



## **Analyzing Syntactic Categories and Grammatical Functions in English Sentences**

**Dr. Lok Raj Sharma<sup>1</sup>**

<sup>1</sup>Associate Professor of English  
Makawanpur Multiple Campus, Hetauda, Nepal

### **Corresponding Author**

Dr. Lok Raj Sharma

Email: lokraj043@gmail.com

**To Cite this article:** Sharma, L. R. (2026). Analyzing syntactic categories and grammatical functions in English sentences. *International Research Journal of MMC*, 7(2), 40–56. <https://doi.org/10.3126/irjmmc.v7i2.94416>

**Submitted:** 20 April 2026

**Accepted:** 27 April 2026

**Published:** 13 May 2026

### **Abstract**

It is essential for language learners to decode how meaning is organized and conveyed in English sentences. This study adopted a qualitative documentary research design to explore syntactic structures in English sentences. The objective of the study is to analyze syntactic categories and grammatical functions that operate within English sentence structures. Qualitative secondary data were collected from books and journal articles related to syntax and grammatical analysis. The data were gathered through a comprehensive review of secondary sources relevant to syntactic theory and sentence structure. The collected data were analyzed using structural analysis to identify patterns of syntactic categories and their grammatical roles. The analysis revealed that English sentences are primarily organized around core syntactic categories such as noun phrases, verb phrases, prepositional phrases, adjective phrases, and adverbial phrases. It was found that these categories perform grammatical functions including subject, predicate, direct object, indirect object, complement, and adjunct within sentence structures. These patterns demonstrate how syntactic categories combine with grammatical functions to form meaningful sentence structures. The findings highlight the systematic relationship between syntactic structure and grammatical roles in English, contributing to a clearer understanding of sentence construction in English grammar. This study is significant because it enhances understanding of how syntactic categories and grammatical functions operate in English sentence structure, helping to clarify the relationship between phrase types and their roles in communication. The findings benefit linguists, English language teachers, students of linguistics, and researchers interested in syntax and language structures.

**Keywords:** language, grammar, phrases, functions, complement

### **1. Introduction**

Language structure plays an essential role in organizing meaning and communication in human interaction (Van Dijk, 2019; Aini, 2025). Syntax provides the rules and patterns through which words combine to form grammatically meaningful sentences (Tallerman, 2019; Pylkkänen, 2019). Syntactic categories refer to structural units such as noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrases that form the building

blocks of sentences. These categories represent the hierarchical organization of words and phrases within syntactic structures (Rizzi & Cinque, 2016; Matchin & Hickok, 2020). Grammatical functions, on the other hand, refer to the roles played by these syntactic categories in a sentence (Larsen-Freeman & DeCarrico, 2019; Dik, 2021). Common grammatical functions include subject, predicate, direct object, indirect object, complement, and adjunct, which determine how sentence components relate to each other and contribute to the overall meaning. Analyzing the interaction between syntactic categories and grammatical functions helps explain how sentences are constructed and interpreted in English grammar.

### **1.1 Significance of the Study**

This study contributes to linguistic knowledge by clarifying the structural relationships between syntactic categories and grammatical functions in English sentences. It also provides educational value by helping teachers, students, and researchers better understand sentence structure and improve grammatical analysis.

### **1.2 Statement of the Problem**

Many learners and teachers of English face difficulties in identifying syntactic categories and their grammatical functions within sentence structures (Burton-Roberts, 2021; Sundari et al., 2021). Sentence analysis often becomes confusing because the relationship between structural categories and grammatical roles is not clearly understood. Learners and researchers should clearly understand how syntactic categories function within sentence structures (Raihana et al., 2024; Purnama et al., 2025). English sentence analysis should accurately identify the grammatical functions performed by different phrase structures.

Limited focus on structural analysis in grammar instruction creates confusion about sentence structure. Many studies discuss grammatical rules but provide insufficient analysis of how syntactic categories function within sentences (Lu et al., 2020; Andriani & Bram, 2021). Avoiding these obstacles is necessary to ensure accurate linguistic analysis and effective teaching of English sentence structure.

The objective of this research is to analyze syntactic categories and grammatical functions in English sentences. The study used a qualitative documentary research design to examine theoretical literature on syntactic structures. Relevant books and journal articles were reviewed and analyzed through structural analysis.

The findings will contribute to linguistic knowledge by clarifying structural relationships within English sentence construction. The results will also support grammar teaching, linguistic research, and academic writing practices.

### **1.3 Research Questions**

1. What syntactic categories commonly occur in English sentence structures?
2. How do syntactic categories perform grammatical functions within English sentences?

### **1.4 Delimitations of the Study**

The study focuses only on theoretical analysis of sentence structures and does not include empirical data or classroom observations. Existing literature shows a growing interest in syntactic analysis, but systematic studies connecting syntactic categories and grammatical functions in simplified structural explanations have remained limited.

This study enhances the understanding of syntactic structures by explaining how grammatical functions operate within different syntactic categories. It also supports teachers, students, and linguists in improving sentence analysis and grammar instruction.

## 2. Literature Review

Syntax is a fundamental branch of linguistics that studies the structure and arrangement of words within sentences (Brown & Miller, 2020; Akhmanova & Mikaeljan, 2021). Syntactic categories such as noun phrases and verb phrases form the structural framework of sentence construction. Grammatical functions explain the roles that these structures perform within sentences (Pienemann & Lenzing, 2020; Jovanovska et al., 2024).

The purpose of this literature review is to examine existing theoretical perspectives on syntactic categories and grammatical functions in English sentence structures. This topic is an important area of study because understanding sentence structure is essential for linguistic analysis and effective grammar teaching. The review focuses on theoretical discussions of syntactic categories, phrase structures, and grammatical functions in English grammar. It also examines scholarly explanations of how structural elements interact to create meaningful sentence constructions.

The review excludes studies focusing primarily on phonology or semantics. It also does not address empirical classroom-based research on grammar teaching. This literature review argues that a structural understanding of syntactic categories and grammatical functions is essential for accurate analysis of English sentence structures. Literature review includes the following topics.

### 2.1 Language and Grammar

Language, a unique property of human beings, is a means of communication (Sharma, 2020; Dan- Politik & Bangsa, 2020). It is the most valuable single possession of the human race (Hockett, 1958; Fowler, 2022). It is systematic and generative (Brown, 1994; Feng, 2022), and structurally complex (Krishnaswamy & Verma, 1999; Shen et al., 2024). It has a feature of creating novel assertions (Yule, 1997; Burton-Roberts, 2021), and an unrestricted number of original sentences (Doff, 1997; Crossley, 2020).

Grammar is the study of rules for forming words and combining them into sentences (Cowan, 2008; Sharma, 2020; Karshiyevna, 2023). It is concerned with how sentences and structures are formed (Carter & McCarthy, 2006; Dik, 2021). Language retains specific linguistic ingredients which are arranged in accordance with a set of rules. This set of rules is called the grammar of a language (Aarts, 1997; Fujita & Fujita, 2022). It can be taken as the basic building blocks of the language (Tickoo, 2009; Mendívil-Giró, 2021).

### 2.2 Phrase

A phrase, in general, is a group of words which functions as a unit of grammar; however, in analyzing categories, single words such as water, he, play, red, well, etc. are treated as phrases (Sharma, 2020; Wiboolyasarini, 2025). It is a string of words that behaves as a constituent and has a head as its principal element (Aarts, 1997; Madina, 2025). It lacks the subject-predicate structure (Crystal, 2008; Teshaboyeva & Suyarova, 2025), and can stand alone (Huddleston, 1996; Sulistyowati et al., 2022). Very simply, these definitions indicate that a phrase is greater than a word, but smaller than a clause. There are primarily five types of phrases: Noun Phrase (NP), Verb Phrase (VP), Adjective Phrase (Adj.P), Adverb Phrase (Adv.P) and Prepositional Phrase (Prep.P). They are also taken as categories while analyzing sentences.

### 2.3 The Noun Phrase (NP)

A noun phrase is basically a group of words with a noun as its head word. It consists of a noun as the head word alone or with determiners and pre-modifiers which come before the noun, and the post-modifiers which come after the noun (Sharma, 2020; Zandroto et al., 2024). The whole phrase works as a noun in a sentence. It has a noun as its most important constituent

or head that is usually realized by a noun or pronoun (Aarts & Aarts, 1986; Muhtarama, 2025).

For examples:

[Ram] is kind.

[She] worked hard.

[An honest man] is working in [the office].

[The water in the bottle] is clean.

[ Many students in this department] are active.

[Peter] left [his wife] [last year].

## 2.4 The Verb Phrase (VP)

A verb phrase is a group of words with a verb as the head word (Sharma, 2020; Christianto, 2020). The head verb can be preceded by one or more auxiliary verbs (Quirk & Greenbaum, 1996; Kantola et al., 2023). Verb phrases can be simple or complex (compound). Simple verb phrases hold only one verb, whereas the complex verb phrases take more than one verb in the verb phrase. It is to note that a phrasal verb can also function as a verb phrase. A phrasal verb is a combination of a verb and an adverb or a verb and a preposition, or a verb, an adverb and a preposition, which together has a single meaning (Sinclair, 1992& Sharma, 2020).

For examples:

Peter [works] hard.

Peter [can work] hard.

He [has been working] hard.

She [will have been living] in Japan.

A letter [will have been written] by her.

She [does not love] him.

She [looked up] the number.

He [is looking for] a job.

My daughter [goes in for] pop music.

## 2.5 The Adjective Phrase (Adj. P)

An adjective phrase is a phrase in which the head word is an adjective (Sharma, 2020; Asriati, 2021). It is a phrase whose principal element is an adjective (Aarts & Aarts, 1986; Umiyati et al., 2023). It means it is headed by an adjective (Aarts, 1997; Scontras, 2023). There may be a pre-modifier or a post modifier in an adjective phrase. For examples:

Sheila is [beautiful].

He is [very kind].

Ravi is a [quite exceptionally brave] person.

The water is [too cold].

The problem is not [difficult enough] to solve.

## 2.6 The Adverb Phrase (Adv. P)

An adverb phrase is a group of words which functions like an adverb (Sharma, 2020; Borjak et al., 2025). An adverb is the head or core word, whereas modifiers are peripheral elements in an adverb phrase. It is headed by an adverb (Aarts, 1997; Ernst, 2020). For Examples:

My daughter danced on the stage [beautifully].

He did the task [perfectly well].

She drove the car [much more carefully].

He worked [bravely enough] to deserve the medal.

He behaved with her [very badly].

## 2.7 The Prepositional Phrase (Prep. P)

A prepositional phrase is a group of words that begins with a preposition and ends in a noun or a pronoun (Sharma, 2020; Abdurrohman, 2025). It is headed by a preposition (Aarts, 1997; Ursini & Tse, 2021). It is followed by a prepositional complement, which is characteristically a noun phrase or a wh-clause or v-ing clause (Quirk & Greenbaum, 1996; Hudcovičová, 2020). For examples:

He is sitting [on the chair].  
She went to Delhi [by plane].  
A letter was written [by her].  
My sister is [in a blue sari].  
I was astonished [at what he said].  
He irritated me [by talking rudely].

## 2.8 Function

Grammatical function is the syntactic role played by a word or phrase in the context of a particular clause or sentence (Cahyani, 2020; Suhrob & Vasila, 2022). Categories or phrases can play the functional role of subject (S), predicator (P), direct object (DO), indirect object (IO), benefactive object (BO), subject attribute (SA), object attribute (OA), predicator complement (PC), and adjunct/ adverbial (A).

## 2.9 Subject (S)

The subject of a sentence is the person (doer), place, idea or thing that does the action or that is being described (Cowan, 2008; Sharma, 2020). It is taken as the entity that carries out the action expressed by the verb in a sentence (Aarts, 1997; Strawson, 2017). For examples:

[He] wrote a letter.  
[A beautiful girl] sang a song on the stage.  
[The book] is useful.  
[Dang] is the largest valley in Nepal.  
[Honesty] is the best policy.  
[Going on holiday] always creates tensions.

## 2.10 Predicator (P)

A predicator is applied to the verb in a sentence (Aarts, 1997; Quiroz, 2017). It means the verb phrase used in the sentences does the function of a predicator. For examples:

Sita [sings].  
Paul [works] hard.  
Priya [can read] a book.  
She [has been working] in the field.  
My friends [will have been living] in America.  
A letter [will have been written] by him.  
He [does not love] her.  
I [looked up] the number.  
She [is looking for] a good job.

## 2.11 Complement

A complement is a word, phrase or clause that is necessary to complete the meaning of an expression. It adds more information about the subject or object of the sentence (Sharma, 2020; Kumar & Sathyanathan, 2026). It is taken as “a functional label which denotes a constituent whose presence is required by a verb, noun, adjective or preposition (Aarts, 1997; Opoku, 2024). There are six types of complements:

1. Direct Object
2. Indirect Object
3. Benefactive Object
4. Subject Attribute
5. Object Attribute
6. Predicator Complement

### 2.12 Direct Object (Do)

A direct object is the receiver of action within a sentence (Pérez-Leroux et al., 2018; Sharma, 2020). It is a function label which denotes an entity that undergoes whatever it is that the preceding verb expresses (Aarts, 1997; Ngapoula, 2025). It answers the question "what?" or "whom?". It can occur in a passive sentence. For examples:

Ram helps [Rita].

She admires [ the English teacher].

He loves [her].

My teacher asked me [some questions].

He bought his son [a car].

### 2.13 Indirect Object (IO)

An indirect object is the recipient of the direct object, or an affected participant in the event (Aijón-Oliva, 2018; Sharma, 2020). There must be a direct object for an indirect object to be placed in a sentence. In other words, an indirect object cannot exist without a direct object. It can be taken as a function label which denotes an entity that expresses the goal of whatever it is that the preceding verb expresses (Aarts,1997; Hellan, 2020). An indirect object answers the question of “to whom”, “for whom” or “for what”. For examples:

He gave [me] some books.

The teacher asked [the students] some questions.

She told [her brother] a lie.

He presented [her] a ring.

He taught [us] English.

He taught English [to us].

### 2.14 Benefactive Object (BO)

A benefactive object of a verb is the person, animal, or thing that benefits from the action of the verb (Priyastini et al., 2016; Sharma, 2020). It may occur with an intransitive verb. It resembles the indirect; it immediately precedes the direct object constituent (Aarts & Aarts,1986; Ngapoula, 2025). It can also be substituted for by a prepositional phrase, which usually requires the preposition ‘for’ not ‘to’. For examples:

Can you call [me] a taxi?

Can you call a taxi [for me]?

I bought [my daughter] a car.

I bought a car [for my daughter].

### 2.15 Subject Attribute (SA)

The subject attribute completes the verb relating to the subject of the sentences. It adds more details about the subject of the sentence (Sharma, 2020; Suhrob & Vasila, 2022). The function subject attribute is associated with a constituent which complements the verb and is related to the subject of the sentence (Aarts & Aarts,1986; Cahyani, 2020). For examples:

She looks [beautiful].

He is [a teacher].

Milan is [honest].  
He became [a doctor].  
This problem seems [easy].  
My teacher is [very helpful].

### **2.16 Object Attribute (OA)**

Object attribute adds more details about the object of the sentence (Sharma, 2020; Buettner & Kovashka, 2024). There is a relationship between the direct object constituent and the object attribute constituent that “what is expressed by the object attribute is predicated of the direct object constituent (Aarts & Aarts, 1986; Chen et al., 2023). For examples:

She called Ram [a monkey].  
We consider her [a fool].  
I find this film [really entertaining].  
She made her husband [very happy].  
He finds me [boring].

### **2.17 Predicator Complement (PC)**

Predicator complement constituent resembles the direct object, but it cannot be used as the subject in the passive sentences (Svenonius, 2016; Sharma, 2020). It can be used with reference to all those constituents that obligatorily complement the verb (Aarts & Aarts, 1986; Davidse & Van Praet, 2029). For examples:

Bina resembles [her sister].  
This box contains [sugar].  
This road reminds me [of Delhi].  
I have [a car].  
This pen costs [ten rupees].

### **2.18 Adverbial / Adjunct (A)**

An adjunct is a word, a phrase, or a clause that can be removed from a sentence without making the sentence grammatically wrong. This constituent generally answers the questions introduced by ‘when’, ‘where’, ‘how much’, and ‘how often’, ‘why’, etc. (Sharma, 2020; Ernst, 2020). It is a part of a sentence that contains extra information; it is not necessary to complete the meaning of a sentence. It is taken as a function label which indicates the where, why, when etc. in a proposition (Aarts, 1997; Duplâtre & Modicom, 2022).

The literature shows that syntactic categories form the structural framework of sentence construction. Scholars consistently emphasize the importance of phrase structures such as noun phrases and verb phrases in organizing sentence meaning. The reviewed studies also highlight that grammatical functions determine the relational roles of these syntactic categories. The literature confirms that structural relationships between categories and functions are central to syntactic analysis.

These findings highlight the importance of structural analysis in understanding sentence organization. They support the integration of syntactic theory in grammar teaching and linguistic research. The literature also indicates that clear identification of grammatical functions improves sentence interpretation. Furthermore, these insights strengthen theoretical discussions on English syntax. Future research needs to explore empirical applications of syntactic analysis in classroom contexts. Additional studies may also examine cross-linguistic comparisons of syntactic categories and grammatical functions.

The literature confirms that syntactic categories and grammatical functions are essential components of sentence analysis. A deeper understanding of these elements contributes significantly to linguistic theory and language education.

### 3. Materials and Methods

The study used a qualitative documentary research design to analyze syntactic structures in English sentences. This design was appropriate because it allowed the researcher to examine theoretical literature and linguistic explanations related to syntactic categories and grammatical functions. Secondary data were collected from books, linguistic textbooks, and peer-reviewed journal articles related to English syntax. The secondary data were collected through an extensive review of theoretical literature related to sentence structure and grammatical analysis. The collected data were analyzed using structural analysis to identify patterns of syntactic categories in sentences. Structural analysis also examined how these categories performed grammatical functions within sentence structures. Ethical considerations were maintained by properly acknowledging all sources used in the study. Academic integrity was ensured by accurately citing references and avoiding plagiarism.

#### 3.1 Structural Analysis

Structural analysis is a method of examining the internal structure of language, especially how words combine into phrases, clauses, and sentences according to grammatical rules. It focuses on identifying syntactic categories (such as noun phrases, verb phrases, adjective phrases, etc.) and their grammatical functions (such as subject, predicate, object, complement, or adjunct) within a sentence.

Sentence	Syntactic Categories	Grammatical Functions
1. A girl danced.	NP+VP	S+ P

The sentence “A girl danced” consists of two main syntactic categories: a Noun Phrase (NP), “A girl”, and a Verb Phrase (VP), “danced”. The NP contains a determiner “A” and a noun “girl”, which together function as a single unit representing the subject of the sentence. The VP is a simple intransitive verb, “danced”, which forms the predicate, indicating the action performed by the subject. Structurally, this is a simple sentence with a clear division between the participant (subject) and the action (predicate).

From the perspective of grammatical functions, “A girl” functions as the subject (S), performing the action, while “danced” functions as the predicator (P), expressing the action of the subject. The sentence follows the canonical English word order S-P (Subject–Predicate), which is typical for declarative sentences. The simplicity of the sentence allows us to clearly observe the alignment between syntactic categories and their grammatical functions, illustrating how English structures convey meaning through the combination of NP and VP.

Sentence	Syntactic Categories	Grammatical Functions
2. Many students enjoyed the concert.	NP+VP+NP	S+ P+DO

The sentence “Many students enjoyed the concert” consists of three syntactic categories: a Noun Phrase (NP) “Many students”, a Verb Phrase (VP) “enjoyed”, and another Noun Phrase (NP) “the concert”. Grammatically, “Many students” functions as the subject (S) performing the action, “enjoyed” is the predicator (P) expressing the action, and “the concert” is the direct object (DO) receiving the action. This simple transitive sentence follows the canonical English word order S-P-DO, illustrating how syntactic categories align with grammatical functions to convey meaning.

Sentence	Syntactic Categories	Grammatical Functions
3. My teacher asked me two difficult questions.	NP+VP+NP+NP	S+ P+IO+DO

The sentence “My teacher asked me two difficult questions” consists of a Noun Phrase (NP) “*My teacher*”, a Verb Phrase (VP) “*asked*”, and two more Noun Phrases (NPs) “*me*” and “*two difficult questions*”. Grammatically, “*My teacher*” functions as the subject (S) performing the action, “*asked*” is the predicator (P) expressing the action, “*me*” serves as the indirect object (IO) receiving the benefit of the action, and “*two difficult questions*” functions as the direct object (DO) receiving the action directly. This sentence demonstrates the English canonical word order S-P-IO-DO, showing how multiple syntactic categories combine with distinct grammatical functions to convey a complete meaning.

Sentence	Syntactic Categories	Grammatical Functions
4. My mother bought me a grammar book.	NP+VP+NP+NP	S+ P+BO+DO

The sentence “My mother bought me a grammar book” consists of a Noun Phrase (NP) “*My mother*”, a Verb Phrase (VP) “*bought*”, and two more Noun Phrases (NPs) “*me*” and “*a grammar book*”. Grammatically, “*My mother*” functions as the subject (S) performing the action, “*bought*” is the predicator (P) expressing the action, “*me*” serves as the benefactive object (BO) receiving the benefit of the action, and “*a grammar book*” functions as the direct object (DO) receiving the action directly. This sentence follows the canonical English word order S-P-BO-DO, demonstrating how multiple syntactic categories align with their grammatical functions to convey a clear and complete meaning.

Sentence	Syntactic Categories	Grammatical Functions
5. That question seems tough.	NP+VP+ Adj.P	S+ P+SA

The sentence “That question seems tough” consists of a Noun Phrase (NP) “*That question*”, a Verb Phrase (VP) “*seems*”, and an Adjective Phrase (Adj.P) “*tough*”. Grammatically, “*That question*” functions as the subject (S) of the sentence, “*seems*” acts as the predicator (P) expressing the state of the subject, and “*tough*” serves as the subject attribute (SA) describing the quality of the subject. This simple sentence follows the canonical English word order S-P-SA, illustrating how syntactic categories and grammatical functions interact to convey the meaning that the subject possesses a particular characteristic.

Sentence	Syntactic Categories	Grammatical Functions
6. Sushant has an expensive car.	NP+VP+ NP	S+ P+PC

The sentence “Sushant has an expensive car” consists of a Noun Phrase (NP) “*Sushant*”, a Verb Phrase (VP) “*has*”, and another Noun Phrase (NP) “*an expensive car*”. Grammatically, “*Sushant*” functions as the subject (S) performing the action, “*has*” serves as the predicator (P) expressing possession, and “*an expensive car*” functions as the predicator complement (PC), indicating what the subject possesses. This sentence follows the canonical English word order S-P-PC, demonstrating how syntactic categories align with grammatical functions to convey meaning of possession clearly.

Sentence	Syntactic Categories	Grammatical Functions
7. Susan works in Japan.	NP+VP+ Prep.P	S+ P+A

The sentence “Susan works in Japan” consists of a Noun Phrase (NP) “*Susan*”, a Verb Phrase (VP) “*works*”, and a Prepositional Phrase (Prep.P) “*in Japan*”. Grammatically, “*Susan*” functions as the subject (S) performing the action, “*works*” serves as the predicator (P) expressing the action, and “*in Japan*” functions as an adverbial (A) indicating the location of the action. This sentence follows the canonical English word order S-P-A, illustrating how

syntactic categories and grammatical functions combine to convey both the action and its context.

<b>Sentence</b>	<b>Syntactic Categories</b>	<b>Grammatical Functions</b>
8. Sumisha works well.	NP+VP+ Adv.P	S+ P+A

The sentence “Sumisha works well” consists of a Noun Phrase (NP) “*Sumisha*”, a Verb Phrase (VP) “*works*”, and an Adverb Phrase (Adv.P) “*well*”. Grammatically, “*Sumisha*” functions as the subject (S) performing the action, “*works*” serves as the predicator (P) expressing the action, and “*well*” functions as an adverbial (A) indicating the manner in which the action is performed. This sentence follows the canonical English word order S-P-A, illustrating how syntactic categories and grammatical functions work together to convey both the action and the quality of its performance.

<b>Sentence</b>	<b>Syntactic Categories</b>	<b>Grammatical Functions</b>
9. Peter left his wife last year.	NP+VP+ NP+NP	S+ P+DO+ A

The sentence “Peter left his wife last year” consists of a Noun Phrase (NP) “*Peter*”, a Verb Phrase (VP) “*left*”, another Noun Phrase (NP) “*his wife*”, and a Noun Phrase (NP) functioning as a temporal expression “*last year*”. Grammatically, “*Peter*” functions as the subject (S) performing the action, “*left*” serves as the predicator (P) expressing the action, “*his wife*” functions as the direct object (DO) receiving the action, and “*last year*” functions as an adverbial (A) indicating the time of the action. This sentence follows the canonical English word order S-P-DO-A, demonstrating how syntactic categories align with grammatical functions to convey both the action and its temporal context.

<b>Sentence</b>	<b>Syntactic Categories</b>	<b>Grammatical Functions</b>
10. Peter made his wife very sad.	NP+VP+ NP+Adj.P	S+ P+DO+ OA

The sentence “Peter made his wife very sad” consists of a Noun Phrase (NP) “*Peter*”, a Verb Phrase (VP) “*made*”, another Noun Phrase (NP) “*his wife*”, and an Adjective Phrase (Adj.P) “*very sad*”. Grammatically, “*Peter*” functions as the subject (S) performing the action, “*made*” serves as the predicator (P) expressing the action, “*his wife*” functions as the direct object (DO) affected by the action, and “*very sad*” serves as the object attribute (OA) describing the state of the object after the action. This sentence follows the canonical English word order S-P-DO-OA, illustrating how syntactic categories and grammatical functions combine to convey both the action and its effect on the object.

<b>Sentence</b>	<b>Syntactic Categories</b>	<b>Grammatical Functions</b>
11. She reminds me of my sister.	NP+VP+ NP+Prop.P	S+ P+DO+ PC

The sentence “She reminds me of my sister” consists of a Noun Phrase (NP) “*She*”, a Verb Phrase (VP) “*reminds*”, another Noun Phrase (NP) “*me*”, and a Prepositional Phrase (Prep.P) “*of my sister*”. Grammatically, “*She*” functions as the subject (S) performing the action, “*reminds*” serves as the predicator (P) expressing the action, “*me*” functions as the direct object (DO) receiving the action, and “*of my sister*” acts as the patient complement (PC) providing additional information about what the object is reminded of. This sentence follows the canonical English word order S-P-DO-PC, demonstrating how syntactic categories and grammatical functions interact to convey both the action and its reference clearly.

Sentence	Syntactic Categories	Grammatical Functions
12. He met her unexpectedly in Pokhara last week.	NP+VP+ NP+ Adv.P+ Prep.P +NP	S+ P+DO+ A+A+A

The sentence “He met her unexpectedly in Pokhara last week” consists of a Noun Phrase (NP) “*He*”, a Verb Phrase (VP) “*met*”, another Noun Phrase (NP) “*her*”, an Adverb Phrase (Adv.P) “*unexpectedly*”, a Prepositional Phrase (Prep.P) “*in Pokhara*”, and another Noun Phrase (NP) “*last week*”. Grammatically, “*He*” functions as the subject (S) performing the action, “*met*” serves as the predicator (P) expressing the action, “*her*” functions as the direct object (DO) receiving the action, “*unexpectedly*” functions as an adverbial (A) indicating the manner of the action, “*in Pokhara*” is an adverbial (A) specifying the location, and “*last week*” is an adverbial (A) indicating the time. This sentence follows the canonical English word order S-P-DO-A-A-A, illustrating how multiple syntactic categories align with their grammatical functions to convey the action, manner, location, and time of the event clearly.

Sentence	Syntactic Categories	Grammatical Functions
13. John killed a millionaire.	NP+VP+NP	S+ P+DO

The sentence “John killed a millionaire” consists of a Noun Phrase (NP) “*John*”, a Verb Phrase (VP) “*killed*”, and another Noun Phrase (NP) “*a millionaire*”. Grammatically, “*John*” functions as the subject (S) performing the action, “*killed*” serves as the predicator (P) expressing the action, and “*a millionaire*” functions as the direct object (DO) receiving the action. This simple transitive sentence follows the canonical English word order S-P-DO, illustrating how syntactic categories and grammatical functions combine to convey a complete and straightforward meaning of who performed the action and who was affected by it.

Sentence	Syntactic Categories	Grammatical Functions
14. John died a millionaire.	NP+VP+NP	S+ P+SA

The sentence “John died a millionaire” consists of a Noun Phrase (NP) “*John*”, a Verb Phrase (VP) “*died*”, and another Noun Phrase (NP) “*a millionaire*”. Grammatically, “*John*” functions as the subject (S) performing the action, “*died*” serves as the predicator (P) expressing the action, and “*a millionaire*” functions as the subject attribute (SA) describing the state or condition associated with the subject at the time of the action. This sentence follows the canonical English word order S-P-SA, illustrating how syntactic categories and grammatical functions work together to convey both the action and the state of the subject.

Sentence	Syntactic Categories	Grammatical Functions
15. Ram called Sita a taxi	NP+VP+NP+NP	S+ P+BO+DO

The sentence “Ram called Sita a taxi” consists of a Noun Phrase (NP) “*Ram*”, a Verb Phrase (VP) “*called*”, and two more Noun Phrases (NPs) “*Sita*” and “*a taxi*”. Grammatically, “*Ram*” functions as the subject (S) performing the action, “*called*” serves as the predicator (P) expressing the action, “*Sita*” functions as the benefactive object (BO) receiving the benefit of the action, and “*a taxi*” functions as the direct object (DO) representing what is provided to the benefactive object. This sentence follows the canonical English word order S-P-BO-DO, illustrating how multiple syntactic categories align with their grammatical functions to convey both the action and the roles of the objects involved.

Sentence	Syntactic Categories	Grammatical Functions
16. Ram called Sita a fool	NP+VP+NP+NP	S+ P+DO+OA

The sentence “Ram called Sita a fool” consists of a Noun Phrase (NP) “*Ram*”, a Verb Phrase (VP) “*called*”, and two more Noun Phrases (NPs) “*Sita*” and “*a fool*”. Grammatically, “*Ram*” functions as the subject (S) performing the action, “*called*” serves as the predicator (P) expressing the action, “*Sita*” functions as the direct object (DO) receiving the action, and “*a fool*” serves as the object attribute (OA) describing or assigning a quality to the object. This sentence follows the canonical English word order S-P-DO-OA, illustrating how syntactic categories and grammatical functions combine to convey both the action and the effect or characterization applied to the object.

Sentence	Syntactic Categories	Grammatical Functions
17. Ram Married Sita in Janakpur.	NP+VP+NP+Prep.P	S+ P+DO+A

The sentence “Ram married Sita in Janakpur” consists of a Noun Phrase (NP) “*Ram*”, a Verb Phrase (VP) “*married*”, another Noun Phrase (NP) “*Sita*”, and a Prepositional Phrase (Prep.P) “*in Janakpur*”. Grammatically, “*Ram*” functions as the subject (S) performing the action, “*married*” serves as the predicator (P) expressing the action, “*Sita*” functions as the direct object (DO) receiving the action, and “*in Janakpur*” functions as an adverbial (A) indicating the location where the action took place. This sentence follows the canonical English word order S-P-DO-A, demonstrating how syntactic categories and grammatical functions combine to convey both the action and its context clearly.

Sentence	Syntactic Categories	Grammatical Functions
18. Ram writes every week.	NP+VP+NP	S+ P+A

The sentence “Ram writes every week” consists of a Noun Phrase (NP) “*Ram*”, a Verb Phrase (VP) “*writes*”, and another Noun Phrase (NP) “*every week*”. Grammatically, “*Ram*” functions as the subject (S) performing the action, “*writes*” serves as the predicator (P) expressing the action, and “*every week*” functions as an adverbial (A) indicating the frequency of the action. This sentence follows the canonical English word order S-P-A, illustrating how syntactic categories and grammatical functions combine to convey both the action and the temporal context in a concise manner.

Sentence	Syntactic Categories	Grammatical Functions
19. Ram became a teacher.	NP+VP+NP	S+ P+SA

The sentence “Ram became a teacher” consists of a Noun Phrase (NP) “*Ram*”, a Verb Phrase (VP) “*became*”, and another Noun Phrase (NP) “*a teacher*”. Grammatically, “*Ram*” functions as the subject (S) performing the action, “*became*” serves as the predicator (P) expressing the state or change of the subject, and “*a teacher*” functions as the subject attribute (SA) describing the new state or role of the subject. This sentence follows the canonical English word order S-P-SA, illustrating how syntactic categories and grammatical functions work together to convey both the action and the resulting state of the subject.

Sentence	Syntactic Categories	Grammatical Functions
20. The book costs ten rupees.	NP+VP+NP	S+ P+PC

The sentence “The book costs ten rupees” consists of a Noun Phrase (NP) “*The book*”, a Verb Phrase (VP) “*costs*”, and another Noun Phrase (NP) “*ten rupees*”. Grammatically, “*The book*” functions as the subject (S), “*costs*” serves as the predicator (P) expressing the action, and “*ten rupees*” functions as the predicator complement (PC) indicating the value or amount associated with the subject. This sentence follows the canonical English word order S-P-PC, demonstrating how syntactic categories and grammatical functions combine to convey the relationship between the subject and its cost clearly.

Sentence	Syntactic Categories	Grammatical Functions
21. The boy resembles his brother.	NP+VP+NP	S+ P+PC

The sentence “The boy resembles his brother” consists of a Noun Phrase (NP) “*The boy*”, a Verb Phrase (VP) “*resembles*”, and another Noun Phrase (NP) “*his brother*”. Grammatically, “*The boy*” functions as the subject (S) performing the action, “*resembles*” serves as the predicator (P) expressing the action, and “*his brother*” functions as the patient complement (PC) indicating the entity to which the subject bears similarity. This sentence follows the canonical English word order S-P-PC, illustrating how syntactic categories and grammatical functions work together to convey both the action and the relationship between the subject and its complement.

Sentence	Syntactic Categories	Grammatical Functions
22. This box contains sugar.	NP+VP+NP	S+ P+PC

The sentence “This box contains sugar” consists of a Noun Phrase (NP) “*This box*”, a Verb Phrase (VP) “*contains*”, and another Noun Phrase (NP) “*sugar*”. Grammatically, “*This box*” functions as the subject (S) performing the action, “*contains*” serves as the predicator (P) expressing the action, and “*sugar*” functions as the patient complement (PC) indicating what is contained by the subject. This sentence follows the canonical English word order S-P-PC, demonstrating how syntactic categories and grammatical functions work together to convey the relationship between the subject and its complement clearly.

Sentence	Syntactic Categories	Grammatical Functions
23. He finds politics quite boring.	NP+VP+NP+ Adj. P	S+ P+DO+ OA

The sentence “He finds politics quite boring” consists of a Noun Phrase (NP) “*He*”, a Verb Phrase (VP) “*finds*”, another Noun Phrase (NP) “*politics*”, and an Adjective Phrase (Adj.P) “*quite boring*”. Grammatically, “*He*” functions as the subject (S) performing the action, “*finds*” serves as the predicator (P) expressing the action, “*politics*” functions as the direct object (DO) receiving the action, and “*quite boring*” serves as the object attribute (OA) describing the quality or state of the object. This sentence follows the canonical English word order S-P-DO-OA, illustrating how syntactic categories and grammatical functions combine to convey both the action and the evaluative state of the object.

Sentence	Syntactic Categories	Grammatical Functions
24. This coat does not fit me.	NP+VP+NP	S+ P+PC

The sentence “This coat does not fit me” consists of a Noun Phrase (NP) “*This coat*”, a Verb Phrase (VP) “*does not fit*”, and another Noun Phrase (NP) “*me*”. Grammatically, “*This coat*” functions as the subject (S) performing the action, “*does not fit*” serves as the predicator (P) expressing the action in its negative form, and “*me*” functions as the patient complement (PC) indicating the entity for whom the subject is unsuitable. This sentence follows the canonical English word order S-P-PC, demonstrating how syntactic categories and grammatical functions combine to convey both the action and its effect on the subject-object relationship.

Sentence	Syntactic Categories	Grammatical Functions
25. This box is filled with sugar.	NP+VP+Prep.P	S+ P+PC

The sentence “This box is filled with sugar” consists of a Noun Phrase (NP) “*This box*”, a Verb Phrase (VP) “*is filled*”, and a Prepositional Phrase (Prep.P) “*with sugar*”. Grammatically, “*This box*” functions as the subject (S) of the sentence, “*is filled*” serves as the predicator (P) expressing the state of the subject, and “*with sugar*” functions as the

predicator complement (PC) indicating what fills the subject. This sentence follows the canonical English word order S-P-PC, illustrating how syntactic categories and grammatical functions combine to convey the state of the subject and its relationship with the complement.

Sentence	Syntactic Categories	Grammatical Functions
26. He found two boxes of sugar in the kitchen.	NP+VP+NP+Prep.P	S+ P+DO+A

The sentence “He found two boxes of sugar in the kitchen” consists of a Noun Phrase (NP) “*He*”, a Verb Phrase (VP) “*found*”, another Noun Phrase (NP) “*two boxes of sugar*”, and a Prepositional Phrase (Prep.P) “*in the kitchen*”. Grammatically, “*He*” functions as the subject (S) performing the action, “*found*” serves as the predicator (P) expressing the action, “*two boxes of sugar*” functions as the direct object (DO) receiving the action, and “*in the kitchen*” functions as an adverbial (A) indicating the location where the action occurred. This sentence follows the canonical English word order S-P-DO-A, illustrating how syntactic categories and grammatical functions combine to convey the actor, the action, the entity affected, and the location of the event.

#### 4. Major Findings of the Analysis

The analysis shows that English sentences are mainly structured around two core syntactic categories: the Noun Phrase (NP) and the Verb Phrase (VP). The noun phrase usually functions as the subject, representing the participant in the sentence, while the verb phrase functions as the predicator, expressing the action or state. This NP–VP structure forms the basic pattern of simple English sentences.

The study also reveals a close relationship between syntactic categories and grammatical functions. Noun phrases commonly realize functions such as subject, direct object, indirect object, benefactive object, and complements, while verb phrases function as the predicator. Similarly, adjective phrases, adverb phrases, and prepositional phrases often function as attributes, complements, or adverbials.

Another finding is the presence of several common sentence patterns in English, such as S–P, S–P–DO, S–P–IO–DO, S–P–BO–DO, S–P–SA, S–P–PC, S–P–A, and S–P–DO–OA. These patterns show how different syntactic categories combine with grammatical functions to express complete meanings.

The analysis further indicates that complements, attributes, and adverbials expand sentence meaning by providing additional information about the subject, object, or action. Overall, the sentences follow the canonical English word order of Subject–Predicate–Object/Complement/Adverbial, demonstrating the systematic relationship between syntactic categories and grammatical functions in English sentence structures.

#### 5. Conclusion

The study analyzes syntactic categories and grammatical functions in English sentences and finds that sentence structure is mainly organized around phrase-based categories, particularly the noun phrase (NP) and verb phrase (VP). Noun phrases commonly function as subjects and objects, while verb phrases act as predicators, forming the fundamental NP–VP structure of English sentences. The analysis further reveals that grammatical functions such as subject, object, complement, attribute, and adjunct are realized through different phrase structures within sentence organization. These findings highlight the close relationship between syntactic categories and grammatical functions. The study contributes to syntactic theory by clarifying the interaction between structural categories and grammatical roles and provides practical implications for improving grammar teaching and linguistic analysis. Future

research may explore empirical applications of syntactic analysis in language teaching and cross-linguistic studies.

## References

1. Abdurrohman, A. (2025). *Prepositional phrase*. PTIQ University Jakarta.
2. Aijón Oliva, M. A. (2018). The participants as objects: Variation and meaning of first- and second-person object encoding in Spanish. *Studia Linguistica*, 72(3), 571–607. <https://doi.org/10.1111/stul.12078>
3. Aini, M. R. (2025). The role of linguistics in understanding language structure and social interaction. *Jurnal Multidisipliner Bharasumba*, 4(2), 170–177.
4. Akhmanova, O., & Mikaeljan, G. (2021). *The theory of syntax in modern linguistics* (Vol. 68). Walter de Gruyter.
5. Andriani, E., & Bram, B. (2021). Syntactic analysis of sentence patterns and types of BBC news articles. *LiNGUA*, 16(1), 25–34.
6. Borjak, G., Leyli, H., & Shahista, H. (2025). Adverbien (adverbs): The flexible modifiers of English grammar and their syntactic role. *Наука и мировоззрение*, 1(59), 135–140.
7. Brown, K., & Miller, J. (2020). *Syntax: A linguistic introduction to sentence structure* (4th ed.). Routledge.
8. Buettner, K., & Kovashka, A. (2024). Investigating the role of attribute context in vision-language models for object recognition and detection. In *Proceedings of the IEEE/CVF Winter Conference on Applications of Computer Vision* (pp. 5474–5484). IEEE.
9. Burton-Roberts, N. (2021). *Analysing sentences: An introduction to English syntax* (5th ed.). Routledge.
10. Burton-Roberts, N. (2021). *Analysing sentences: An introduction to English syntax* (4th ed.). Routledge.
11. Cahyani, I. (2020). Analysis of simple sentence structure in English: Functional syntax approach. *Journal (Journal of Culture, Literature, Linguistics and English Teaching)*, 2(2), 117–127.
12. Chen, K., Jiang, X., Hu, Y., Tang, X., Gao, Y., Chen, J., & Xie, W. (2023). Ovarnet: Towards open-vocabulary object attribute recognition. In *Proceedings of the IEEE/CVF Conference on Computer Vision and Pattern Recognition* (pp. 23518–23527). IEEE.
13. Christianto, D. (2020). Compound words in English. *LLT Journal: A Journal on Language and Language Teaching*, 23(1), 27–36. <https://doi.org/10.24071/llt.v23i1.2382>
14. Crossley, S. A. (2020). Linguistic features in writing quality and development: An overview. *Journal of Writing Research*, 11(3), 415–443. <https://doi.org/10.17239/jowr-2020.11.03.01>
15. Dan Politik, S. T. I. H., & Bangsa, P. (2020). Language as a communication tool in human life. *Jurnal Ilmu Hukum*, 10(2), 45–54.
16. Davidse, K., & Van Praet, W. (2019). Rethinking predicative clauses with indefinite predicate and specification clauses with indefinite variable: A cognitive-functional account. *Leuven Working Papers in Linguistics*, 6(38), 1–36.
17. Dik, S. C. (2021). *Functional grammar* (Vol. 7). Walter de Gruyter.
18. Duplâtre, O., & Modicom, P. Y. (2022). Introduction: Adverbs and adverbials—Categorical issues. In O. Duplâtre & P. Y. Modicom (Eds.), *Adverbs and adverbials: Categorical issues* (Vol. 371, pp. 1–28). De Gruyter.
19. Ernst, T. (2020). The syntax of adverbials. *Annual Review of Linguistics*, 6(1), 89–109. <https://doi.org/10.1146/annurev-linguistics-011619-030339>
20. Feng, Z. (2022). The interaction and rhetorical conflict between systemic linguistics and generative linguistics. *Journal of World Languages*, 8(1), 1–33. <https://doi.org/10.1515/jwl-2021-0017>

21. Fowler, R. (2022). *Understanding language: An introduction to linguistics* (2nd ed.). Routledge.
22. Fujita, H., & Fujita, K. (2022). Human language evolution: A view from theoretical linguistics on how syntax and the lexicon first came into being. *Primates*, 63(5), 403–415. <https://doi.org/10.1007/s10329-021-00962-0>
23. Hellan, L. (2020). *Anaphora in Norwegian and the theory of grammar* (Vol. 32). Walter de Gruyter.
24. Hudcovičová, M. (2020). *Prepositions in theory and in practice*. UCM.
25. Huddleston, R. (1996). *English grammar*. Cambridge University Press
26. Jovanovska, S., Talevska, M., & Tashkoska, M. (2024). Sentence structure: Functions in the English language. *Academy Global Publishing House*, 15, 560–567.
27. Kantola, L., van Gompel, R. P., & Wakeford, L. J. (2023). The head or the verb: Is the lexical boost restricted to the head verb? *Journal of Memory and Language*, 129, Article 104388. <https://doi.org/10.1016/j.jml.2022.104388>
28. Karshiyevna, M. U. (2023). Forming concepts of grammar and word formation in primary grades. *Web of Semantic: Universal Journal on Innovative Education*, 2(4), 164–168.
29. Kumar, R., & Sathyanathan, K. (2026). Sentence structure: Clauses and complements. In *Academic and professional English: Skills for effective communication* (pp. 181–193). Springer Nature.
30. Larsen-Freeman, D., & DeCarrico, J. (2019). Grammar. In J. P. Gee & M. Handford (Eds.), *An introduction to applied linguistics* (3rd ed., pp. 19–34). Routledge.
31. Lu, X., Casal, J. E., & Liu, Y. (2020). The rhetorical functions of syntactically complex sentences in social science research article introductions. *Journal of English for Academic Purposes*, 44, Article 100832. <https://doi.org/10.1016/j.jeap.2019.100832>
32. Madina, A. (2025). Phrase theory: Phrase types and subtypes: Coordinate, subordinate and predicative phrases. *News of Education: Research in the 21st Century*, 4(40), 273–277.
33. Matchin, W., & Hickok, G. (2020). The cortical organization of syntax. *Cerebral Cortex*, 30(3), 1481–1498. <https://doi.org/10.1093/cercor/bhz180>
34. Mendivil-Giró, J. L. (2021). On the innate building blocks of language and scientific explanation. *Theoretical Linguistics*, 47(1–2), 85–94. <https://doi.org/10.1515/tl-2021-2007>
35. Muhtarama, S. (2025). The use of noun phrase in English. *Education, Science and Innovative Ideas in the World*, 81(2), 481–489.
36. Ngapoula, K. (2025). Embosi semantic roles: The case of direct and indirect objects. *International Journal of Linguistics, Literature and Translation*, 8(4), 82–91. <https://doi.org/10.32996/ijllt.2025.8.4.9>
37. Opoku, K. (2024). The term “complement” in systemic functional grammar: A review of its theoretical problems and implications. *Open Journal of Modern Linguistics*, 14(1), 8–38. <https://doi.org/10.4236/ojml.2024.141002>
38. Pérez-Leroux, A. T., Pirvulescu, M., & Roberge, Y. (2018). *Direct objects and language acquisition* (Vol. 152). Cambridge University Press.
39. Pienemann, M., & Lenzing, A. (2020). Processability theory. In B. VanPatten, G. D. Keating, & S. Wulff (Eds.), *Theories in second language acquisition* (2nd ed., pp. 162–191). Routledge.
40. Priyastini, N. L. N. Y., Puspani, I. A. M., & Antari, N. M. S. (2016). The semantic roles of the English action verbs. *Humanis Journal, Faculty of Cultural Studies*, 16, 159–166.
41. Purnama, D. R., Nasywa, I., Ray, N. A., & Ismahani, S. (2025). The importance of syntax in understanding English sentence structure: A library research. *Mudabbir: Journal Research and Education Studies*, 5(2), 4373–4382.

42. Pyllkkänen, L. (2019). The neural basis of combinatory syntax and semantics. *Science*, 366(6461), 62–66. <https://doi.org/10.1126/science.aax0050>
43. Quiroz, B. (2017). The verbal group. In T. Bartlett & G. O’Grady (Eds.), *The Routledge handbook of systemic functional linguistics* (pp. 325–342). Routledge.
44. Raihana, A., Harahap, A., Dalimunte, A. F., Mahara, E. F., Lubis, N. H., & Ismahani, S. (2024). The importance of syntax in understanding English sentence structure. *Innovative: Journal of Social Science Research*, 4(6), 8644–8651.
45. Rizzi, L., & Cinque, G. (2016). Functional categories and syntactic theory. *Annual Review of Linguistics*, 2, 139–163. <https://doi.org/10.1146/annurev-linguistics-011415-040827>
46. Scontras, G. (2023). Adjective ordering across languages. *Annual Review of Linguistics*, 9(1), 357–376. <https://doi.org/10.1146/annurev-linguistics-030421-033835>
47. Shen, T., Hu, Z., Sun, S., Liu, D., Wong, F., Wang, J., Chen, J., Wang, T., Zhang, C., & Li, Y. (2024). Accurate RNA 3D structure prediction using a language model-based deep learning approach. *Nature Methods*, 21(12), 2287–2298. <https://doi.org/10.1038/s41592-024-02487-0>
48. St Asriati, A. M. (2021). The students’ difficulties on the use of adjective phrase in writing English text. *Journal of Language Testing and Assessment*, 1(1), 105–114.
49. Strawson, P. F. (2017). *Subject and predicate in logic and grammar*. Routledge. (Original work published 1974)
50. Suhrob, E., & Vasila, K. (2022). Parts of speech and sentence structure in English grammar. *Galaxy International Interdisciplinary Research Journal*, 10(7), 156–160.
51. Sulistyowati, H., Mahatmaharti, A. K., & Lubis, T. (2022). Noun composition in narrative passage. *Tradition and Modernity of Humanity*, 2(2), 1-7.
52. Sundari, D., Hidayah, J., Edy, S., & Esmianti, F. (2021). Error analysis of English sentence structure in students’ written paragraphs. *English Franca: Academic Journal of English Language and Education*, 5(1), 37–60.
53. Svenonius, P. (2016). Complex predicates as complementation structures. In M. Everaert & H. van Riemsdijk (Eds.), *Approaches to complex predicates* (pp. 212–247). Brill.
54. Tallerman, M. (2019). *Understanding syntax* (5th ed.). Routledge.
55. Teshaboyeva, N., & Suyarova, R. (2025). Minor and major syntax: Main categories of syntax—Phrase and sentence. *Central Asian Journal of Multidisciplinary Research and Management Studies*, 2(12), 78–82.
56. Umiyati, M., Darmawan, I. B. Y. D., & Sujaya, N. (2023). Adjectives on phrases and clauses. In *Proceedings of the 2nd International Student Conference on Linguistics (ISCL 2022)* (p. 421). Springer Nature.
57. Ursini, F. A., & Tse, K. (2021). Region prepositions: The view from French. *Canadian Journal of Linguistics/Revue canadienne de linguistique*, 66(1), 31–59. <https://doi.org/10.1017/cnj.2020.28>
58. Van Dijk, T. A. (2019). *Macrostructures: An interdisciplinary study of global structures in discourse, interaction, and cognition*. Routledge.
59. Wiboolyasarini, W. (2025). Phrases. In *Thai grammar instruction: A comprehensive guide to structure, usage, and cultural insights* (pp. 231–255). Springer Nature.
60. Zandroto, W. A. S., Lubis, N. A. P., Pangaribuan, W., & Mudjisusatyo, Y. (2024). The use of noun phrase in scientific sentence. *Innovative: Journal of Social Science Research*, 4(3), 5273–5282.