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The approach applied in the textbook is dynamic in the sense that the primary aim is to draw students' attention to syntactic processes which affect the particular syntactic structures rather than to ready-made sentences or larger units, so that the students may be sensitive not only to sentence analysis in the traditional sense of parsing but also to the dynamic aspect of shaping sentence elements into the final form or forms to accommodate with the communicative intention of the speaker or writer. The adopted approach seems to reflect more naturally processes parallel to everyday communicative situations.

The knowledge of basic syntactic notions, units, and their functions, is a necessary prerequisite here. In this respect our textbook is a modest supplement to the more important textbooks on English syntax by distinguished Czech anglicists, cf. e.g. *Functional Analysis of Present-Day English as a General Linguistic Basis* by V. MATHEJKA (Academia Praha 1973), *Řečnická gramatika angličtiny III* by B. TRNKA (SPN Praha 1972), *Mluvnice současné angličtiny II* by I. POLDAUF (3rd ed. SPN Praha 1969), *Selected Chapters from English Syntax* by J. VÁČEK (SPN Praha 1974), *Mluvnice současné angličtiny* by L. DUŠKOVÁ et al. (Academia Praha 1988).

The textbook is divided into four chapters. **Chapter One** deals with the sentence as a communicative unit. **Chapter Two** is a description of communicative situations and their components. **Chapter Three** is devoted to the classification of sentences from the point of view of the communicative intention of the initiator of communication (speaker/writer). **Chapter Four**, the largest chapter of the textbook, is entitled *Sentence Patterns in Communication* and its aim is to describe the various processes underlying the shaping of sentences as a part of discourse or a text.

Suggestions for further reading are given in the selected bibliography.

Appended is a Glossary of Syntactic Terms with English – Czech and Czech – English sections.

An explicit contrastive method of description is used in some places to focus students' attention on major similarities and differences between English and Czech, relevant to the purpose of this book. Otherwise, a contrastive approach, having a long-lasting tradition in our linguistic writing and TEFL practice, is presupposed during the classes or seminars.