S}{*be*}V_pass* ~ SVO_d **elliptical clause** | A_opt in **RW/2(63)** |
| RW/2(64) | *You* [1-NP] | **discontinuous VP with inserted A_opt*** *can* . . . **A_opt** . . . *sprinkle* [V3_cxtr] | *more white chocolate* [3-NP O_d] | | *on* [1-AP A_o] | 1. *also* [1-AP] 2. *if you wish* [3-Cl_f] = **RW/2(64):L2** | SVA_oO_d* | |
| RW/2(64):L2 | *you* [1-NP] | *wish* [V1_motr] | X: {[to] *also sprinkle on more white chocolate*} [O_d] = predication in **RW/2(64)** | | | | SV{O_d}* **elliptical clause** | A_opt in **RW/2(64)** |
| RW/2(65) | X: {*you*} | *Let* [V2_cxtr] | *the mixture* [2-NP O_d] | *set for 20 to 30 minutes* [6-Cl_nf C_o] = **RW/2(65):L2** | | | {S}VO_dC_o* **imperative** | |
| RW/2(65):L2 | X: {*the mixture*} | *set* [V0_intr] | | | | *for 20 to 30 minutes* [5-PP] | {S}V* **nonfinite** | C_o in **RW/2(65)** |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | A_obg | A_opt | | |
|---|---|---|---|---|---|---|---|---|
| RW/2(66) | X: {*you*} | *Transfer*<br><br>[V0_motr] | X: {?*product* in **RW/2(65)**} [O_d] | | | **A_opt containing relative clause\***<br><br>*to a large bowl or jar that you can cover or a resalable plastic bag*<br><br>[15-PP] | {S}V{O_d}\*<br><br>**imperative + null O_d** | |
| RW/2(67) | *You* [1-NP] | **discontinuous VP with inserted A_opt\***<br><br>*can . . .* **A_opt** *. . . make*<br><br>[V2_motr] | *this* [1-NP O_d] | | | **1.** *definitely* [1-AP]<br><br>**2.** *a day or two ahead of time* [7-NP] | SVO_d | |
| RW/2(68) | X: {*I*} | **partial VP ellipsis\***<br><br>**discontinuous VP with inserted A_opt\***<br><br>X: {*am*} *. . .* **A_opt** *. . . going to face plant*<br><br>[V0_intr] | | | | **1.** *Just* [1-AP]<br><br>**2.** *into that* [2-PP] | {S}{V_op}V\*<br><br>**situational ellipsis** | |

## 7.3 APPENDIX B1: PILS — LIST OF UNITS

**PIL/1**: STAYVEER 125 mg film-coated tablets

(1) Read all of this leaflet carefully [before you start [taking this medicine]$_{L3}$]$_{L2[1]}$ [because it contains important information for you]$_{L2[2]}$.

(2) Keep this leaflet.

(3) You may need [to read it again]$_{L2}$.

(4) [If you have any further questions]$_{L2}$, please ask your doctor or pharmacist.

(5) This medicine has been prescribed for you only.

(6) Do not pass it on to others.

(7) It may harm them, [even if their signs of illness are the same [as yours]$_{L3}$]$_{L2}$.

(8) [If you get any side effects]$_{L2}$, talk to your doctor or pharmacist.

(9) This includes any possible side effects not listed in this leaflet.

(10) [What is in this leaflet]$_{L2[1]}$

    1. [What STAYVEER is]$_{L2[2]}$ and [what it is used for]$_{L2[3]}$

    2. [[What]$_{L3[1]}$ you need [to know]$_{L3[1]}$ [before you take STAYVEER]$_{L3[2]}$]$_{L2[4]}$

    3. [How to take STAYVEER]$_{L2[5]}$

    4. Possible side effects

    5. [How to store STAYVEER]$_{L2[6]}$

    6. Contents of the pack and other information

(11) [What STAYVEER is]$_{L2[1]}$ and [what it is used for]$_{L2[2]}$

(12) STAYVEER tablets contain bosentan, which blocks a naturally occurring hormone called endothelin-1 (ET-1), which causes blood vessels to narrow.

(13) STAYVEER therefore causes blood vessels [to expand]$_{L2}$ . . . → PIL/1(14)

(14) . . . and belongs to the class of medicines called "endothelin receptor antagonists".

(15) STAYVEER is used [to treat:

- Pulmonary arterial hypertension (PAH)]$_{L2}$:

(16) PAH is a disease of severe narrowing of the blood vessels in the lungs resulting in high blood pressure in the blood vessels (the pulmonary arteries) that carry blood from the heart to the lungs.

(17) This pressure reduces the amount of oxygen that can get into the blood in the lungs, making physical activity more difficult.

(18) STAYVEER widens the pulmonary arteries, [making it easier [for the heart to pump blood through them]$_{L3}$]$_{L2}$.

(19) This lowers the blood pressure . . . → PIL/1(20)

(20) . . . and relieves the symptoms.

(21) STAYVEER is used [to treat patients with class III PAH]$_{L2[1]}$ [to improve exercise stability (the ability to carry out physical activity) and symptoms]$_{L2[2]}$.

(22) The 'class' reflects the seriousness of the disease:

(23) 'class III' involves marked limitation of physical activity.

(24) Some improvements have also been shown in patients with class II PAH.

(25) 'Class II' involves slight limitation of physical activity.

(26) The PAH for which STAYVEER is indicated can be:

- primary (with no identified cause or familial);

- caused by scleroderma (also called systemic sclerosis, a disease where there is abnormal growth of the connective tissue that supports the skin and other organs);

- caused by congenital (inborn) heart defects with shunts (abnormal passageways) causing abnormal flow of blood through the heart and lungs.

- Digital ulcers: (sores on the fingers and toes) in adult patients with a condition called scleroderma.

(27) STAYVEER reduces the number of new finger and toe ulcers that appear.

(28) [What]$_{L2[1]}$ you need [to know]$_{L2[1]}$ [before you take STAYVEER]$_{L2[2]}$

(29) Do not take STAYVEER:

- [if you are allergic to bosentan or any of the other ingredients of this medicine (listed in section 6)]$_{L2[1]}$

- [if you have liver problems]$_{L2[2]}$

- [if you are pregnant]$_{L2[3]}$, or [could get pregnant [because you are not using reliable contraceptive methods]$_{L3}$]$_{L2[4]}$

- [if you are taking cyclosporine A (a medicine used after a transplant or to treat psoriasis)]$_{L2[5]}$

(30) (ask your doctor) → related to PIL/1(29):L2[2]

(31) Please read the information under "Contraceptives" and "Other medicines and STAYVEER" → related to PIL/1(29):L2[3]

(32) [If any of these apply to you]$_{L2}$, tell your doctor.

(33) Warnings and precautions

(34) Tests your doctor will do before treatment

- a blood test [to check your liver function]$_{L2[1]}$

- a blood test [to check for anaemia (low haemoglobin)]$_{L2[2]}$

- a pregnancy test [if you are a woman of childbearing potential]$_{L2[3]}$

- (35) Some patients taking STAYVEER have been found [to have abnormal liver function tests and anaemia (low haemoglobin)]$_{L2}$.

(36) Tests your doctor will do during treatment

(37) During treatment with STAYVEER, your doctor will arrange for regular blood tests [to check for changes in your liver function and haemoglobin level]L2.

(38) For all these tests please refer also to the Patient Alert Card (inside your pack of STAYVEER tablets).

(39) It is important [that you have these regular blood tests [as long as you are taking STAYVEER]L3]L2.

(40) We suggest [you write the date of your most recent test and also of your next test . . . ← PIL/1(41) . . . → . . . on the Patient Alert Card]L2[1], [to help you [remember [when your next test is due]L4]L3]L2[2].

(41) PIL/1(40) ← . . . (ask your doctor for the date) . . . → PIL/1(40)

(42) Blood tests for liver function

(43) These will be done every month for the duration of treatment with STAYVEER.

(44) After an increase in dose an additional test will be done after 2 weeks.

(45) Blood tests for anaemia

(46) These will be done every month for the first 4 months of treatment, then every 3 months after that, [as patients taking STAYVEER may get anaemia]L2.

(47) [If these results are abnormal]L2[1], your doctor may decide [to reduce your dose]L2[2] or [stop treatment with STAYVEER]L2[3] and [to perform further tests [to investigate the cause]L3]L2[4].

(48) Children and adolescents


## PIL/2: Agomelatine for the treatment of REM behaviour disorder (RBD)

(1) This leaflet will provide you with some information about agomelatine, which has been prescribed to treat your sleep disorder.

(2) [If you have any questions or concerns]L2, please speak to the doctor, pharmacist or nurse caring for you.

(3) What is RBD?

(4) RBD happens during rapid eye movement (REM) sleep.

(5) This is usually the phase of sleep when we dream, and our muscles are temporarily paralysed so we cannot move.

(6) People who have RBD are able to move their muscles while they dream, which means they can act out the content of their dreams.

(7) This can lead to episodes of intense shouting or speaking, and violent movement or behaviour which can result in injury to you or your bed partner.

(8) What is agomelatine?

(9) Agomelatine is an anti-depressant normally used to help treat depression.

(10) However, it also works [to make you sleepy]L2[1] and [regulate your body clock]L2[2].

(11) This means [that agomelatine is now being used [to treat sleep disorders that can cause abnormal events during sleep]$_{L3}$]$_{L2}$.

(12) [Taking an unlicensed medicine]$_{L2}$

(13) The use of agomelatine for the treatment of RBD is unlicensed, which means that the manufacturer of the medicine has not specified it can be used in this way.

(14) However, there is evidence that it works to treat this particular condition.

(15) The leaflet, Unlicensed medicines – a guide for patients, has more information about unlicensed medicines.

(16) [If you would like a copy]$_{L2}$, please ask your doctor, nurse or pharmacist.

(17) Alternatively, you can call the Pharmacy Medicines Helpline . . . → PIL/2(18)

(18) . . . (details are at the end of this leaflet).

(19) How do I take the medicine?

(20) For the treatment of RBD, agomelatine should be taken once a day at night, one hour before bedtime.

(21) It may be taken with or without food.

(22) Swallow the tablet(s) with a drink of water.

(23) Keep taking the tablets [until your doctor tells you otherwise]$_{L2}$.

(24) [Stopping suddenly]$_{L2}$ can cause problems. . . → PIL/2(25)

(25) . . . and your doctor will want [you to reduce your dose gradually]$_{L2[1]}$ [if you need [to stop treatment]$_{L3}$]$_{L2[2]}$.

(26) What should I do [if I forget [to take the medicine]$_{L3}$]$_{L2}$?

(27) [If you forget [to take a dose of agomelatine]$_{L3}$]$_{L2}$, don't worry.

(28) Take the next dose [when it is due]$_{L2}$.

(29) Do not take an extra dose the following night [to make up for the missed dose]$_{L2}$.

(30) Are there any side effects?

(31) In addition to their desired effects, most medicines can cause unwanted side effects . . . → PIL/2(32)

(32) . . . but not everyone gets them.

(33) The following are examples of some of the side effects reported by patients taking agomelatine.

(34) The unwanted effects often fade [as your body adjusts to the new medicine]$_{L2}$ . . . → PIL/2(35)

(35) . . . but speak with your GP or pharmacist [if any of the following continue]$_{L2}$ . . . → PIL/2(36)

(36) . . . or become troublesome.

(37) Side effect

- Common (between one in 100 and one in 10)

- Headache

- [Feeling dizzy, tired or sleepy]$_{L2[1]}$

- [Feeling sick]$_{L2[2]}$ (nausea), diarrhoea

- Constipation, stomach pain

- Difficulty sleeping, increased sweating, back pain

(38) What should I do [if it happens]$_{L2}$?

(39) Take your usual painkiller (for example, paracetamol)

(40) Take dose one hour before bedtime.

(41) Do not drive . . . → PIL/2(42)

(42) . . . and do not use tools or machines [until these effects have worn off]$_{L2}$.

(43) Do not drink alcohol.

(44) Stick to simple foods.

(45) Avoid rich or spicy meals

(46) Try [to eat a well-balanced diet containing fresh fruit and vegetables]$_{L2}$.

(47) Drink plenty of water

(48) These effects are usually mild . . . → PIL/2(49)

(49) . . . and soon pass . . . → PIL/2(50)

(50) . . . but [if any become troublesome]$_{L2}$, speak with your doctor.

(51) Important:

(52) [If you experience any of the following rare, but possible serious, symptoms]$_{L2[1]}$, stop [taking agomelatine]$_{L2[2]}$ . . . → PIL/2(53)

(53) . . . and contact your doctor for advice straight away.

(54) Dark urine, light coloured stools, yellowing of your skin or the shites of your eyes (jaundice), unexpected bruising, tummy pain, itchy skin, and feeling unusually tired.

(55) These may be signs that your liver is not working as it should.

(56) Changes to your mood (such as feeling anxious, nervous or agitated), behaviour, or thinking (forgetful).

(57) You may also have thoughts about harming yourself or ending your life.

(58) For further information on side effects, please see the manufacturer's leaflet that comes with the medicine.

(59) Is there anything else I need to know?

(60) It can take a week or two after starting this treatment [before the effect builds up]$_{L2}$ and up to four weeks [before you feel the full benefit]$_{L2}$.

(61) It is important [that you keep taking it [even if you feel [that it is not helping]$_{L4}$]$_{L3}$]$_{L2}$.

(62) [To make sure [that your liver is staying healthy]$_{L3[1]}$]$_{L2[1]}$, you will need [to have a blood test every few weeks for six months, and then [when necessary]$_{L3[2]}$]$_{L2[2]}$.

(63) You can discuss [how often they are required]$_{L2[1]}$ with your consultant and doctor [when you are settled on your medication]$_{L2[2]}$.

(64) Alcohol can affect the liver, [as can agomelatine]$_{L2}$.

(65) [Smoking]$_{L2}$ can affect the amount of agomelatine in your body.

(66) Let your doctor [know [if you either start or stop [smoking]$_{L4[1]}$ [while you are taking agomelatine]$_{L4[2]}$]$_{L3}$]$_{L2}$.

(67) [If you are a driver]$_{L2}$, please be aware that agomelatine may affect your reactions and ability to drive.

(68) It is an offence [to drive [while your reactions are impaired]$_{L3}$]$_{L2}$.

(69) [Even if your driving ability is not impaired]$_{L2[1]}$, [if you drive]$_{L2[2]}$, you are advised [to carry some evidence with you which shows that the medicine has been prescribed for you]$_{L2[3]}$ . . . → PIL/2(70)

(70) . . . – a repeat prescription form or the patient information leaflet from the packet is generally considered suitable.

(71) [If you are having an operation or dental treatment]$_{L2[1]}$, tell the person carrying out the treatment [which medicines you are taking]$_{L2[2]}$ [in case there are any drug interactions]$_{L2[3]}$.

(72) Agomelatine should be kept out of reach of children.

(73) [If anyone other than you takes this medicine]$_{L2}$, then you, they, or their parent/carer should contact NHS 111 for advice.

(74) [If they are unwell]$_{L2}$, they should call for an ambulance.

(75) The expiry date is printed on the container.

(76) Do not use the medicine after this date.

(77) The remainder should be returned to your local pharmacy [to be thrown away]$_{L2}$.

(78) Pregnancy and breast feeding:

(79) We do not recommend the use of this medicine [if you are pregnant or breastfeeding]$_{L2}$.

(80) You should let your consultant [know [if you are planning a pregnancy]$_{L3}$]$_{L2[1]}$ [so that a management plan can be agreed]$_{L2[2]}$.

(81) [If you discover [that you are pregnant]$_{L3}$]$_{L2}$, please contact your consultant for advice as soon as possible.

(82) Sleep hygiene:

(83) [Taking aglomeratine]$_{L2}$ is not a replacement for a good sleep routine.

(84) It is still important [to aim [to get around seven to eight hours of sleep at night [if possible]$_{L4}$]$_{L3}$]$_{L2}$.

(85) It is advisable [to go to bed [when tired]$_{L3}$]$_{L2[1]}$, and [get up at about the same time each day]$_{L2[2]}$.

(86) Maintain a normal total sleep time.

(87) Sleep deprivation will increase RBD.

(88) Monitor for any sleepiness.

(89) Bedroom safety precautions for RBD

(90) Move objects away from your bedside.

(91) This includes night stands, lamps, or other objects that could cause injury.

(92) Move your bed away from the window.

(93) Encourage your bed partner [to report any worsening or changes in your night-time behaviour]$_{L2.}$

(94) Can I take agomelatine with other medicines?

(95) Agomelatine may interact with some medicines.

(96) It is important [to let us [know about any medicines that you are currently taking]$_{L3[1]}$ [so that we can check [agomelatine is suitable for you]$_{L4}$]$_{L3[2]}$]$_{L2}$.

(97) [If you are buying any medicines over the counter from a pharmacy]$_{L2[1]}$, always mention [that you have been prescribed agomelatine]$_{L2[2]}$.

(98) Seek advice from a pharmacist [when buying herbal or homeopathic remedies]$_{L2}$.

(99) It is safe [to take paracetamol or ibuprofen with this medicine]$_{L2}$.

(100) How will my treatment be reviewed?

(101) Your treatment will be reviewed on an ongoing basis at the Sleep Disorder Centre . . .
    $\rightarrow$ PIL/2(102)

(102) . . . and the dose adjusted in response to your symptoms.

(103) This will be a long-term treatment [if it is of benefit]$_{L2}$.

(104) Your consultant will want [to check]$_{L2[1]}$ [to make sure [that the treatment is helping]$_{L3}$]$_{L2[2]}$.

(105) How do I get a repeat prescription?

(106) Guy's Sleep Disorder Centre will provide you with a repeat prescription for your agomelatine, which will be dispensed by Lloyd's Outpatient Pharmacy which is in the hospital.

## 7.4 APPENDIX B2: PILS — SYNTACTIC ANALYSIS

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| PIL/1(1) | X: {you} | read [$V1_{motr}$] | all of this leaflet [4-NP $O_d$] | | | 1. carefully [1-AP]<br><br>2. before you start taking this medicine [6-$Cl_f$]<br>= **PIL/1(1):L2[1]**<br><br>3. because it contains important information for you [7-$Cl_f$]<br>= **PIL/1(1):L2[2]** | {S}VO$_d$*<br>**imperative** | |
| PIL/1(1):L2[1] | you [1-NP] | start [$V2_{motr}$] | taking this medicine [3-$Cl_{nf}$ $O_d$]<br>= **PIL/1(1):L3** | | | | SVO$_d$ | $A_{opt}$ in **PIL/1(1)** |
| PIL/1(1):L3 | X: {you} | taking [$V1_{motr}$] | this medicine [2-NP $O_d$] | | | | {S}VO$_d$*<br>**nonfinite** | $O_d$ in **PIL/1(1):L2[1]** |
| PIL/1(1):L2[2] | it [1-NP] | contains [$V2_{motr}$] | important information for you [4-NP $O_d$] | | | | SVO$_d$ | $A_{opt}$ in **PIL/1(1)** |
| PIL/1(2) | X: {you} | Keep [$V1_{motr}$] | this leaflet [2-NP $O_d$] | | | | {S}VO$_d$*<br>**imperative** | |
| PIL/1(3) | You [1-NP] | may need [$V2_{motr}$] | to read it again [4-$Cl_{nf}$ $O_d$]<br>= **PIL/1(3):L2** | | | | SVO$_d$ | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| PIL/1(3):L2 | X: {*you*} | *to read* [V1$_{motr}$] | *it* [1-NP O$_d$] | | | *again* [1-AP] | {S}VO$_d$* **nonfinite** | O$_d$ in **PIL/1(3)** |
| PIL/1(4) | X: {*you*} | *ask* [V1$_{motr}$] | *your doctor or pharmacist* [4-NP O$_d$] | | | **1.** *If you have any further questions* [6-Cl$_f$] = **PIL/1(4):L2** **2.** *please* [1-AP] | {S}VO$_d$* **imperative** | |
| PIL/1(4):L2 | *you* [1-NP] | *have* [V2$_{motr}$] | *any further questions* [3-NP O$_d$] | | | | SVO$_d$ | A$_{opt}$ in **PIL/1(4)** |
| PIL/1(5) | *This medicine* [2-NP] ~ passivised O$_d$ | *has been prescribed* [V2$_{motr}$] ~ V3$_{ditr}$ | **prepositional O$_i$ paraphrase*** *for you* [2-PP O$_i$] | | | *only* [1-AP] | SV$_{pass}$O$_i$* ~SVO$_i$O$_d$ **passive** | |
| PIL/1(6) | X: {*you*} | *Do not pass . . .* **O$_d$** *. . . on to* [V2$_{ditr}$, phrasal-prepositional] | **1.** *it* [1-NP O$_d$] **2.** *others* [1-NP O$_{prep}$] | | | | {S}V$_{neg}$O$_d$O$_{prep}$* **imperative + negative** | |
| PIL/1(7) | *it* [1-NP] | *may harm* [V2$_{motr}$] | *them* [1-NP O$_d$] | | | *even if their signs of illness are the same as yours* [11-Cl$_f$] = **PIL/1(7):L2** | SVO$_d$ | |
| PIL/1(7):L2 | *their signs of illness* [4-NP] | *are* [V2$_{cop}$] | | *the same* [2-AdjP C$_s$] | | *as yours* [2-Cl$_{vl}$] = **PIL/1(7):L3** | SVC$_s$ | A$_{opt}$ in **PIL/1(7)** |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| PIL/1(7):L3 | *yours* [1-NP] | **comparative copula without overt C\*** <br> X: {*are*} [V1_cop] | | ? <br> [the implicit $V_{cop}$ '*be*' occurs without its standard complementation] | | | S{V}**\*** <br> // <br> S{V}{C_s}**\*** <br> **verbless + comparative clause** | $A_{opt}$ in **PIL/1(7):L2** |
| PIL/1(8) | X: {*you*} | *talk to* [V1_motr, prepositional] | *your doctor or pharmacist* [4-NP $O_{prep}$] | | | *If you get any side effects* [6-Cl_f] <br> = **PIL/1(8):L2** | {S}VO_prep**\*** <br> **imperative** | |
| PIL/1(8):L2 | *you* [1-NP] | *get* [V1_motr] | *any side effects* [3-NP $O_d$] | | | | SVO_d | $A_{opt}$ in **PIL/1(8)** |
| PIL/1(9) | *This* [1-NP] | *includes* [V2_motr] | **O_d containing relative clause\*** <br> *any possible side effects not listed in this leaflet* [9-NP $O_d$] | | | | SVO_d | |
| PIL/1(10) | disputable structure; unidentifiable type of complementation [enumerative list with a verbless heading] | | | | | | **?\*** <br> **enumerative list** | |
| PIL/1(10):L2[1] | *What* [1-NP] | *is* [V2_cop] | | | *in this leaflet* [3-PP $A_s$] | | SVA_s <br> **irregular *wh*-question** | item in **PIL/1(10)** |

128

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | **S** | **V** | **O** | **C** | **A** | | | |
| | | | | | **A$_{obg}$** | **A$_{opt}$** | | |
| PIL/1(10):L2[2] | *STAYVEER* [1-NP] | *is* [V2$_{cop}$] | | *What* [1-NP C$_s$] | | | C$_s$SV**\*** **irregular *wh*-question** | item in **PIL/1(10)** |
| PIL/1(10):L2[3] | *it* [1-NP] ~ passivised O$_d$ | *is used for* [V2$_{motr}$, prepositional] ~ V3$_{ditr}$, prepositional | *What* [1-NP O$_{prep}$] | | | | O$_{prep}$SV$_{pass}$**\*** ~ SVO$_d$O$_{prep}$ **passive + irregular *wh*-question** | item in **PIL/1(10)** |
| PIL/1(10):L2[4] | *you* [1-NP] | *need* [V2$_{motr}$] | *What . . .* **SV** *. . . to know* [3-Cl$_{nf}$ O$_d$] = **PIL/1(10):L3[1]** | | | *before you take STAYVEER* [4-Cl$_f$] = **PIL/1(10):L3[2]** | O$_d$ . . . SV . . . O$_d$**\*** **irregular *wh*-question** | item in **PIL/1(10)** |
| PIL/1(10):L3[1] | X: {*you*} | *to know* [V1$_{motr}$] | *What* [1-NP O$_d$] | | | | O$_d$V{S}**\*** **nonfinite + irregular *wh*-question** | O$_d$ in **PIL/1(10):L2[4]** |
| PIL/1(10):L3[2] | *you* [1-NP] | *take* [V2$_{motr}$] | *STAYVEER* [1-NP O$_d$] | | | | SVO$_d$ | A$_{opt}$ in **PIL/1(10):L2[4]** |
| PIL/1(10):L2[5] | X: {*you*} | *to take* [V1$_{motr}$] | *STAYVEER* [1-NP O$_d$] | | | *How* [1-AP] | {S}VO$_d$**\*** **nonfinite + irregular *wh*-question** | item in **PIL/1(10)** |
| PIL/1(10):L2[6] | X: {*you*} | *to store* [V1$_{motr}$] | *STAYVEER* [1-NP O$_d$] | | | *How* [1-AP] | {S}VO$_d$**\*** **nonfinite + irregular *wh*-question** | item in **PIL/1(10)** |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| PIL/1(11) | *What STAYVEER is and what it is used for* <br><br> unidentifiable [nonsentence] | | | | | | **?***<br>**nonsentence** | |
| PIL/1(11):L2[1] | *STAYVEER* [1-NP] | *is* [$V2_{cop}$] | | *What* [1-NP $C_s$] | | | $C_sSV$*<br>**irregular *wh*-question** | part of internal structure of **PIL/1(11)** |
| PIL/1(11):L2[2] | *it* [1-NP]<br>~ passivised $O_d$ | *is used for*<br>[$V2_{motr}$, prepositional]<br>~ $V3_{ditr}$, prepositional | *What* [1-NP $O_{prep}$] | | | | $O_{prep}SV_{pass}$*<br>~ $SVO_dO_{prep}$<br>**passive + irregular *wh*-question** | part of internal structure of **PIL/1(11)** |
| PIL/1(12) | *STAYVEER tablets*<br>[2-NP] | *contain* [$V2_{motr}$] | **$O_d$ containing relative clauses and apposition***<br><br>*bosentan, which blocks a naturally occurring hormone called endothelin-1 (ET-1), which causes blood vessels to narrow*<br><br>[18-NP $O_d$] | | | | $SVO_d$ | |
| PIL/1(13) | *STAYVEER*<br>[1-NP] | *causes* [$V3_{cxtr}$] | *blood vessels*<br><br>[2-NP $O_d$] | *to expand*<br>[2-$Cl_{nf}$ $C_o$]<br>= **PIL/1(13):L2** | | *therefore*<br>[1-AP] | $SVO_dC_o$ | |
| PIL/1(13):L2 | X: {*blood vessels*} | *to expand* [$V0_{intr}$] | | | | | {S}V*<br>**nonfinite** | $C_o$ in **PIL/1(13)** |

| UNIT | ELEMENTS | | | | A | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A$_{obg}$ | A$_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| PIL/1(14) | X: {*STAYVEER*} | *belongs to* [V1$_{motr}$, prepositional] | **O$_{prep}$ containing relative clause\*** *the class of medicines called "endothelin receptor antagonists"* [8-NP O$_{prep}$] | | | | {S}VO$_{prep}$\* **S retrievable due to coordinated predicates** | |
| PIL/1(15) | *STAYVEER* [1-NP] ~ passivised O$_d$ | *is used* [V1$_{intr}$] ~ V2$_{motr}$ | | | | *to treat: Pulmonary arterial hypertension (PAH)* [6-Cl$_{nf}$] = **PIL/1(15):L2** | SV$_{pass}$\* ~ SVO$_d$ **passive** | |
| PIL/1(15):L2 | X: {?} | *to treat* [V1$_{motr}$] | **textual separation of O$_d$ from V\*** **O$_d$ containing apposition\*** *Pulmonary arterial hypertension (PAH)* [4-NP O$_d$] | | | | {S}VO$_d$\* **nonfinite** | A$_{opt}$ in **PIL/1(15)** |
| PIL/1(16) | *PAH* [1-NP] | *is* [V2$_{cop}$] | | **C$_s$ containing relative clauses and apposition\*** *a disease of . . . the lungs* [33-NP C$_s$] | | | SVC$_s$ | |

131

| UNIT | S | V | O | C | A$_{obg}$ | A$_{opt}$ | PATTERN | CLAUSAL ELEMENT |
|------|---|---|---|---|-----------|-----------|---------|-----------------|
| | | | **ELEMENTS** | | | | **PATTERN** | **CLAUSAL ELEMENT** |
| PIL/1(17) | *This pressure* [2-NP] | *reduces* [V2$_{motr}$] | **O$_d$ containing relative clause and supplementive clause***<br><br>*the amount of oxygen that can get into the blood in the lungs, making physical activity more difficult*<br><br>[18-NP O$_d$] | | | | SVO$_d$ | |
| PIL/1(18) | *STAYVEER* [1-NP] | *widens* [V2$_{motr}$] | *the pulmonary arteries* [3-NP O$_d$] | | | **subjectless supplementive clause***<br><br>*making it easier for the heart to pump blood through them*<br><br>[11-Cl$_{nf}$]<br><br>**= PIL/1(18):L2** | SVO$_d$ | |
| PIL/1(18):L2 | X: {*STAYVEER*} | *making* [V2$_{cxtr}$] | **extraposition of O$_d$***<br><br>**1.** *it* [1-NP O$_{anti}$]<br><br>**2.** (*for*) *the heart to pump blood through them* [7-Cl$_{nf}$ O$_d$]<br><br>**= PIL/1(18):L3** | *easier* [1-AdjP C$_o$] | | | {S}VO$_{anti}$ + C$_o$O$_d$***<br><br>**nonfinite + extraposition of O$_d$** | A$_{opt}$ in **PIL/1(18)** |
| PIL/1(18):L3 | **S of infinitive clause introduced by 'for'***<br>(*for*) *the heart* [2-NP] | *to pump* [V2$_{motr}$] | *blood* [1-NP O$_d$] | | | *through them* [2-PP] | SVO$_d$<br><br>**nonfinite with S expressed*** | extraposed O$_d$ in **PIL/1(18):L2** |
| PIL/1(19) | *This* [1-NP] | *lowers* [V2$_{motr}$] | *the blood pressure* [3-NP O$_d$] | | | | SVO$_d$ | |

| UNIT | S | V | O | C | A$_{obg}$ | A$_{opt}$ | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | ELEMENTS | | A | | PATTERN | CLAUSAL ELEMENT |
| PIL/1(20) | X: {*This*}<br>= S in **PIL/1(20)** | *relieves* [V1$_{motr}$] | *the symptoms* [2-NP O$_d$] | | | | {S}VO$_d$*<br>**S retrievable due to coordinated predicates** | |
| PIL/1(21) | *STAYVEER*<br>[1-NP]<br>~ passivised O$_d$ | *is used* [V1$_{intr}$]<br>~ V2$_{motr}$ | | | | **1.** *to treat patients with class III PAH* [7-Cl$_{nf}$]<br>= **PIL/1(21):L2[1]**<br>**2.** *to improve exercise capacity . . . and symptoms* [13-Cl$_{nf}$]<br>= **PIL/1(22):L2[2]** | SV$_{pass}$*<br>~ SVO$_d$<br>**passive** | |
| PIL/1(21):L2[1] | X: {?} | *to treat* [V1$_{motr}$] | *patients with class III PAH*<br>[5-NP O$_d$] | | | | {S}VO$_d$*<br>**nonfinite** | A$_{opt}$ in **PIL/1(21)** |
| PIL/1(21):L2[2] | X: {?} | *to improve*<br>[V1$_{motr}$] | **conjoint NP containing apposition as O$_d$***<br>*exercise capacity (the ability to carry out physical activity) and symptoms*<br>[11-NP$_{conj}$ O$_d$] | | | | {S}VO$_d$*<br>**nonfinite** | A$_{opt}$ in **PIL/1(21)** |
| PIL/1(22) | *The 'class'*<br>[2-NP] | *reflects* [V2$_{motr}$] | *the seriousness of the disease*<br>[5-NP O$_d$] | | | | SVO$_d$ | |
| PIL/1(23) | *'class III'* [2-NP] | *involves* [V2$_{motr}$] | *marked limitation of physical activity*<br>[5-NP O$_d$] | | | | SVO$_d$ | |

| UNIT | S | V | O | C | A$_{obg}$ | A$_{opt}$ | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | **ELEMENTS** | | | **A** | **PATTERN** | **CLAUSAL ELEMENT** |
| PIL/1(24) | *Some improvements* [2-NP] ~ passivised O$_d$ | **discontinuous VP with inserted A$_{opt}$\*** *have . . . A$_{opt}$ . . . been shown* [V1$_{intr}$] ~ V2$_{motr}$ | | | | **1.** *also* [1-AP] **2.** *in patients with class II PAH* [6-PP] | SV$_{pass}$\* ~ SVO$_d$ **passive** | |
| PIL/1(25) | *'Class II'* [2-NP] | *involves* [V2$_{motr}$] | *slight limitation of physical activity* [5-NP O$_d$] | | | | SVO$_d$ | |
| PIL/1(26) | disputable structure [enumerative list including coordinated predications] | | | | | | **?\*** **enumerative list** | |
| PIL/1(27) | *STAYVEER* [1-NP] | *reduces* [V2$_{motr}$] | **O$_d$ containing relative clause\*** *the number of new finger and toe ulcers that appear* [10-NP O$_d$] | | | | SVO$_d$ | |
| PIL/1(28) | *you* [1-NP] | *need* [V2$_{motr}$] | *What . . .* **SV** *. . . to know* [3-Cl$_{nf}$ O$_d$] = **PIL/1(28):L2[1]** | | | *before you take STAYVEER* [4-Cl$_f$] = **PIL/1(28):L2[2]** | O$_d$ . . . SV . . . O$_d$\* **irregular *wh*-question** | |
| PIL/1(28):L2[1] | X: {*you*} | *to know* [V1$_{motr}$] | *What* [1-NP O$_d$] | | | | O$_d$V{S}\* **nonfinite + irregular *wh*-question** | O$_d$ in **PIL/1(28)** |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| PIL/1(28):L2[2] | *you* [1-NP] | *take* [V2$_{motr}$] | *STAYVEER* [1-NP O$_d$] | | | | SVO$_d$ | $A_{opt}$ in **PIL/1(28)** |
| PIL/1(29) | X: {*you*} | *Do not take* [V1$_{motr}$] | *STAYVEER* [1-NP O$_d$] | | | **clause conjoint as $A_{opt}$\*** <br><br> **1)** *if you are allergic to bosentan or . . . medicine (listed in section 6)* <br> = **PIL/1(30):L2[1]** <br> **2)** *if you have liver problems* <br> = **PIL/1(30):L2[2]** <br> **3)** *if you are pregnant* <br> = **PIL/1(30):L2[3]**, *or could get pregnant . . . methods* <br> = **PIL/1(30):L2[4]** <br> **4)** *if you are taking cyclosporine A (a medicine . . . psoriasis)* <br> = **PIL/1(30):L2[5]** <br> [56-Cl$_{conj}$] | {S}V$_{neg}$O$_d$\* <br><br> **imperative + negative** | |
| PIL/1(29):L2[1] | *you* [1-NP] | *are* [V2$_{cop}$] | | **C$_s$ containing relative clause\*** <br><br> *allergic to bosentan or any of the other ingredients of this medicine (listed in section 6)* <br><br> [16-AdjP C$_s$] | | | SVC$_s$ | clausal conjoin in **PIL/1(29)** |
| PIL/1(29):L2[2] | *you* [1-NP] | *have* [V2$_{motr}$] | *liver problems* [2-NP O$_d$] | | | | SVO$_d$ | clausal conjoin in **PIL/1(29)** |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| PIL/1(29):L2[3] | *you* [1-NP] | *are* [V2$_{cop}$] | | *pregnant* [1-AdjP C$_s$] | | | SVC$_s$ | clausal conjoin in **PIL/1(29)** |
| PIL/1(29):L2[4] | X: {*you*} = **S** in **PIL/1(29):L2[3]** | *could get* [V1$_{cop}$] | | *pregnant* [1-AdjP C$_s$] | | *because you are not using reliable contraceptive methods* [8-Cl$_f$] = **PIL/1(29):L3** | {S}VC$_s$**\*** **S retrievable due to coordinated predicates** | clausal conjoin in **PIL/1(29)** |
| PIL/1(29):L3 | *you* [1-NP] | *are not using* [V2$_{motr}$] | *reliable contraceptive methods* [3-NP O$_d$] | | | | SVO$_d$ | A$_{opt}$ in **PIL/1(29):L2[4]** |
| PIL/1(29):L2[5] | *you* [1-NP] | *are taking* [V2$_{motr}$] | **O$_d$ containing apposition and relative clause\*** *cyclosporine A (a medicine used after a transplant or to treat psoriasis)* [12-NP O$_d$] | | | | SVO$_d$ | clausal conjoin in **PIL/1(29)** |
| PIL/1(30) | X: {*you*} | *ask* [V1$_{motr}$] | *your doctor* [2-NP O$_d$] | | | | {S}VO$_d$**\*** **imperative** | |
| PIL/1(31) | X: {*you*} | *read* [V1$_{motr}$] | *the information under "Contraceptives" and "Other medicines and STAYVEER"* [9-NP O$_d$] | | | *Please* [1-AP] | {S}VO$_d$**\*** **imperative** | |

| UNIT | ELEMENTS | | | | A | | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | S | V | O | C | $A_{obg}$ | $A_{opt}$ | | |
| PIL/1(32) | X: {*you*} | *tell* [V1$_{motr}$] | *your doctor* [2-NP O$_i$] | | | *if any of these apply to you* [7-Cl$_f$] = **PIL/1(32):L2** | {S}VO$_i$* **imperative** | |
| PIL/1(32):L2 | *any of these* [3-NP] | *apply to* [V2$_{motr}$, prepositional] | *you* [1-NP O$_{prep}$] | | | | SVO$_{prep}$ | A$_{opt}$ in **PIL/1(32)** |
| PIL/1(33) | *Warnings and precautions* unidentifiable [nonsentence] | | | | | | **?*** **nonsentence** | |
| PIL/1(34) | disputable structure; unidentifiable type of complementation [enumerative list with a verbless heading] | | | | | | **?*** **enumerative list** | |
| PIL/1(34):L2[1] | X: {*your doctor*} | *to check* [V1$_{motr}$] | *your liver function* [3-NP O$_d$] | | | | {S}VO$_d$* **nonfinite** | item in **PIL/1(34)** |
| PIL/1(34):L2[2] | X: {*your doctor*} | *to check for* [V1$_{motr}$, prepositional] | **O$_{prep}$ containing apposition*** *anaemia (low haemoglobin)* [3-NP O$_{prep}$] | | | | {S}VO$_{prep}$* **nonfinite** | item in **PIL/1(34)** |
| PIL/1(34):L2[3] | *you* [1-NP] | *are* [V2$_{cop}$] | | *a woman of childbearing potential* [5-NP C$_s$] | | | SVC$_s$ | item in **PIL/1(34)** |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| PIL/1(35) | **S containing relative clause***<br><br>*Some patients taking STAYVEER*<br><br>[4-NP]<br><br>~ passivised $O_d$ | *have been found*<br><br>[$V2_{cop}$]<br><br>~ $V3_{cxtr}$ | | *to have abnormal liver function tests and anaemia (low haemoglobin)*<br><br>[10-$Cl_{nf}$ $C_s$]<br><br>= **PIL/1(35):L2**<br><br>~ passivised $C_o$ | | | $SV_{pass}C_s$*<br><br>~ $SVO_dC_o$<br><br>**passive** | |
| PIL/1(35):L2 | X: {*some patients taking STAYVEER*} | *to have* [$V1_{motr}$] | **conjoint NP containing apposition as $O_d$***<br><br>*abnormal liver function tests and anaemia (low haemoglobin)*<br><br>[8-$NP_{conj}$ $O_d$] | | | | {S}$VO_d$*<br><br>**nonfinite** | $C_s$ in **PIL/1(35)** |
| PIL/1(36) | *Tests your doctor will do during treatment*<br><br>unidentifiable [nonsentence] | | | | | | **?***<br>**nonsentence** | |
| PIL/1(37) | *your doctor*<br><br>[2-NP] | *will arrange for*<br><br>[$V2_{motr}$, prepositional] | *regular blood tests*<br><br>[3-NP $O_{prep}$] | | | **1.** *During treatment with STAYVEER* [4-PP]<br><br>**2.** *to check for changes in your liver function and haemoglobin level*<br><br>[11-$Cl_{nf}$]<br><br>= **PIL/1(37):L2** | $SVO_{prep}$ | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| PIL/1(37):L2 | X: {*your doctor*} | *to check for* [V1$_{motr}$, prepositional] | *changes in your liver function and haemoglobin level* [8-NP O$_{prep}$] | | | | {S}VO$_{prep}$* **nonfinite** | A$_{opt}$ in **PIL/1(37)** |
| PIL/1(38) | X: {*you*} | **discontinuous VP with inserted A$_{opt}$*** *refer . . . A$_{opt}$ . . . to* [V1$_{motr}$, prepositional] | *the Patient Alert Card (inside your pack of STAYVEER tablets)* [10-NP O$_{prep}$] | | | **1.** *For all these tests* [4-PP] **2.** *please* [1-AP] **3.** *also* [1-AP] | {S}VO$_{prep}$* **imperative** | |
| PIL/1(39) | **extraposition of S*** **1.** *It* [1-NP S$_{anti}$] **2.** *that you have . . . taking STAYVEER* [14-Cl$_f$ S] = **PIL/1(39):L2** | *is* [V2$_{cop}$] | | *important* [1-AdjP C$_s$] | | | S$_{anti}$ + VC$_s$S* **extraposition of S** | |
| PIL/1(39):L2 | *you* [1-NP] | *have* [V2$_{motr}$] | *these regular blood tests* [4-NP O$_d$] | | | *as long as you are taking STAYVEER* [7-Cl$_f$] = **PIL/1(39):L3** | SVO$_d$ | extraposed S in **PIL/1(39)** |
| PIL/1(39):L3 | *you* [1-NP] | *are taking* [V2$_{motr}$] | *STAYVEER* [1-NP O$_d$] | | | | SVO$_d$ | A$_{opt}$ in **PIL/1(39):L2** |
| PIL/1(40) | *We* [1-NP] | *suggest* [V2$_{motr}$] | *you write the date . . . on the Patient Alert Card* [20-Cl$_f$ O$_d$] = **PIL/1(40):L2[1]** | | | *to help you remember when your next test is due* [10-Cl$_{nf}$] = **PIL/1(40):L2[2]** | SVO$_d$ | |

139

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| PIL/1(40):L2[1] | *you* [1-NP] | *write* [V2_motr] | *the date of your most recent test and also of your next test* [13-NP $O_d$] | | | *on the Patient Alert Card* [5-PP] | $SVO_d$ | $O_d$ in **PIL/1(40)** |
| PIL/1(40):L2[2] | X: {*we*} | *to help* [V2_cxtr] | **raised object***  *you* [1-NP $O_i$] | | **bare infinitive as $A_{obg}$***  *remember when your next test is due* [7-Cl_nf $A_o$] = **PIL/1(40):L3** | | {S}$VO_iA_o$***  **nonfinite** | $A_{opt}$ in **PIL/1(40)** |
| PIL/1(40):L3 | **raised object as S***  X: {*you*} = O in **PIL/1(40):L2[2]** | *remember* [V1_motr] | *when your next test is due* [6-Cl_f $O_d$] = **PIL/1(40):L4** | | | | {S}$VO_d$***  **nonfinite** | $A_o$ in **PIL/1(40):L2[2]** |
| PIL/1(40):L4 | *your next test* [3-NP] | *is* [V2_cop] | | *due* [1-AdjP $C_s$] | | | $SVC_s$ | $O_d$ in **PIL/1(40):L3** |
| PIL/1(41) | X: {*you*} | *ask . . . $O_d$ . . . for* [V2_ditr, prepositional] | **1.** *your doctor* [2-NP $O_d$]  **2.** *the date* [2-NP $O_{prep}$] | | | | {S}$VO_dO_{prep}$***  **imperative** | |
| PIL/1(42) | *Blood tests for liver function*  unidentifiable [nonsentence] | | | | | | **?***  **nonsentence** | |

140

| UNIT | S | V | O | C | A$_{obg}$ | A$_{opt}$ | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | | **ELEMENTS** | | | **PATTERN** | **CLAUSAL ELEMENT** |
| PIL/1(43) | *These* [1-NP] ~ passivised O$_d$ | *will be done* [V1$_{intr}$] ~ V2$_{motr}$ | | | | **1.** *every month* [2-NP] <br> **2.** *for the duration of treatment with STAYVEER* [7-PP] | SV$_{pass}$* ~ SVO$_d$ **passive** | |
| PIL/1(44) | *an additional test* [3-NP] ~ passivised O$_d$ | *will be done* [V1$_{intr}$] ~ V2$_{motr}$ | | | | **1.** *After an increase in dose* [5-PP] <br> **2.** *after 2 weeks* [3-PP] | SV$_{pass}$* ~ SVO$_d$ **passive** | |
| PIL/1(45) | *Blood tests for anaemia* <br> unidentifiable [nonsentence] | | | | | | **?*** **nonsentence** | |
| PIL/1(46) | *These* [1-NP] ~ passivised O$_d$ | *will be done* [V1$_{intr}$] ~ V2$_{motr}$ | | | | **1. complex coordination in A$_{opt}$*** <br>   **1)** *every month for the first 4 months of treatment* [2-NP + 7-PP] <br>     *then* <br>   **2)** *every 3 months after that* [3-NP + 2-PP] <br>   [total: 15-NP+PP$_{conj}$] <br> **2.** *as patients taking STAYVEER may get anaemia* [7-Cl$_f$] <br>   = **PIL/1(46):L2** | SV$_{pass}$* ~ SVO$_d$ **passive** | |
| PIL/1(46):L2 | **S containing relative clause*** <br> *patients taking STAYVEER* [3-NP] | *may get* [V2$_{motr}$] | *anaemia* [1-NP O$_d$] | | | | SVO$_d$ | A$_{opt}$ in **PIL/1(46)** |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | **S** | **V** | **O** | **C** | **A** | | | |
| | | | | | **$A_{obg}$** | **$A_{opt}$** | | |
| PIL/1(47) | *your doctor* [2-NP] | *may decide* [V2$_{motr}$] | **clause conjoint as O$_d$\*** <br><br> **1)** *to reduce your dose* = **PIL/1(47):L2[2]** *or* <br><br> **2)** *stop treatment with STAYVEER* = **PIL/1(47):L2[3]** *and* <br><br> **3)** *to perform further tests to investigate the cause* = **PIL/1(47):L2[4]** <br>[total: 18-Cl$_{conj}$ O$_d$] | | | *If these results are abnormal* [5-Cl$_f$] = **PIL/1(47):L2[1]** | SVO$_d$ | |
| PIL/1(47):L2[1] | *these results* [2-NP] | *are* [V2$_{cop}$] | | *abnormal* [1-AdjP C$_s$] | | | SVC$_s$ | $A_{opt}$ in **PIL/1(47)** |
| PIL/1(47):L2[2] | X: {*your doctor*} | *to reduce* [V1$_{motr}$] | *your dose* [2-NP O$_d$] | | | | {S}VO$_d$\* **nonfinite** | clausal conjoin in O$_d$ in **PIL/1(47)** |
| PIL/1(47):L2[3] | X: {*your doctor*} | *stop* [V1$_{motr}$] | *treatment with STAYVEER* [3-NP O$_d$] | | | | {S}VO$_d$\* **nonfinite** | clausal conjoin in O$_d$ in **PIL/1(47)** |
| PIL/1(47):L2[4] | X: {*your doctor*} | *to perform* [V1$_{motr}$] | *further tests* [2-NP O$_d$] | | | *to investigate the cause* [4-Cl$_{nf}$] = **PIL/1(47):L3** | {S}VO$_d$\* **nonfinite** | clausal conjoin in O$_d$ in **PIL/1(47)** |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
|------|----------|---|---|---|---|---|---------|-----------------|
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| PIL/1(47):L3 | X: {*your doctor*} | *to investigate* [V1$_{motr}$] | *the cause* [2-NP O$_d$] | | | | {S}VO$_d$* **nonfinite** | $A_{opt}$ in **PIL/1(47):L2[4]** |
| PIL/1(48) | *Children and adolescents* unidentifiable [nonsentence] | | | | | | **?*** **nonsentence** | |
| PIL/2(1) | *This leaflet* [2-NP] | *will provide . . .* **O$_d$** *. . . with* [V3$_{ditr}$, prepositional] | **1.** *you* [1-NP O$_d$] **2.** *some information about agomelatine, which has been prescribed to treat your sleep disorder* [13-NP O$_{prep}$] **O$_{prep}$ containing relative clause*** | | | | SVO$_d$O$_{prep}$ | |
| PIL/2(2) | X: {*you*} | *speak to* [V1$_{motr}$, prepositional] | **O$_{prep}$ containing relative clause*** *the doctor, pharmacist or nurse caring for you* [8-NP O$_{prep}$] | | | **1.** *If you have any questions or concerns* [7-Cl$_f$] = **PIL/2(2):L2** **2.** *please* [1-AP] | {S}VO$_{prep}$* **imperative** | |
| PIL/2(2):L2 | *you* [1-NP] | *have* [V2$_{motr}$] | *any questions or concerns* [4-NP O$_d$] | | | | SVO$_d$ | $A_{opt}$ in **PIL/2(2)** |
| PIL/2(3) | *RBD* [1-NP] | *is* [V2$_{cop}$] | | *What* [1-NP C$_s$] | | | C$_s$VS* ***wh*-question** | |
| PIL/2(4) | *RBD* [1-NP] | *happens* [V1$_{intr}$] | | | | **A$_{opt}$ containing apposition*** *during rapid eye movement (REM) sleep* [6-PP] | SV | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| PIL/2(5) | *This* [1-NP] | *is* [V2cop] | | **Cs containing relative clause\*** <br><br> *the phase of sleep when we dream, and our muscles are temporarily paralysed so we cannot move* <br><br> [17-NP Cs] | | *usually* <br> [1-AP] | SVCs | |
| PIL/2(6) <br><br> **containing sentential relative clause\*** | **S containing relative clause\*** <br><br> *People who have RBD* <br> [4-NP] | *are* [V2cop] | | **nonfinite clause as adjective complement\*** <br><br> *able to move their muscles while they dream* <br><br> [8-AdjP Cs] | | | SVCs | |
| PIL/2(7) | *This* [1-NP] | *can lead to* <br><br> [V2motr, prepositional] | **conjoint NP as Oprep containing relative clause\*** <br><br> *episodes of intense shouting or speaking, and violent movement or behaviour which can result in injury to you or your bed partner* <br><br> [22-NPconj Oprep] | | | | SVOprep | |

| UNIT | S | V | O | C | $A_{obg}$ | $A_{opt}$ | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| **ELEMENTS** spanning S–A; A spans $A_{obg}$, $A_{opt}$ | | | | | | | | |
| PIL/2(8) | *agomelatine* [1-NP] | *is* [V2cop] | | *What* [1-NP Cs] | | | $C_sVS$* *wh*-question | |
| PIL/2(9) | *Agomelatine* [1-NP] | *is* [V2cop] | | **Cs containing relative clause*** *an anti-depressant normally used to help treat depression* [8-NP Cs] | | | SVCs | |
| PIL/2(10) | *it* [1-NP] | *works* [V2motr] | **clause conjoint as Od*** **1)** *to make you sleepy* = **PIL/2(10):L2[1]** *and* **2)** *regulate your body clock* = **PIL/2(10):L2[2]** [9-Clconj Od] | | | **1.** *However* [1-AP] **2.** *also* [1-AP] | SVOd | |
| PIL/2(10):L2[1] | X: {*it*} | *to make* [V2cxtr] | *you* [1-NP Od] | *sleepy* [1-AdjP Co] | | | {S}VOdCo* **nonfinite** | conjoin in Od in **PIL/2(10)** |
| PIL/2(10):L2[2] | X: {*it*} = S in **PIL/2(10)** | *regulate* [V1motr] | *your body clock* [3-NP Od] | | | | {S}VOd* **S retrievable due to coordination of clauses** | conjoin in Od in **PIL/2(10)** |
| PIL/2(11) | *This* [1-NP] | *means* [V2motr] | *that agomelatine . . . during sleep* [17-Clf Od] = **PIL/2(11):L2** | | | | SVOd | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
|------|----------|---|---|---|---|---|---------|-----------------|
| | **S** | **V** | **O** | **C** | **A** | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| PIL/2(11):L2 | *agomelatine* [1-NP] ~ passivised $O_d$ | **discontinuous VP with inserted $A_{opt}$**\* *is . . . $A_{opt}$ . . . being used* [V1$_{intr}$] ~ V2$_{motr}$ | | | | **1.** *now* [1-AP] **2.** *to treat sleep disorders that can cause abnormal events during sleep* [11-Cl$_{nf}$] = **PIL/2(11):L3** | SV$_{pass}$\* ~ SVO$_d$ **passive** | $O_d$ in **PIL/2(11)** |
| PIL/2(11):L3 | X: {*agomelatine*} | *to treat* [V1$_{motr}$] | **$O_d$ containing relative clause**\* *sleep disorders that can cause abnormal events during sleep* [9-NP $O_d$] | | | | {S}VO$_d$\* **nonfinite** | $A_{opt}$ in **PIL/2(11):L2** |
| PIL/2(12) | *Taking an unlicensed medicine* unidentifiable [nonsentence] | | | | | | **?**\* **nonsentence** | |
| PIL/2(12):L2 | X: {?} | *taking* [V1$_{motr}$] | *an unlicensed medicine* [3-NP $O_d$] | | | | {S}VO$_d$\* **nonfinite** | internal structure of **PIL/2(12)** |
| PIL/2(13) **containing sentential relative clause**\* | *The use of agomelatine for the treatment of RBD* [9-NP] | *is* [V2$_{cop}$] | | *unlicensed* [1-AdjP C$_s$] | | | SVC$_s$ | |

146

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | A$_{obg}$ | A$_{opt}$ | | |
| PIL/2(14) | **1.** *there* [1-AP S$_{there}$]<br>**2.** *evidence that it works to treat this particular condition* [9-NP S]<br>**S containing relative clause***  | *is* [V1$_{intr}$] | | | | *However* [1-AP] | S$_{there}$ + VS*<br>**existential** | |
| PIL/2(15) | **S containing apposition***<br>*The leaflet, Unlicensed medicines – a guide for patients* [8-NP] | *has* [V2$_{motr}$] | *more information about unlicensed medicines*<br>[5-NP O$_d$] | | | | SVO$_d$ | |
| PIL/2(16) | X: {*you*} | *ask* [V1$_{motr}$] | *your doctor, nurse or pharmacist*<br>[5-NP O$_d$] | | | **1.** *If you would like a copy*<br>[6-Cl$_f$]<br>**= PIL/2(16):L2**<br>**2.** *please* [1-AP] | {S}VO$_d$*<br>**imperative** | |
| PIL/2(16):L2 | *you* [1-NP] | *would like*<br>[V2$_{motr}$] | *a copy* [2-NP O$_d$] | | | | SVO$_d$ | A$_{opt}$ in<br>**PIL/2(16)** |
| PIL/2(17) | *you* [1-NP] | *can call*<br>[V2$_{motr}$] | *the Pharmacy Medicines Helpline*<br>[4-NP O$_d$] | | | *Alternatively*<br>[1-AP] | SVO$_d$ | |

| UNIT | S | V | O | C | A_obg | A_opt | PATTERN | CLAUSAL ELEMENT |
|------|---|---|---|---|-------|-------|---------|-----------------|
| | | | | | **A** | | | |
| PIL/2(18) | *details* [1-NP] | *are* [V2_cop] | | | *at the end of this leaflet* [6-PP A_s] | | SVA_s | |
| PIL/2(19) | *I* [1-NP] | *do . . . S . . . take* [V2_motr] | *the medicine* [2-NP O_d] | | | *How* [1-AP] | V_op SVO_d* **wh-question** | |
| PIL/2(20) | *agomelatine* [1-NP] ~ passivised O_d | *should be taken* [V1_intr] ~ V2_motr | | | | **1.** *For the treatment of RBD* [5-PP] **2.** *once a day at night, one hour before bedtime* [9-AP] **A_opt containing apposition*** | SV_pass* ~ SVO_d **passive** | |
| PIL/2(21) | *It* [1-NP] ~ passivised O_d | *may be taken* [V1_intr] ~ V2_motr | | | | *with or without food* [4-PP] | SV_pass* ~ SVO_d **passive** | |
| PIL/2(22) | X: {*you*} | *Swallow* [V1_motr] | *the tablet(s)* [2-NP O_d] | | | *with a drink of water* [5-PP] | {S}VO_d* **imperative** | |
| PIL/2(23) | X: {*you*} | *Keep taking* [V1_motr] | *the tablets* [2-NP O_d] | | | *until your doctor tells you otherwise* [6-Cl_f] = **PIL/2(23):L2** | {S}VO_d* **imperative** | |
| PIL/2(23):L2 | *your doctor* [2-NP] | *tells* [V3_ditr] | **1.** *you* [1-NP O_i] **2.** *otherwise* [1-AP O_d] ***otherwise* as an O_d-proform*** | | | | SVO_i O_d | A_opt in **PIL/2(23)** |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| PIL/2(24) | *Stopping suddenly* [2-Cl_nf] = **PIL/2(24):L2** | *can cause* [V2_motr] | *problems* [1-NP O_d] | | | | SVO_d | |
| PIL/2(24):L2 | X: {?} | *Stopping* [V0_intr] | | | | *suddenly* [1-AP] | {S}V* nonfinite | S in **PIL/2(24)** |
| PIL/2(25) | *your doctor* [2-NP] | *will want* [V2_motr] | *you to reduce your dose gradually* [6-Cl_nf O_d] = **PIL/2(25):L2[1]** | | | *if you need to stop treatment* [6-Cl_f] = **PIL/2(25):L2[2]** | SVO_d | |
| PIL/2(25):L2[1] | *you* [1-NP] | *to reduce* [V2_motr] | *your dose* [2-NP O_d] | | | *gradually* [1-AP] | SVO_d | O_d in **PIL/2(25)** |
| PIL/2(25):L2[2] | *you* [1-NP] | *need* [V2_motr] | *to stop treatment* [3-Cl_nf O_d] = **PIL/2(25):L3** | | | | SVO_d | A_opt in **PIL/2(25)** |
| PIL/2(25):L3 | X: {you} | *to stop* [V1_motr] | *treatment* [1-NP O_d] | | | | {S}VO_d* nonfinite | O_d in **PIL/2(25):L2[2]** |
| PIL/2(26) | *I* [1-NP] | *should . . . S . . . do* [V2_motr] | *What* [1-NP O_d] | | | *if I forget to take the medicine* [7-Cl_f] = **PIL/2(26):L2** | O_dV_opSV* wh-question | |

| UNIT | S | V | O | C | A$_{obg}$ | A$_{opt}$ | PATTERN | CLAUSAL ELEMENT |
|------|---|---|---|---|-----------|-----------|---------|-----------------|
| | | | **ELEMENTS** | | | **A** | **PATTERN** | **CLAUSAL ELEMENT** |
| PIL/2(26):L2 | *I* [1-NP] | *forget* [V2$_{motr}$] | *to take the medicine* [4-Cl$_{nf}$ O$_d$] = **PIL/2(26):L3** | | | | SVO$_d$ | A$_{opt}$ in **PIL/2(26)** |
| PIL/2(26):L3 | X: {*I*} | *to take* [V1$_{motr}$] | *the medicine* [2-NP O$_d$] | | | | {S}VO$_d$**\*** nonfinite | O$_d$ in **PIL/2(26):L2** |
| PIL/2(27) | X: {*you*} | *don't worry* [V0$_{intr}$] | | | | *If you forget to take a dose of agomelatine* [9-Cl$_f$] = **PIL/2(27):L2** | {S}V$_{neg}$**\*** imperative + negative | |
| PIL/2(27):L2 | *you* [1-NP] | *forget* [V2$_{motr}$] | *to take a dose of agomelatine* [6-Cl$_{nf}$ O$_d$] = **PIL/2(27):L3** | | | | SVO$_d$ | A$_{opt}$ in **PIL/2(27)** |
| PIL/2(27):L3 | X: {*you*} | *to take* [V1$_{motr}$] | *a dose of agomelatine* [4-NP O$_d$] | | | | {S}VO$_d$**\*** nonfinite | O$_d$ in **PIL/2(27):L2** |
| PIL/2(28) | X: {*you*} | *Take* [V1$_{motr}$] | *the next dose* [3-NP O$_d$] | | | *when it is due* [4-Cl$_f$] = **PIL/2(28):L2** | {S}VO$_d$**\*** imperative | |
| PIL/2(28):L2 | *it* [1-NP] | *is* [V2$_{cop}$] | | *due* [1-AdjP C$_s$] | | | SVC$_s$ | A$_{opt}$ in **PIL/2(28)** |

| UNIT | S | V | O | C | A$_{obg}$ | A$_{opt}$ | PATTERN | CLAUSAL ELEMENT |
|------|---|---|---|---|-----------|-----------|---------|-----------------|
| | | | | | **ELEMENTS** | | | |
| PIL/2(29) | X: {you} | *Do not take* [V1$_{motr}$] | *an extra dose* [3-NP O$_d$] | | | 1. *the following night* [3-NP]  2. *to make up for the missed dose* [7-Cl$_{nf}$] **= PIL/2(29):L2** | {S}V$_{neg}$O$_d$* **imperative + negative** | |
| PIL/2(29):L2 | X: {you} | *to make up for* [V1$_{motr}$, phrasal-prepositional] | *the missed dose* [3-NP O$_{prep}$] | | | | {S}VO$_{prep}$* **nonfinite** | A$_{opt}$ in **PIL/2(29)** |
| PIL/2(30) | 1. *there* [1-AP S$_{there}$]  2. *any side effects* [3-NP S] | *Are* [V1$_{intr}$] | | | | | VS$_{there}$ + S* **existential + question** | |
| PIL/2(31) | *most medicines* [2-NP] | *can cause* [V2$_{motr}$] | *unwanted side effects* [3-NP O$_d$] | | | *In addition to their desired effects* [6-PP] | SVO$_d$ | |
| PIL/2(32) | *not everyone* [2-NP] | *gets* [V2$_{motr}$] | *them* [1-NP O$_d$] | | | | SVO$_d$ | |
| PIL/2(33) | *The following* [2-NP] | *are* [V2$_{cop}$] | | **C$_s$ containing relative clauses***  *examples of some of the side effects reported by patients taking agomelatine* [12-NP C$_s$] | | | SVC$_s$ | |

| UNIT | S | V | O | C | A$_{obg}$ | A$_{opt}$ | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | | | **A** | | | |
| PIL/2(34) | *The unwanted effects* [3-NP] | *fade* [V1$_{intr}$] | | | | **1.** *often* [1-AP] <br> **2.** *as your body adjusts to the new medicine* [8-Cl$_f$] <br> = **PIL/2(34):L2** | SV | |
| PIL/2(34):L2 | *your body* [2-NP] | *adjusts to* [V2$_{motr}$, prepositional] | *the new medicine* [3-NP O$_d$] | | | | SVO$_{prep}$ | A$_{opt}$ in **PIL/2(34)** |
| PIL/2(35) | X: {*you*} | *speak with* [V1$_{motr}$, prepositional] | *your GP or pharmacist* [4-NP O$_{prep}$] | | | **A$_{opt}$ with coordinated predicates**$*$ <br> *if any of the following continue* <br> = **PIL/2(35):L2** <br> *. . . or become troublesome* <br> = **PIL/2(36)** <br> [9-Cl$_f$] | {S}VO$_{prep}$$*$ <br> **imperative** | |
| PIL/2(35):L2 | *any of the following* [4-NP] | *continue* [V1$_{intr}$] | | | | | SV | part of A$_{opt}$ in **PIL/2(35)** |
| PIL/2(36) | X: {*any of the following*} = S in **PIL/2(35):L2** | *become* [V1$_{cop}$] | | *troublesome* [1-AdjP C$_s$] | | | {S}VC$_s$$*$ <br> **S retrievable due to coordinated predicates** | predicate conjoin in A$_{opt}$ in **PIL/2(35)** |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| PIL/2(37) | unidentifiable [tabular structure with a verbless heading] | | | | | | **?***<br>**tabular structure** | |
| PIL/2(37):L2[1] | X: {?} | *feeling* [V1$_{cop}$] | | **conjoint AdjP as C$_s$ *** <br> *dizzy, tired or sleepy* <br> [4-AdjP$_{conj}$ C$_s$] | | | {S}VC$_s$*** <br> **nonfinite** | item in **PIL/2(37)** |
| PIL/2(37):L2[2] | X: {?} | *feeling* [V1$_{cop}$] | | *sick* [1-AdjP C$_s$] | | | {S}VC$_s$*** <br> **nonfinite** | item in **PIL/2(37)** |
| PIL/2(38) | *I* [1-NP] | *should . . . S . . . do* <br> [V2$_{motr}$] | *What* [1-NP O$_d$] | | | *if it happens* [3-Cl$_f$] <br> = **PIL/2(38):L2** | O$_d$V$_{op}$SV*** <br> ***wh*-question** | |
| PIL/2(38):L2 | *it* [1-NP] | *happens* [V1$_{intr}$] | | | | | SV | A$_{opt}$ in **PIL/2(38)** |
| PIL/2(39) | X: {*you*} | *Take* [V1$_{motr}$] | **O$_d$ containing apposition*** <br> *your usual painkiller* <br> *(for example, paracetamol)* <br> [6-NP O$_d$] | | | | {S}VO$_d$*** <br> **imperative** | |
| PIL/2(40) | X: {*you*} | *Take* [V1$_{motr}$] | *dose* [1-NP O$_d$] | | | *one hour before bedtime* <br> [4-NP] | {S}VO$_d$*** <br> **imperative** | |
| PIL/2(41) | X: {*you*} | *Do not drive* <br> [V0$_{intr}$] | | | | X: {*until these effects have worn off*} <br> (mentioned in **PIL/2(42)**) | {S}V$_{neg}$*** <br> **imperative +** <br> **negative** | |

153

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| PIL/2(42) | X: {*you*} | *do not use* [V1$_{motr}$] | **conjoint NP as O$_d$ *** <br><br> *tools or machines* <br><br> [3-NP$_{conj}$ O$_d$] | | | **related also to PIL/2(41) due to coordinated predicates*** <br><br> *until these effects have worn off* <br><br> [6-Cl$_f$] <br><br> **= PIL/2(42):L2** | {S}V$_{neg}$O$_d$* <br><br> **imperative + negative** | |
| PIL/2(42):L2 | *these effects* <br> [2-NP] | *have worn off* <br> [V1$_{intr}$, phrasal] | | | | | SV$_{phr}$ | $A_{opt}$ in **PIL/2(41) + PIL/2(42)** |
| PIL/2(43) | X: {*you*} | *Do not drink* <br> [V1$_{motr}$] | *alcohol* [1-NP O$_d$] | | | | {S}V$_{neg}$O$_d$* <br><br> **imperative + negative** | |
| PIL/2(44) | X: {*you*} | *Stick to* <br> [V1$_{motr}$, prepositional] | *simple foods* [2-NP O$_{prep}$] | | | | {S}VO$_{prep}$* <br><br> **imperative** | |
| PIL/2(45) | X: {*you*} | *Avoid* [V1$_{motr}$] | *rich or spicy meals* <br> [4-NP O$_d$] | | | | {S}VO$_d$* <br><br> **imperative** | |
| PIL/2(46) | X: {*you*} | *Try* [V1$_{motr}$] | *to eat a well-balanced diet containing fresh fruit and vegetables* <br> [10-Cl$_{nf}$ O$_d$] <br><br> **= PIL/2(46):L2** | | | | {S}VO$_d$* <br><br> **imperative** | |

| UNIT | ELEMENTS | | | | A | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A_obg | A_opt | | |
|---|---|---|---|---|---|---|---|---|
| PIL/2(46):L2 | X: {you} | to eat [V1_motr] | **O_d containing relative clause***<br><br>a well-balanced diet containing fresh fruit and vegetables<br><br>[8-NP O_d] | | | | {S}VO_d*<br>**nonfinite** | O_d in **PIL/2(46)** |
| PIL/2(47) | X: {you} | Drink [V1_motr] | plenty of water [3-NP O_d] | | | | {S}VO_d*<br>**imperative** | |
| PIL/2(48) | These effects [2-NP] | are [V2_cop] | | mild [1-AdjP C_s] | | usually [1-AP] | SVC_s | |
| PIL/2(49) | X: {These effects}<br>= S in **PIL/2(48)** | pass [V0_intr] | | | | soon [1-AP] | {S}V*<br>**S retrievable due to coordinated predicates** | |
| PIL/2(50) | X: {you} | speak with<br>[V1_motr, prepositional] | your doctor [2-NP O_prep] | | | if any become troublesome<br>[4-Cl_f]<br>= **PIL/2(50):L2** | {S}VO_prep*<br>**imperative** | |
| PIL/2(50):L2 | any [1-NP] | become [V2_cop] | | troublesome<br>[1-AdjP C_s] | | | SVC_s | A_opt in **PIL/2(50)** |
| PIL/2(51) | Important<br>unidenfitiable [nonsentence] | | | | | | ?*<br>**nonsentence** | |

155

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| PIL/2(52) | X: {*you*} | *stop* [V1_motr] | *taking agomelatine* [2-Cl_nf O_d] = **PIL/2(52):L2[2]** | | | **related also to PIL/2(53) due to coordinated predicates\*** *If you experience any of the following rare, but possible serious, symptoms* [12-Cl_f] = **PIL/2(52):L2[1]** | **{S}VO_d\*** **imperative** | |
| PIL/2(52):L2[1] | *you* [1-NP] | *experience* [V2_motr] | *any of the following rare, but possible serious, symptoms* [9-NP O_d] | | | | SVO_d | $A_{opt}$ in **PIL/2(52)** + **PIL/2(53)** |
| PIL/2(52):L2[2] | X: {*you*} | *taking* [V1_motr] | *agomelatine* [1-NP O_d] | | | | **{S}VO_d\*** **nonfinite** | O_d in **PIL/2(52)** |
| PIL/2(53) | X: {*you*} | *contact* [V1_motr] | *your doctor* [2-NP O_d] | | | **1.** X: {*If you experience any of the following rare, but possible serious, symptoms*} (mentioned in **PIL/2(52)**) **2.** *for advice* [2-PP] **3.** *straight away* [2-AP] | **{S}VO_d\*** **imperative** | |
| PIL/2(54) | *Dark urine, light coloured stools, yellowing of your skin or the shites of your eyes (jaundice), unexpected bruising, tummy pain, itchy skin, and feeling unusually tired.* unidentifiable [nonsentence] | | | | | | **?\*** **nonsentence** | |

| UNIT | S | V | O | C | A$_{obg}$ | A$_{opt}$ | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | | **ELEMENTS** | | | **PATTERN** | **CLAUSAL ELEMENT** |
| PIL/2(55) | *These* [1-NP] | *may be* [V2$_{cop}$] | | **C$_s$ containing relative clause***<br><br>*signs that your liver is not working as it should*<br><br>[10-NP C$_s$] | | | SVC$_s$ | |
| PIL/2(56) | *Changes to your mood (such as feeling anxious, nervous or agitated), behaviour, or thinking (forgetful).*<br><br>unidentifiable [nonsentence] | | | | | | **?***<br>**nonsentence** | |
| PIL/2(57) | *You* [1-NP] | **discontinuous VP with inserted A$_{opt}$***<br><br>*may . . . A$_{opt}$ . . . have* [V2$_{motr}$] | *thoughts about harming yourself or ending your life*<br>[8-NP O$_d$] | | | *also* [1-AP] | SVO$_d$ | |
| PIL/2(58) | X: {*you*} | *see* [V1$_{motr}$] | **O$_d$ containing relative clause***<br><br>*the manufacturer's leaflet that comes with the medicine*<br><br>[8-NP O$_d$] | | | **1.** *For further information on side effects* [6-PP]<br><br>**2.** *please* [1-AP] | **{S}VO$_d$***<br>**imperative** | |
| PIL/2(59) | **1.** *there* [1-AP S$_{there}$]<br>**2.** *anything else I need to know*<br>[6-NP S]<br>**S containing relative clause*** | *Is* [V1$_{intr}$] | | | | | VS$_{there}$ + S*<br><br>**existential + question** | |

157

| UNIT | S | V | O | C | A$_{obg}$ | A$_{opt}$ | PATTERN | CLAUSAL ELEMENT |
|------|---|---|---|---|-----------|-----------|---------|-----------------|
| | | | ELEMENTS | | | | | |
| PIL/2(60) | *It can take* ([*a week or two*]$_{Od1}$ + [*after starting this treatment*]$_{Aopt1}$) *and* ([*up to four weeks*]$_{Od2}$ *before you feel the full benefit*]$_{Aopt2}$). unanalyzable structure [complex coordination of O$_d$ + A$_{opt}$] | | | | | | **?*** <br> **complex coordination of O$_d$ + A$_{opt}$** | |
| PIL/2(60):L2[1] | *the effect* [2-NP] | *builds up* [V1$_{intr}$, phrasal] | | | | | SV$_{phr}$ | A$_{opt1}$ in **PIL/2(60)** |
| PIL/2(60):L2 | *you* [1-NP] | *feel* [V2$_{motr}$] | *the full benefit* [3-NP O$_d$] | | | | SVO$_d$ | A$_{opt2}$ in **PIL/2(60)** |
| PIL/2(61) | **1.** *it* [1-NP S$_{anti}$] <br> **2.** *that you keep taking it even if you feel that it is not helping* [14-Cl$_f$ S] <br> = **PIL/2(61):L2** | *is* [V2$_{cop}$] | | *important* [1-AdjP C$_s$] | | | S$_{anti}$ + VC$_s$S* <br> **extraposition of S** | |
| PIL/2(61):L2 | *you* [1-NP] | *keep taking* [V2$_{motr}$] | *it* [1-NP O$_d$] | | | *even if you feel that it is not helping* [9-Cl$_f$] <br> = **PIL/2(61):L3** | SVO$_d$ | extraposed S in **PIL/2(61)** |
| PIL/2(61):L3 | *you* [1-NP] | *feel* [V2$_{motr}$] | *that it is not helping* [5-Cl$_f$ O$_d$] <br> = **PIL/2(61):L4** | | | | SVO$_d$ | A$_{opt}$ in **PIL/2(61):L2** |
| PIL/2(61):L4 | *it* [1-NP] | *is not helping* [V1$_{intr}$] | | | | | SV | O$_d$ in **PIL/2(61):L3** |

| UNIT | S | V | O | C | A_obg | A_opt | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | **ELEMENTS** | | | | | **CLAUSAL ELEMENT** |
| PIL/2(62) | *you* [1-NP] | *will need* [V2_motr] | *to have a blood test every few weeks for six months, and then when necessary* [15-Cl_nf O_d] **PIL/2(62):L2[2]** | | | *To make sure that your liver is staying healthy* [9-Cl_nf] = **PIL/2(62):L2[1]** | SVO_d | |
| PIL/2(62):L2[1] | X: {*you*} | *to make* [V2_cxtr] // *to make sure* [V1_motr] **special multi-word verb pattern*** | *that your liver is staying healthy* [6-Cl_f O_d] = **PIL/2(62):L3[1]** | *sure* [1-AdjP C_o] // (no C_o; AdjP part of V) | | | {S}VC_oO_d* // {S}VO_d* **nonfinite** | A_opt in **PIL/2(62)** |
| PIL/2(62):L3[1] | *your liver* [2-NP] | *is staying* [V2_cop] | | *healthy* [1-AdjP C_s] | | | SVC_s | O_d in **PIL/2(62):L2[1]** |
| PIL/2(62):L2[2] | X: {*you*} | *to have* [V1_motr] | *a blood test* [3-NP O_d] | | | **complex coordination in A_opt*** 1) *every few weeks for six months* [3-NP + 3-PP] *and then* 2) *when necessary* [2-Cl_vl] = **PIL/2(62):L3[2]** [10-[NP+PP]+Cl_vl conj] | {S}VO_d* **nonfinite** | O_d in **PIL/2(62)** |
| PIL/2(62):L3[2] | X: {*it*} | X: {?} [V1_cop] | | *necessary* [1-AdjP C_s] | | | {S}{V}C_s* **verbless** | conjoin in A_opt in **PIL/2(62):L2[2]** |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| PIL/2(63) | *You* [1-NP] | *can discuss . . .* $\mathbf{O_d}$ *. . . with* [V3$_{ditr}$, prepositional] | **1.** *how often they are required* [5-Cl$_f$ O$_d$] = **PIL/2(63):L2[1]** **2.** *your consultant and doctor* [4-NP O$_{prep}$] | | | *when you are settled on your medication* [7-Cl$_f$] = **PIL/2(63):L2[2]** | SVO$_d$O$_{prep}$ | |
| PIL/2(63):L2[1] | *they* [1-NP] ~ passivised O$_d$ | *are required* [V1$_{intr}$] ~ V2$_{motr}$ | | | | | SV$_{pass}$* ~ SVO$_d$ **passive** | O$_d$ in **PIL/2(63)** |
| PIL/2(63):L2[2] | *you* [1-NP] ~ passivised O$_d$ | *are settled on* [V2$_{motr}$, prepositional] ~ V3$_{ditr}$, prepositional | *your medication* [2-NP O$_{prep}$] | | | | SV$_{pass}$O$_{prep}$* ~ SVO$_d$O$_{prep}$ **passive** | A$_{opt}$ in **PIL/2(63)** |
| PIL/2(64) | *Alcohol* [1-NP] | *can affect* [V2$_{motr}$] | *the liver* [2-NP O$_d$] | | | **comparative clause*** *as can agomelatine* [3-Cl$_f$] = **PIL/2(64):L2** | SVO$_d$ | |
| PIL/2(64):L2 | *agomelatine* [1-NP] | **partial VP ellipsis*** *can {affect}* [V1$_{motr}$] | X: {*the liver*} [O$_d$] = O$_d$ in **PIL/2(64)** | | | | V$_{op}$S{V}{O$_d$}* *as*-**initial elliptical comparative clause** | A$_{opt}$ in **PIL/2(64)** |
| PIL/2(65) | *Smoking* [1-Cl$_{nf}$] = **PIL/2(65):L2** | *can affect* [V2$_{motr}$] | *the amount of agomelatine in your body* [7-NP O$_d$] | | | | SVO$_d$ | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| PIL/2(65):L2 | X: {?} | *Smoking* [$V0_{intr}$] | | | | | {S}V* **nonfinite** | S in **PIL/2(65)** |
| PIL/2(66) | X: {*you*} | *Let* [$V2_{cxtr}$] | *your doctor* [2-NP $O_d$] | *know if you either start or stop smoking while you are taking agomelatine* [13-$Cl_{nf}$ $C_o$] = **PIL/2(66):L2** | | | {S}$VO_dC_o$* **imperative** | |
| PIL/2(66):L2 | X: {*you*} | *know* [$V1_{motr}$] | *if you either start or stop smoking while you are taking agomelatine* [12-$Cl_f$ $O_d$] = **PIL/2(67):L3** | | | | {S}$VO_d$* **imperative** | $C_o$ in **PIL/2(66)** |
| PIL/2(66):L3 | *you* [1-NP] | **conjoint VP*** *either start or stop* [$V2_{motr}$] | *smoking* [1-$Cl_{nf}$ $O_d$] = **PIL/2(66):L4[1]** | | | *while you are taking agomelatine* [5-$Cl_f$] = **PIL/2(66):L4[2]** | $SVO_d$ | $O_d$ in **PIL/2(66):L2** |
| PIL/2(66):L4[1] | X: {*you*} | *smoking* [$V0_{intr}$] | | | | | {S}V* **nonfinite** | $O_d$ in **PIL/2(66):L3** |
| PIL/2(66):L4[2] | *you* [1-NP] | *are taking* [$V2_{motr}$] | *agomelatine* [1-NP $O_d$] | | | | $SVO_d$ | $A_{opt}$ in **PIL/2(66):L3** |

| UNIT | S | V | O | C | A_obg | A_opt | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| PIL/2(67) | X: {you} | be [V1_cop] | | **that-clause as adjective complement***<br><br>*aware that agomelatine may affect your reactions and ability to drive*<br><br>[11-AdjP C_s] | | **1.** *If you are a driver*<br>[5-Cl_f]<br>= **PIL/2(67):L2**<br>**2.** *please* [1-AP] | {S}VC_s*<br>**imperative** | |
| PIL/2(67):L2 | *you* [1-NP] | *are* [V2_cop] | | *a driver* [2-NP C_s] | | | SVC_s | A_opt in **PIL/2(67)** |
| PIL/2(68) | **1.** *It* [1-NP S_anti]<br>**2.** *to drive while your reactions are impaired*<br>[7-Cl_nf S]<br>= **PIL/2(68):L2** | *is* [V2_cop] | | *an offence* [2-NP C_s] | | | S_anti + VC_sS*<br>**extraposition of S** | |
| PIL/2(68):L2 | X: {you} | *to drive* [V0_intr] | | | | *while your reactions are impaired*<br>[5-Cl_f]<br>= **PIL/2(68):L3** | {S}V*<br>**nonfinite** | extraposed S in **PIL/2(68)** |
| PIL/2(68):L3 | *your reactions*<br>[2-NP] | *are* [V2_cop] | | *impaired*<br>[1-AdjP C_s] | | | SVC_s | A_opt in **PIL/2(68):L2** |

162

| UNIT | S | V | O | C | A$_{obg}$ | A$_{opt}$ | PATTERN | CLAUSAL ELEMENT |
|------|---|---|---|---|-----------|-----------|---------|-----------------|
| | | | | | **ELEMENTS** → **A** | | | |
| PIL/2(69) | *you* [1-NP]<br><br>~ passivised O$_i$ | *are advised*<br>[V2$_{motr}$]<br><br>~ V3$_{ditr}$ | *to carry some evidence with you which shows that the medicine has been prescribed for you*<br>[16-Cl$_{nf}$ O$_d$]<br>= **PIL/2(69):L2[3]** | | | **1.** *Even if your driving ability is not impaired* [8-Cl$_f$]<br>= **PIL/2(69):L2[1]**<br>**2.** *if you drive* [3-Cl$_f$]<br>= **PIL/2(69):L2[2]** | SV$_{pass}$O$_d$**\***<br>~ SVO$_i$O$_d$<br>**passive** | |
| PIL/2(69):L2[1] | *your driving ability*<br>[3-NP] | *is not*<br>[V2$_{cop}$] | | *impaired*<br>[1-AdjP C$_s$] | | | SV$_{neg}$C$_s$**\***<br>**negative** | A$_{opt}$ in **PIL/2(69)** |
| PIL/2(69):L2[2] | *you* [1-NP] | *drive* [V1$_{intr}$] | | | | | SV | A$_{opt}$ in **PIL/2(69)** |
| PIL/2(69):L2[3] | X: {*you*} | *to carry*<br>[V1$_{motr}$] | **discontinuous O$_d$ (with inserted A$_{opt}$) containing relative clause\***<br>*some evidence . . . A$_{opt}$ . . . which shows that the medicine has been prescribed for you*<br>[12-NP O$_d$] | | | *with you* [2-PP] | {S}VO$_d$**\***<br>**nonfinite** | O$_d$ in **PIL/2(69)** |
| PIL/2(70) | **conjoint NP as S\***<br>*a repeat prescription form or the patient information leaflet from the packet*<br>[12-NP$_{conj}$]<br>~ passivised O$_d$ | **discontinuous VP with inserted A$_{opt}$\***<br>*is . . . A$_{opt}$ . . . considered*<br>[V2$_{cop}$]<br>~ V3$_{cxtr}$ | | *suitable*<br>[1-AdjP C$_s$]<br>~ passivised C$_o$ | | *generally* [1-AP] | SV$_{pass}$C$_s$**\***<br>~ SVO$_d$C$_o$<br>**passive** | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| PIL/2(71) | X: {*you*} | *tell* [$V2_{ditr}$] | **1.** *the person carrying out the treatment* [6-NP $O_i$] **$O_i$ containing relative clause*** **2.** *which medicines you are taking* [5-$Cl_f$ $O_d$] = **PIL/2(71):L2[2]** | | | **1.** *If you are having an operation or dental treatment* [9-$Cl_f$] = **PIL/2(71):L2[1]** **2.** *in case there are any drug interactions* [7-$Cl_{there}$] = **PIL/2(71):L2[3]** | {S}$VO_iO_d$* **imperative** | |
| PIL/2(71):L2[1] | *you* [1-NP] | *are having* [$V2_{motr}$] | *an operation or dental treatment* [5-NP $O_d$] | | | | $SVO_d$ | $A_{opt}$ in **PIL/2(71)** |
| PIL/2(71):L2[2] | *you* [1-NP] | *are taking* [$V2_{motr}$] | *which medicines* [2-NP $O_d$] | | | | $O_dSV$* ***wh*-interrogative** | $O_d$ in **PIL/2(71)** |
| PIL/2(71):L2[3] | **1.** *there* [1-AP $S_{there}$] **2.** *any drug interactions* [3-NP S] | *are* [$V1_{intr}$] | | | | | $S_{there} + VS$* **existential** | $A_{opt}$ in **PIL/2(71)** |
| PIL/2(72) | *Agomelatine* [1-NP] ~ passivised $O_d$ | *should be kept out of* [$V2_{motr}$, phrasal-prepositional] ~ $V3_{ditr}$, phrasal-prepositional | *reach of children* [3-NP $O_{prep}$] | | | | $SV_{pass}O_{prep}$* ~ $SVO_dO_{prep}$ **passive** | |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| PIL/2(73) | **conjoint NP as S\*** *you, they, or their parent/carer* [6-NP$_{conj}$] | *should contact* [V2$_{motr}$] | *NHS 111* [2-NP O$_d$] | | | **1.** *If anyone other than you takes this medicine* [8-Cl$_f$] = **PIL/2(73):L2** **2.** *then* [1-AP] **3.** *for advice* [2-PP] | SVO$_d$ | |
| PIL/2(73):L2 | *anyone other than you* [4-NP] | *takes* [V2$_{motr}$] | *this medicine* [2-NP O$_d$] | | | | SVO$_d$ | A$_{opt}$ in **PIL/2(73)** |
| PIL/2(74) | *they* [1-NP] | *should call for* [V2$_{motr}$, prepositional] | *an ambulance* [2-NP O$_{prep}$] | | | *If they are unwell* [4-Cl$_f$] = **PIL/2(74):L2** | SVO$_{prep}$ | |
| PIL/2(74):L2 | *they* [1-NP] | *are* [V2$_{cop}$] | | *unwell* [1-AdjP C$_s$] | | | SVC$_s$ | A$_{opt}$ in **PIL/2(75)** |
| PIL/2(75) | *The expiry date* [3-NP] ~ passivised O$_d$ | *is printed* [V1$_{intr}$] ~ V2$_{motr}$ | | | | *on the container* [3-PP] | SV$_{pass}$\* ~ SVO$_d$ **passive** | |
| PIL/2(76) | X: {*you*} | *Do not use* [V1$_{motr}$] | *the medicine* [2-NP O$_d$] | | | *after this date* [3-PP] | {S}V$_{neg}$O$_d$\* **imperative + negative** | |

| UNIT | S | V | O | C | A_obg | A_opt | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| PIL/2(77) | *The remainder* [2-NP] ~ passivised $O_d$ | *should be returned* [$V1_{intr}$] ~ $V2_{motr}$ | | | | **1.** *to your local pharmacy* [4-PP] **2.** *to be thrown away* [4-$Cl_{nf}$] = **PIL/2(77):L2** | $SV_{pass}$* ~ $SVO_d$ **passive** | |
| PIL/2(77):L2 | X: {*the remainder*} ~ passivised $O_d$ | *to be thrown away* [$V0_{intr}$, phrasal] ~ $V2_{motr}$, phrasal | | | | | ${S}V_{phr+pass}$* ~ $SV_{phr}O_d$ **nonfinite + passive** | $A_{opt}$ in **PIL/2(77)** |
| PIL/2(78) | *Pregnancy and breast feeding* unidentifiable [nonsentence] | | | | | | **?*** **nonsentence** | |
| PIL/2(79) | *We* [1-NP] | *do not recommend* [$V2_{motr}$] | *the use of this medicine* [5-NP $O_d$] | | | **$A_{opt}$ with coordinated predications*** *if you are pregnant or breastfeeding* [6-$Cl_f$] = **PIL/2(79):L2** | $SVO_d$ | |
| PIL/2(79):L2 | *you are pregnant or breastfeeding* disputable structure [coordinated predications] | | | | | | **?*** **coordinated predications** | $A_{opt}$ in **PIL/2(79)** |
| PIL/2(80) | *You* [1-NP] | *should let* [$V3_{cxtr}$] | *your consultant* [2-NP $O_d$] | *know if you are planning a pregnancy* [7-$Cl_{nf}$ $C_o$] = **PIL/2(80):L2[1]** | | *so that a management plan can be agreed* [8-$Cl_f$] = **PIL/2(80):L2[2]** | $SVO_dC_o$ | |

| UNIT | ELEMENTS | | | | A | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| PIL/2(80):L2[1] | X: {*your consultant*} | *know* [$V1_{motr}$] | *if you are planning a pregnancy*<br>[$6\text{-Cl}_f$ $O_d$]<br>= **PIL/2(80):L3** | | | | {S}VO$_d$*<br>**nonfinite** | C$_o$ in **PIL/2(80)** |
| PIL/2(80):L3 | *you* [1-NP] | *are planning* [$V2_{motr}$] | *a pregnancy* [2-NP $O_d$] | | | | SVO$_d$ | O$_d$ in **PIL/2(80):L2[1]** |
| PIL/2(80):L2[2] | *a management plan*<br>[3-NP]<br>~ passivised O$_d$ | *can be agreed*<br>[$V1_{intr}$]<br>~ V2$_{motr}$ | | | | | SV$_{pass}$*<br>~ SVO$_d$<br>**passive** | A$_{opt}$ in<br>**PIL/2(80)** |
| PIL/2(81) | X: {*you*} | *contact* [$V1_{motr}$] | *your consultant* [2-NP $O_d$] | | | **1.** *If you discover that you are pregnant* [$7\text{-Cl}_f$]<br>= **PIL/2(81):L2**<br>**2.** *please* [1-AP]<br>**3.** *for advice* [2-PP]<br>**4.** *as soon as possible* [4-PP] | {S}VO$_d$*<br>**imperative** | |
| PIL/2(81):L2 | *you* [1-NP] | *discover* [$V2_{motr}$] | *that you are pregnant*<br>[$4\text{-Cl}_f$ $O_d$]<br>= **PIL/2(81):L3** | | | | SVO$_d$ | A$_{opt}$ in<br>**PIL/2(81)** |
| PIL/2(81):L3 | *you* [1-NP] | *are* [$V2_{cop}$] | | *pregnant*<br>[1-AdjP C$_s$] | | | SVC$_s$ | O$_d$ in<br>**PIL/2(81):L2** |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
|---|---|---|---|---|---|---|---|---|
| PIL/2(82) | *Sleep hygiene*<br>unidentifiable [nonsentence] | | | | | | **?**\*<br>**nonsentence** | |
| PIL/2(83) | *Taking agomelatine* [2-$Cl_{nf}$]<br>= **PIL/2(83):L2** | *is not* [$V2_{cop}$] | | *a replacement for a good sleep routine*<br>[7-NP $C_s$] | | | $SV_{neg}C_s$\*<br>**negative** | |
| PIL/2(83):L2 | X: {?} | *Taking*<br>[$V1_{motr}$] | *agomelatine* [1-NP $O_d$] | | | | {S}$VO_d$\*<br>**nonfinite** | S in **PIL/2(83)** |
| PIL/2(84) | **1.** *It* [1-NP $S_{anti}$]<br>**2.** *to aim to get around seven to eight hours of sleep at night if possible* [15-$Cl_{nf}$]<br>= **PIL/2(84):L2** | *is* [$V2_{cop}$] | | *important* [1-AdjP $C_s$] | | *still* [1-AP] | $S_{anti} + VC_sS$\*<br>**extraposition of S** | |
| PIL/2(84):L2 | X: {?} | *to aim* [$V1_{motr}$] | *to get around seven to eight hours of sleep at night if possible* [13-$Cl_{nf}$ $O_d$]<br>= **PIL/2(84):L3** | | | | {S}$VO_d$\*<br>**nonfinite** | extraposed S in **PIL/2(84)** |
| PIL/2(84):L3 | X: {?} | *to get* [$V1_{motr}$] | *around seven to eight hours of sleep at night*<br>[9-NP $O_d$] | | | *if possible* [2-$Cl_{vl}$]<br>= **PIL/2(84):L4** | {S}$VO_d$\*<br>**nonfinite** | $O_d$ in **PIL/2(84):L2** |
| PIL/2(84):L4 | X: {it} | X: {?} [$V1_{cop}$] | | *possible* [1-AdjP $C_s$] | | | {S}{V}$C_s$\*<br>**verbless** | $A_{opt}$ in **PIL/2(84):L3** |

168

| UNIT | S | V | O | C | A$_{obg}$ | A$_{opt}$ | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| PIL/2(85) | **1.** *It* [1-NP S$_{anti}$]<br><br>**2. clause conjoint as S\***<br><br>  **1)** *to go to bed when tired*<br>  **= PIL/2(85):L2[1]** *and*<br><br>  **2)** *get up at about the same time each day*<br>  **= PIL/2(85):L2[2]**<br>    [16-Cl$_{conj}$ S] | *is* [V2$_{cop}$] | | *advisable*<br>[1-AdjP C$_s$] | | | S$_{anti}$ + VC$_s$S\*<br>**extraposition of S** | |
| PIL/2(85):L2[1] | X: {?} | *to go* [V0$_{motr}$] | | | | **1.** *to bed* [2-PP]<br>**2.** *when tired* [2-Cl$_{vl}$]<br>**= PIL/2(85):L3** | {S}V\*<br>**nonfinite** | clausal conjoin in extraposed S in **PIL/2(85)** |
| PIL/2(85):L3 | X: {?} | X: {?} [V1$_{cop}$] | | *tired*<br>[1-AdjP C$_s$] | | | {S}{V}C$_s$\*<br>**verbless** | A$_{opt}$ in **PIL/2(85):L2[1]** |
| PIL/2(85):L2[2] | X: {?}<br>= S in **PIL/2(85):L2[1]** | *get up* [V0$_{intr}$, phrasal] | | | | **1.** *at about the same time* [5-PP]<br>**2.** *each day* [2-NP] | {S}V$_{phr}$\*<br>**nonfinite** | clausal conjoin in extraposed S in **PIL/2(85)** |
| PIL/2(86) | X: {*you*} | *Maintain* [V1$_{motr}$] | *a normal total sleep time*<br>[5-NP O$_d$] | | | | {S}VO$_d$\*<br>**imperative** | |

| UNIT | S | V | O | C | A_obg | A_opt | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | **ELEMENTS** | | **A** | | **PATTERN** | **CLAUSAL ELEMENT** |
| PIL/2(87) | *Sleep deprivation* [2-NP] | *will increase* [V2_motr] | *RBD* [1-NP O_d] | | | | SVO_d | |
| PIL/2(88) | X: {*you*} | *Monitor for* [V1_motr, prepositional] | *any sleepiness* [2-NP O_prep] | | | | {S}VO_prep* **imperative** | |
| PIL/2(89) | *Bedroom safety precautions for RBD* unidentifiable [nonsentence] | | | | | | **?*** **nonsentence** | |
| PIL/2(90) | X: {*you*} | *Move* [V1_motr] | *objects* [1-NP O_d] | | | *away from your bedside* [4-PP] | {S}VO_d* **imperative** | |
| PIL/2(91) | *This* [1-NP] | *includes* [V2_motr] | **conjoint NP as O_d containing relative clause*** *night stands, lamps, or other objects that could cause injury* [10-NP_conj O_d] | | | | SVO_d | |
| PIL/2(92) | X: {*you*} | *Move* [V1_motr] | *your bed* [2-NP O_d] | | | *away from the window* [4-PP] | {S}VO_d* **imperative** | |
| PIL/2(93) | X: {*you*} | *Encourage* [V2_cxtr] | *your bed partner* [3-NP O_d] | *to report any worsening or changes in your night-time behaviour* [10-Cl_nf C_o] = **PIL/2(93):L2** | | | {S}VO_dC_o* **imperative** | |

| UNIT | S | V | O | C | A_obg | A_opt | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | **ELEMENTS** | | **A** | | **PATTERN** | **CLAUSAL ELEMENT** |
| PIL/2(93):L2 | X: {*your bed partner*} | *to report* [$V1_{motr}$] | *any worsening or changes in your night-time behaviour* [8-NP $O_d$] | | | | {S}VO$_d$* **nonfinite** | $C_o$ in **PIL/2(93)** |
| PIL/2(94) | *I* [1-NP] | *Can . . . S . . . take* [$V2_{motr}$] | *agomelatine* [1-NP $O_d$] | | | *with other medicines* [3-PP] | $V_{op}$SVO$_d$* **question** | |
| PIL/2(95) | *Agomelatine* [1-NP] | *may interact with* [$V2_{motr}$, prepositional] | *other medicines* [2-NP $O_{prep}$] | | | | SVO$_{prep}$ | |
| PIL/2(96) | **1.** *It* [1-NP $S_{anti}$] <br> **2.** *to let us . . . suitable for you* [22-Cl$_{nf}$] = **PIL/2(96):L2** | *is* [$V2_{cop}$] | | *important* [1-AdjP $C_s$] | | | $S_{anti}$ + VC$_s$S* **extraposition of S** | |
| PIL/2(96):L2 | X: {*you*} | *to let* [$V2_{cxtr}$] | *us* [1-NP $O_d$] | *know about any medicines that you are currently taking* [9-Cl$_{nf}$ $C_o$] = **PIL/2(96):L3[1]** | | *so that we can check agomelatine is suitable for you* [10-Cl$_f$] = **PIL/2(96):L3[2]** | {S}VO$_d$C$_o$* **nonfinite** | extraposed S in **PIL/2(96)** |
| PIL/2(96):L3[1] | X: {*us*} | *know about* [$V1_{motr}$, prepositional] | **O$_{prep}$ containing relative clause*** <br> *any medicines that you are currently taking* [7-NP $O_{prep}$] | | | | {S}VO$_{prep}$* **nonfinite** | $C_o$ in **PIL/2(96):L2** |

| UNIT | ELEMENTS | | | | | | PATTERN | CLAUSAL ELEMENT |
| | S | V | O | C | A | | | |
| | | | | | $A_{obg}$ | $A_{opt}$ | | |
| PIL/2(96):L3[2] | *we* [1-NP] | *can check* [V2$_{motr}$] | *agomelatine is suitable for you* [5-Cl$_f$ O$_d$] = **PIL/2(96):L4** | | | | SVO$_d$ | $A_{opt}$ in **PIL/2(96):L2** |
| PIL/2(96):L4 | *agomelatine* [1-NP] | *is* [V2$_{cop}$] | | *suitable for you* [3-AdjP C$_s$] | | | SVC$_s$ | O$_d$ in **PIL/2(96):L3[2]** |
| PIL/2(97) | X: {*you*} | *mention* [V1$_{motr}$] | *that you have been prescribed agomelatine* [6-Cl$_f$ O$_d$] = **PIL/2(97):L2[2]** | | | **1.** *If you are buying any medicines over the counter from a pharmacy* [12-Cl$_f$] = **PIL/2(97):L2[1]** **2.** *always* [1-AP] | {S}VO$_d$* **imperative** | |
| PIL/2(97):L2[1] | *you* [1-NP] | *are buying* [V2$_{motr}$] | *any medicines* [2-NP O$_d$] | | | **1.** *over the counter* [3-PP] **2.** *from a pharmacy* [3-PP] | SVO$_d$ | $A_{opt}$ in **PIL/2(97)** |
| PIL/2(97):L2[2] | *you* [1-NP] ~ passivised O$_i$ | *have been prescribed* [V2$_{motr}$] ~ V3$_{ditr}$ | *agomelatine* [1-NP O$_d$] | | | | SV$_{pass}$O$_d$* ~ SVO$_i$O$_d$ **passive** | O$_d$ in **PIL/2(97)** |

| UNIT | S | V | O | C | A_obg | A_opt | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | | | | ELEMENTS | | |
| PIL/2(98) | X: {you} | Seek [V1_motr] | advice [1-NP O_d] | | | 1. from a pharmacist [3-PP] 2. when buying herbal or homeopathic remedies [6-Cl_nf] = PIL/2(98):L2 | {S}VO_d* imperative | |
| PIL/2(98):L2 | X: {you} | partial VP ellipsis* {are} buying [V1_motr] | herbal or homeopathic remedies [4-NP O_d] | | | | {S}{V_op}VO_d* nonfinite | A_opt in PIL/2(98) |
| PIL/2(99) | 1. It [1-NP S_anti] 2. to take paracetamol or ibuprofen with this medicine [8-Cl_nf] = PIL/2(99):L2 | is [V2_cop] | | safe [1-AdjP C_s] | | | S_anti + VC_sS* extraposition of S | |
| PIL/2(99):L2 | X: {?} | to take [V1_motr] | conjoint NP as O_d* paracetamol or ibuprofen [3-NP_conj O_d] | | | with this medicine [3-PP] | {S}VO_d* nonfinite | extraposed S in PIL/2(99) |
| PIL/2(100) | my treatment [2-NP] ~ passivised O_d | will . . . S . . . be reviewed [V1_intr] ~ V2_motr | | | | How [1-AP] | V_opSV_pass* ~ SVO_d wh-question + passive | |

173

| UNIT | S | V | O | C | A_obg | A_opt | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| PIL/2(101) | *Your treatment* [2-NP] ~ passivised O_d | *will be reviewed* [V1_intr] ~ V2_motr | | | | **1.** *on an ongoing basis* [4-PP] **2.** *at the Sleep Disorder Centre* [5-PP] | SV_pass* ~ SVO_d **passive** | |
| PIL/2(102) | *the dose* [2-NP] ~ passivised O_d | **partial VP ellipsis*** {*will be*} *adjusted* [V1_intr] ~ V2_motr | | | | *in response to your symptoms* [5-PP] | S{V_op}{*be*}V_pass* ~ SVO_d **passive; V_op + *be* retrievable from coordinated clause** | |
| PIL/2(103) | *This* [1-NP] | *will be* [V2_cop] | | *a long-term treatment* [3-NP C_s] | | *if it is of benefit* [5-Cl_f] = **PIL/2(103):L2** | SVC_s | |
| PIL/2(103):L2 | *it* [1-NP] | *is* [V2_cop] | | | *of benefit* [2-PP A_s] | | SVA_s | A_opt in **PIL/2(103)** |
| PIL/2(104) | *Your consultant* [2-NP] | *will want* [V2_motr] | *to check* [2-Cl_nf O_d] = **PIL/2(104):L2[1]** | | | *to make sure that the treatment is helping* [8-Cl_nf] = **PIL/2(104):L2[2]** | SVO_d | |
| PIL/2(104):L2[1] | X: {*your consultant*} | *to check* [V0_intr] | | | | | {S}V* **nonfinite** | O_d in **PIL/2(104)** |

| UNIT | S | V | O | C | A_obg | A_opt | PATTERN | CLAUSAL ELEMENT |
|---|---|---|---|---|---|---|---|---|
| | | | | | A | | | |
| | | | | | A_obg | A_opt | | |
| PIL/2(104):L2[2] | X: {*your consultant*} | *to make* [V2$_{cxtr}$] // *to make sure* [V1$_{motr}$] **special multi-word verb pattern*** | *that the treatment is helping* [5-Cl$_f$ O$_d$] **= PIL/2(104):L3** | *sure* [1-AdjP C$_o$] // (no C$_o$; AdjP part of V) | | | {S}VC$_o$O$_d$* // {S}VO$_d$* **nonfinite** | A$_{opt}$ in **PIL/2(104)** |
| PIL/2(104):L3 | *the treatment* [2-NP] | *is helping* [V1$_{intr}$] | | | | | SV | O$_d$ in **PIL/2(104):L2[2]** |
| PIL/2(105) | *I* [1-NP] | *do . . .* **S** *. . . get* [V2$_{motr}$] | *a repeat prescription* [3-NP O$_d$] | | | *How* [1-AP] | V$_{op}$SVO$_d$* ***wh*-question** | |
| PIL/2(106) | *Guy's Sleep Disorder Centre* [4-NP] | *will provide . . .* **O$_d$** *. . . with* [V3$_{ditr}$, prepositional] | **1.** *you* [1-NP O$_d$] **2.** *a repeat prescription for your agomelatine, which will be dispensed by Lloyd's Outpatient Pharmacy which is in the hospital* [19-NP O$_{prep}$] **O$_{prep}$ containing relative clauses*** | | | | SVO$_d$O$_{prep}$ | |

## 7.5  APPENDIX C: UNITS WITH A DISPUTABLE STRUCTURE

The pages below present those units from the corpus whose internal structure was either disputable or directly unidentifiable due to various syntactic factors. Many of these cases concerned specific types of clauses with an incomplete or anomalous construction, while the rest of the problematic units were represented by cases when 1 or more functional element was impossible to identify with certainty.

The individual categories of the units with a problematic structure are listed in descending order according to their frequency of occurrence in the corpus.

The source for their potential analysis was *CGEL* (Quirk et al. 1985), listed in the bibliography.

### I. NONSENTENCES

The following constructions have been classified as nonsentences, syntactic units without any overt syntactic structure that mostly reflect the character of isolated NPs, AdjPs, nominal clauses, or formulae. Although they might be classified as elliptical constructions, the exact nature of their implicit ellipsis cannot be identified with certainty, since their structure lacks a clear indication as to what kind(s) of functional elements (and in what wording) are missing from the unit. Hence, nonsentences were completely dismissed from the analysis of 1) verb complementation types, 2) word order patterns, 3) verb valency, and 4) formal properties of functional elements. They were merely incorporated in the overall percentage of noncanonical units in the corpus.

Isolated noun phrases

**RW/2(48)** Instructions

**RW/2(52)** Note:

**PIL/1(33)** Warnings and precautions

→ 2 coordinated noun phrases

**PIL/1(36)** Tests your doctor will do during treatment

**PIL/1(42)** Blood tests for liver function

**PIL/1(45)** Blood tests for anaemia

**PIL/1(48)** Children and adolescents

→ 2 coordinated noun phrases

**PIL/2(54)** Dark urine, light coloured stools, yellowing of your skin or the shites of your eyes (jaundice), unexpected bruising, tummy pain, itchy skin, and feeling unusually tired.

→ coordinated unit containing 5 noun phrases and 2 nominal clauses

**PIL/2(56)** Changes to your mood (such as feeling anxious, nervous or agitated), behaviour, or thinking (forgetful).

**PIL/2(78)** Pregnancy and breast feeding

→ 2 coordinated noun phrases

**PIL/2(82)** Sleep hygiene:

**PIL/2(89)** Bedroom safety precautions for RBD

Isolated adjective phrases

**RW/2(23)** Cute, ( . . . )
**RW/2(28)** Adorable, ( . . . )
**PIL/2(51)** Important:

Isolated nominal clauses

**RC/1(7)** Getting ready:

**RC/1(25)** Serving:

**RC/1(29)** Storing:

**PIL/1(11)** What STAYVEER is and what it is used for
  → 2 coordinated nominal clauses

**PIL/2(12)** Taking an unlicensed medicine

Exclamations

**RW/2(9)** And!

Formulae

**RW/2(36)** (hello, bunny cake!)

## II. PREPOSITIONAL OBJECT VS. ADVERBIAL

The units below manifested the overall similarity between prepositional object and adverbial, which in numerous cases could not be distinguished from each other with certainty; therefore, they were excluded from the analysis of 1) verb complementation types, 2) word order patterns, and 3) formal properties of O and $A_o$; however, if they contained a safely identifiable $A_{opt}$, its properties were included in the analysis of the count and properties of optional adverbials. Furthermore, all of the following units could be analysed in terms of valency potential, which in their case corresponded to trivalency.

In the following units, both possible syntactic analyses of these units are suggested with the letters a) and b), where in a) V is ditransitive and prepositional and in b) V is non-prepositional and containing either $A_o$ or $A_{opt}$.

**RC/1(11)**  . . . fit the molds with paper muffin cups.
  → a) {S}VO$_d$O$_{prep}$: V$_{prep}$ = *fit with*, O$_d$ = *the molds*, O$_{prep}$ = *paper muffin cups*
  b) {S}VO$_d$A$_o$: V = *fit*, O$_d$ = *the molds*, A$_o$ = *with paper muffin cups*

**RC/1(21)** Divide the batter evenly among the muffin cups.
  → a) {S}VO$_d$O$_{prep}$: V$_{prep}$ = *divide among*, O$_d$ = *the batter*, O$_{prep}$ = *the muffin cups*
  b) {S}VO$_d$A$_o$: V = *divide*, O$_d$ = *the batter*, A$_o$ = *among the muffin cups*

**RC/1(24)** . . . and cool for 5 minutes [before carefully removing each muffin from its mold]$_{L2}$.

→ a) {S}VO$_d$O$_{prep}$: V$_{prep}$ = *removing from*, O$_d$ = *each muffin*, O$_{prep}$ = *its mold*

b) {S}VO$_d$A$_o$: V = *removing*, O$_d$ = *each muffin*, A$_o$ = *from its mold*

**RC/2(36)** Wipe the wok and spatula with paper towels.

→ a) {S}VO$_d$O$_{prep}$: V$_{prep}$ = *wipe with*, O$_d$ = *the wok and spatula*, O$_{prep}$ = *paper towels*

b) {S}VO$_d$A$_o$: V = *wipe*, O$_d$ = *the wok and spatula*, A$_o$ = *with paper towels*

**RC/2(62)** . . . then pass the grated ginger through a garlic press.

→ a) {S}VO$_d$O$_{prep}$: V$_{prep}$ = *pass through*, O$_d$ = *the grated ginger*, O$_{prep}$ = *a garlic press*

b) {S}VO$_d$A$_o$: V = *pass*, O$_d$ = *the grated ginger*, A$_o$ = *through a garlic press*

**RC/2(68)** Remove all of the outer husks from each shoot [until you reach the tender, cream-colored core]$_{L2}$.

→ a) {S}VO$_d$O$_{prep}$: V$_{prep}$ = *remove from*, O$_d$ = *all of the outer husks*, O$_{prep}$ = *each shoot*

b) {S}VO$_d$A$_o$: V = *remove*, O$_d$ = *all of the outer husks*, A$_o$ = *from each shoot*

**RW/1(7)** Remove from heat.

→ a) {S}V{O$_d$}O$_{prep}$: V$_{prep}$ = *remove from*, O$_{prep}$ = *heat*

b) {S}V{O$_d$}A$_o$: V = *remove*, A$_o$ = *from heat*

**RW/1(12)** Serve with ice cream!

→ a) {S}V{O$_d$}O$_{prep}$: V$_{prep}$ = *serve with*, O$_{prep}$ = *ice cream*

b) {S}V{O$_d$}A$_{opt}$: V = *serve*, A$_{opt}$ = *with ice cream*

**RW/2(63)** [If desired]$_{L2}$, sprinkle the entire sheet with the shredded coconut.

→ a) {S}VO$_d$O$_{prep}$: V$_{prep}$ = *sprinkle with*, O$_d$ = *the entire sheet*, O$_{prep}$ = *the shredded coconut*

b) {S}VO$_d$A$_{opt}$: V = *sprinkle*, O$_d$ = *the entire sheet,* A$_o$ = *with the shredded coconut*

### III. PROBLEMATIC COORDINATION

In these units, the analytical approach in this paper could not be applied due to the problematic character of their coordination. With 1 case (**PIL/2(60)**), the unit contained a single verb complemented by a complex coordination of 2 units, each of which contained a different combination of O$_d$ + A$_{opt}$. The remaining 4 units then contained coordinated predications, where the same subject and the same auxiliary verb applied for 2 different lexical verbs, each with its own unique complementation (Quirk et al. 1985, 948–950). Because an analysis of such units would have to apply breaking the verb phrase into 2 distinct parts, these units could not be analysed as other units in the corpus and were therefore removed from the analysis of 1) verb complementation types, 2) word order patterns, 3) verb valency, and 4) formal properties of functional elements. They were merely incorporated in the overall percentage of noncanonical units in the corpus.

The potential structural analysis of these constructions, implied by Quirk et al. (1985, 948–950), is illustrated below.

**RW/2(17)** Whyyyyy did I have to go and get obsessed with this right now?

→ $A_{opt1}V_{op}SV_{aux}([V_1]$ and $[V_2C_s])A_{opt2}$:

$A_{opt1}$ = *Whyyyyy*, $V_{op}$ = *did*, S = *I*, $V_{aux}$ = *have to* (semi-auxiliary), $V_1$ = *go*,
$V_2$ = *get*, $C_s$ = *obsessed with this*, $A_{opt2}$ = *right now*

**RW/2(39)** But you can easily swap another nut or leave them out for kids.

→ $SV_{aux}A_{opt1}$ $[V_1O_{d1}]$ or $[V_2O_{d2}A_{opt2}]$:

S = *you*, $V_{aux}$ = *can*, $A_{opt1}$ = *easily*, $V_1$ = *swap*, $O_{d1}$ = *another nut*, $V_2$ = *leave out* (phrasal),
$O_{d2}$ = *them*, $A_{opt2}$ = *for kids*

**PIL/1(26)** The PAH for which STAYVEER is indicated can be:

- primary (with no identified cause or familial);
- caused by scleroderma (also called systemic sclerosis, a disease where there is abnormal growth of the connective tissue that supports the skin and other organs);
- caused by congenital (inborn) heart defects with shunts (abnormal passageways) causing abnormal flow of blood through the heart and lungs.
- Digital ulcers: (sores on the fingers and toes) in adult patients with a condition called scleroderma.

→ $SV_{(aux)}$ $[C_{s1}]$ or $[V_{ed1} + A_{opt1}]$ or $[V_{ed2} + A_{opt2}]$ or $[C_{s2} + A_{opt3}]$:

S = *The PAH for which STAYVEER is indicated*, $V_{(aux)}$ = *can be*, $C_{s1}$ = primary ( . . . ), $V_{ed1}$ = {*can be*} *caused*, $A_{opt1}$ = *by scleroderma* ( . . . ), $V_{ed2}$ = {*can be*} *caused*, $A_{opt2}$ = *by congenital (inborn) heart defects* ( . . . ), $C_{s2}$ = *Digical ulcers: (sores on the fingers and toes)*, $A_{opt3}$ = *in adult patients with a condition called scleroderma*

In this unit, the VP *can be* manifests a change of the lexical status of the verb *be* with the 2nd and 3rd bullet point. With these 2 constructions, the originally lexical verb *be* turns into a passive auxiliary verb and is subsequently linked with its corresponding *ed*-participle ($V_{ed1}$, $V_{ed2}$), thus forming a textually split passive structure.

**PIL/2(60)** It can take a week or two after starting this treatment [before the effect builds up]$_{L2}$ and up to four weeks [before you feel the full benefit]$_{L2}$.

→ $SV$ $[O_{d1} + A_{opt1}]$ and $[O_{d2} + A_{opt2}]$:

S = *It*, V = *can take*, $O_{d1}$ = *a week or two after starting this treatment*, $A_{opt1}$ = *before the effect builds up*, $O_{d2}$ = *up to four weeks*, $A_{opt2}$ = *before you feel the full benefit*

In this construction, each individual $O_d$ linked to V bears its own specific $A_{opt}$. Because the VP would have to be classified as sharing 2 different $O_d$, this unit—at least on the primary

level of analysis—was dismissed from the analysis. The individual adverbial clauses, however, manifested a standard form of verb complementation and their internal structure could therefore be analysed in terms of functional elements.

**PIL/2(79)** We do not recommend the use of this medicine [if you are pregnant or breastfeeding]$_{L2}$.

$\rightarrow$ SV$_{(aux)}$ [C$_s$] or [V$_{ing}$]

S = *you*, V$_{(aux)}$ = *are*, C$_s$ = *pregnant*, V$_{ing}$ = *breastfeeding*

Similarly to **PIL/1(26)**, the originally lexical copular verb *be* switches to an auxiliary verb, completing the *ing*-participle *breastfeeding* (V$_{ing}$) and forming the ultimate verb phrase *are breastfeeding*.

## IV. ENUMERATIVE LISTS WITH A VERBLESS HEADING

In PILs, there emerged several cases of a textually split syntactic structure in the form of an enumerative list. The list normally included a heading, which was then supplemented with bullet points including various pieces of information. Since the majority of the headings in these lists were verbless, it was often impossible to classify appropriately the link between the heading and its dependents, represented by the individual bullet points. Hence, these units were dismissed from the analysis of 1) verb complementation types, 2) word order patterns, 3) verb valency, and 4) formal properties of functional elements. They were merely incorporated in the overall percentage of noncanonical units in the corpus.

Generally, it may be said that the implicit complementation pattern within these structures was either copular or monotransitive, so that the relationship between the heading and the bullet points could be rephrased as '*the information suggested by this heading—is/includes—the following*'. The individual bullet points might therefore be classified as conjoins in a single coordinated unit representing either C$_s$ or O$_d$. Alternatively, the heading—as well as each individual bullet point—could be simply approached as a cluster of nonsentences; nevertheless, the linear arrangement of the bullet points under the heading indicates some kind of syntactic link between these 2 parts of the list, which testifies for the possibility of copular/monotransitive complementation of the implicit verb in the heading.

Enumerative lists with a verbless heading comprised the following units:

**PIL/1(10)** What is in this leaflet

1. What STAYVEER is and what it is used for
2. What you need to know before you take STAYVEER
3. How to take STAYVEER
4. Possible side effects
5. How to store STAYVEER
6. Contents of the pack and other information

**PIL/1(34)** Tests your doctor will do before treatment

- a blood test to check your liver function

- a blood test to check for anaemia (low haemoglobin)

- a pregnancy test if you are a woman of childbearing potential

**PIL/2(37)**

| Side effect |
| --- |
| **Common (between one in 100 and one in 10)** |
| Headache |
| Feeling dizzy, tired or sleepy |
| Feeling sick (nausea), diarrhoea |
| Constipation, stomach pain |
| Difficulty sleeping, increased sweating, back pain |

→ Note: with **PIL/2(37)**, the implicit relation between the heading (*Side effect*) and "*Common (between one in 100 and one in 10)*" corresponds to copular (rather than monotranstive) complementation due to the adjective character of the dependent; however, the other items in the table lack a clear indication of their potential syntactic relation to the heading.

## V. SPECIAL VERB-ADJECTIVE CONSTRUCTIONS

The following units contained a specific verbal construction with the verb *make* accompanied by the adjectives *sure* or *certain*, which Quirk et al. (1985, 1198) class as special collocations showing certain features of complex transitive complementation by $C_o$. The combinations *make sure* and *make certain* are said to include an object in the form of a *that*-clause, which follows (rather than precedes) the complement *sure* or *certain*; in contrast, other similar constructions like *find* (something) *peculiar* or *colour* (something) *blue* always employ extraposition of their object, as long as it is expressed by a *that*-clause. For the purposes of this paper, the *make certain* and *make sure* constructions could be analysed as a) complex transitive, where *certain*/*sure* represents $C_o$, or b) monotransitive, where the whole pair *make sure/certain* may be perceived as a single unit that could be classified as an extraordinary multi-verb construction, as implied by Quirk et al. (1985, 1167–1168). In both cases, the *that*-clause represents the clause's object; however, in the analysis a), it lacks extraposition that would be normal with other constructions of this type.

These units were therefore dismissed from the analysis from 1) verb complementation types, 2) word order patterns, 3) verb valency, and 4) formal properties of C; however, as they included a safely

identifiable S and O (and, where present, also $A_{opt}$), the properties of these elements were included in the analysis of formal properties of functional elements.

Each of the units below is provided with the alternative analysis a) and b) respectively.

**RC/1(15)** Stir in the brown sugar, [making certain there are no lumps]$_{L2}$.

→ a) $SVC_oO_d$: V = *making*, $C_o$ = *certain*, $O_d$ = *there are no lumps*

b) $SVO_d$: V = *making certain*, $O_d$ = *there are no lumps*

**PIL/2(62)** [To make sure that your liver is staying healthy]$_{L2[1]}$, you will need [to have a blood test every few weeks for six months, and then when necessary]$_{L2[2]}$.

→ a) $SVC_oO_d$: V = *make*, $C_o$ = *sure*, $O_d$ = *that your liver is staying healthy*

b) $SVO_d$: V = *make sure*, $O_d$ = *that your liver is staying healthy*

**PIL/2(104)** Your consultant will want [to check]$_{L2[1]}$ [to make sure that the treatment is helping]$_{L2[2]}$.

→ a) $SVC_oO_d$: V = *make*, $C_o$ = *sure*, $O_d$ = *that the treatment is helping*

b) $SVO_d$: V = *make sure*, $O_d$ = *that the treatment is helping*

## VI. SYNTACTIC FRAGMENTS

The units below represent constituent parts of functional elements that were artificially separated by means of 'emphatic punctuation' occurring in **RW/2**. From the functional perspective, they can still be classified as belonging in their corresponding units and forming their parts; however, the fundamental link between them and the rest of their superior construction has been broken by their artificial separation. Since these units resemble nonsentences marked by an incomplete syntactic structure, they were included in the word count of their corresponding elements, but on their own, they were dismissed from the analysis of 1) verb complementation types, 2) word order patterns, 3) verb valency, and 4) formal properties of functional elements. They were incorporated in the overall percentage of noncanonical units in the corpus.

**RW/2(4):** But also a snack that you will NOT be able to stop eating.

→ isolated conjoin in $C_s$ in **RW/2(3):** *I mean, it's definitely a treat and something you could have for dessert,* {*but also a snack that you will NOT be able to stop eating*}*.*

**RW/2(15):** After handful.
**RW/2(16):** After handful.

→ isolated constituent parts in **RW/2(14)**: *Because I find myself* [*sneaking into the pantry*]$_{L2[1]}$ *and* [*grabbing handful* {*after handful*} {*after handful*}]$_{L2[2]}$.

## VII. COMPARATIVE CLAUSES

The analysis registered 2 cases of special kinds of comparative clauses (Quirk et al. 1985, 1127–1146) where a functional syntactic analysis proved to be problematic. Comparative clauses by definition

implicitly repeat the syntactic structure of their superordinate clause, but the 'copied' functional elements from the main clause are in most cases ellipted in the comparative clause. The following disputable cases manifest the copular verb *be* in 2 specific kinds of comparatives, where *be*—albeit still copular in nature—occurs without its standard complementation by $C_s$ or $A_s$. In result, these comparatives are said to form a "defective" syntactic structure where an appropriate complementation pattern cannot be determined (Quirk et al. 1985, 1129). Therefore, these units were dismissed from the analysis of 1) verb complementation types, 2) word order patterns, 3) verb valency, and 4) formal properties of all functional elements apart from S. They were incorporated in the overall percentage of noncanonical units in the corpus.

**RC/1(20)** . . . a few lumps are better [than overmixing the batter (*is*)]$_{L2}$.

**PIL/1(7)** It may harm them, [even if their signs of illness are the same [as yours (*are*)]$_{L3}$]$_{L2}$.

> → a forcible retrieval of the ellipted copied elements would result in the semantically disputable structures *?a few lumps are better than overmixing the batter **is better*** and *?their signs of illness are the same as yours **are the same***; hence, the implicit *be* in the abovementioned comparative clauses cannot be said to bear a standard subject complement

## VII. PHRASAL PARTICLE VS. ADVERBIAL

In the 2 units below, which (arguably) contain the phrasal verb *set aside*, it could not be decided with certainty whether the adverb *aside* should be classified as forming a multi-verb complex with the lexical verb *set*, or it should be regarded as a separate obligatory adverbial. Therefore, these units were dismissed from the analysis of 1) verb complementation types, 2) word order patterns, 3) verb valency, and 4) formal properties of functional elements. They were incorporated in the overall percentage of noncanonical units in the corpus.

Although *set aside* is frequently mentioned in dictionaries as a phrasal verb, it could be argued that its measure of idiomacity is smaller than with other phrasal verbs and that the meaning of the verb *set* on its own is sufficient to delineate the fundamental meaning of the whole phrase, i. e. that of putting something in a different place. Therefore, both possible analyses are provided below:

**RC/2(32)** . . . and set aside.

**RW/1(5)** Set aside.

> → a) {S}$V_{phr}${$O_d$}: $V_{phr}$ = *set aside*
> b) {S}V{$O_d$}$A_o$: V = *set*, $A_o$ = *aside*

## VIII. OTHER DISPUTABLE UNITS

The remaining units have been found unidentifiable for reasons different from the abovementioned categories. Each of them is provided with alternative option(s) of its syntactic analysis.

**RC/1(7):L2** Getting ready:

→ unidentifiable character of potential ellipsis + unidentifiable agent (either the reader, or a general undefined agent):

a) $\{S\}V\{O_d\}C_o$ ~ *Getting {yourself/?} ready ?{for making the dish, etc.}*

b) $\{S\}VC_s$ ~ *{you/?} getting ready ?{for making the dish, etc.}*

This unit was dismissed from the analysis of 1) verb complementation types, 2) word order patterns, 3) verb valency, and 4) formal properties of functional elements. It was incorporated in the overall percentage of noncanonical units in the corpus. Since the clause as a whole has the status of an isolated nominal clause, it was considered a nonsentence on the primary level (= RC/1(7)), but its internal structure was not regarded so.

**RC/1(25):L2** Serving:

→ unidentifiable character of potential ellipsis + unidentifiable agent:

a) $\{S\}V$ ~ *{You/?} Serving*

b) $\{S\}V\{O_d\}$ ~ *{You/?} Serving {the finished dish}*

This unit was dismissed from the analysis of 1) verb complementation types, 2) word order patterns, 3) verb valency, and 4) formal properties of functional elements. It was incorporated in the overall percentage of noncanonical units in the corpus. Since the clause as a whole has the status of an isolated nominal clause, it was considered a nonsentence on the primary level (= RC/1(25)), but its internal structure was not regarded so.

**RC/1(29):L2** Storing:

→ unidentifiable character of potential ellipsis + unidentifiable agent:

a) $\{S\}V$ ~ *{You/?} Storing*

b) $\{S\}V\{O_d\}$ ~ *{You/?} Storing {the finished dish}*

This unit was dismissed from the analysis of 1) verb complementation types, 2) word order patterns, 3) verb valency, and 4) formal properties of functional elements. It was incorporated in the overall percentage of noncanonical units in the corpus. Since the clause as a whole has the status of an isolated nominal clause, it was considered a nonsentence on the primary level (= RC/1(29)), but its internal structure was not regarded so.

**RC/2(4)** . . . thus their name.

→ unidentifiable character of ellipsis:

a) $S\{V\} \sim$ e. g. *thus their name originated.*

b) $S\{V_{pass}\} \sim$ e. g. *thus their name was derived.*

c) $S\{V\}\{A_s\} \sim$ e. g. *thus their name came into existence.*

etc.

This unit was dismissed from the analysis of 1) verb complementation types, 2) word order patterns, 3) verb valency, and 4) formal properties of functional elements. It was incorporated in the overall percentage of noncanonical units in the corpus, but it was not considered a nonsentence.

**RC/2(67)** . . . and the result is worth the effort.

→ disputable status of *'worth the effort'*, where *worth* as a word with an affinity both to adjectives and prepositions (Quirk et al. 1985, 667) may be perceived as a) adjective complemented by *'the effort'*, b) preposition complemented by *'the effort'*:

a) $SVC_s$: $S =$ *the result*, $V =$ *is*, $C_s =$ *worth the effort* (= AdjP),

b) $SVA_s$: $S =$ *the result*, $V =$ *is*, $A_s =$ *worth the effort* (= PP)

This unit was dismissed from the analysis of 1) word order patterns and 2) formal properties of C and $A_{obg}$. However, it was possible to identify its verb complementation type as copular and its verb valency potential as divalent. Also, it was considered a unit with a canonical word order.

**RW/2(14):L2[2] (+ 15, 16):** . . . and grabbing handful. (After handful.) (After handful.)

→ indeterminate function of the textually separated prepositional phrases, which may be considered either as $A_{opt}$ related to the verb *'grabbing'*, or as an unusual expression of coordination within $O_d$:

a) $\{S\}VO_dA_{opt1}A_{opt2}$: $S =$ {*myself*}, $V =$ *grabbing*, $O_d =$ *handful*, $A_{opt1} =$ *after handful*,
$A_{opt2} =$ *after handful*,

b) $\{S\}VO_d$: $S =$ {*myself*}, $V =$ *grabbing*, $O_d =$ *handful after handful after handful*
(~ *handful and another handful and yet another handful*)

Since the $O_d$ element in this unit could not be properly delineated, this unit was dismissed from the analysis of 1) verb complementation types, 2) word order patterns, 3) verb valency, and 4) formal properties of functional elements. It was incorporated in the overall percentage of noncanonical units in the corpus, but it was not considered a nonsentence.

**RW/2(38):L2[2]** . . . when <u>it's mostly adults who will be eating this</u>.

→ cleft sentence; although it cannot be classified superficially due to its atypical construction, Quirk et al. (1985, 1383–1387) propose approaching cleft sentences as divided into 2 separate clauses, where the first clause manifests the SVC pattern with an empty grammatical S and the other one resembles a postmodifying relative clause. The resulting construction is illustrated below:

$SV_1C_s$~*who* $V_2O_d$:

S = *it*, $V_1$ = *is*, $C_s$ = *adults*, $V_2$ = *will be eating*, $O_d$ = *this*

This unit was dismissed from the analysis of 1) verb complementation types, 2) word order patterns, 3) verb valency, and 4) formal properties of functional elements. It was incorporated in the overall percentage of noncanonical units in the corpus.