**What the Syntax Rules Do?**  
1- The manager nominated a new Supreme Clerk.  
2- Manager the new Supreme clerk a nominated.  
The rules of syntax combine words into phrases and phrases into sentences. The rules specify the correct word order for a language. For example, English is a subject-verb-object (SVO) language. The English sentence in (1) is grammatical because the words occur in the right order; the sentence in (2) is ungrammatical  
because the word order is incorrect for English.  
3- I mean what I say.  
4- I say what I mean.  
A second important role of syntax is to describe the relationship between the arrangement of some particular words and the meaning those words are refer to. The sentences in (3) and (4) contain the same words, but the meanings are pretty different, and that shows us that the word order of a sentence contributes crucially to its meaning.  
5- Your son hitted my child.   
6- My child hitted your son.  
Syntax rules also specify the grammatical relationship of a sentence, such as subject and direct object. In other words, they provide the information about who is doing what to whom. This information is crucial to understanding the meaning of a sentence. For example, the grammatical relations in (5) and (6) are reversed, so the otherwise identical sentences have very different meanings.  
7- (a) The cat found.  
 (b) The cat found quickly.   
(c) The cat found in the house.  
 (d) The cat found the rat.  
Syntax rules also specify other constraints that sentences must adhere to. In the sentence of (7d) is grammatical and the ones in (7a-c) ungrammatical. This is because the syntax rules specify that a verb like “found” must be followed by something, and that something cannot be an expression like “quickly” or “in the house” but it must be like “the rat”   
8- (a) Lisa slept the baby.  
 (b) Lisa slept soundly.  
Similarly to (7), in the sentence in (8b) grammatical while the sentence in (8a) is not. The verb “sleep” patterns differently than find in that it may be followed solely by a word like soundly but not by other kinds of phrases such as “the baby”.  
9- (a) Jack believes Robert to be a gentleman.   
 (b) Jack believes to be a gentleman.   
 (c) Jack tries Robert to be a gentleman.   
 (d) Jack tries to be a gentleman.   
 (e) Jack wants to be a gentleman.   
 (f) Jack wants Robert to be a gentleman.  
The sentences in (9a, d, e, f) are grammatical and that (9b, c) are not. The examples in (9) show that specific verbs, such as “believe”, try, and “want”, behave differently with respect to the patterns of words that may follow them. The fact that all native speakers have the same judgments about the sentences in (7) to (9) tells us that grammatical judgments are neither idiosyncratic nor capricious, but are determined by rules that are shared by all speakers of a language.  
10- (a) Zack and John ran up the hill.  
 (b) Zack and John ran the hill up.  
 (c) Up the hill ran Zack and John.  
 (d) Zack and John ran up the bill.  
 (e) Zack and John ran the bill up.  
 (f) Up the bill ran Zack and John.  
In (10), phrase ran up the hill behaves differently from the phrase ran up the bill, even though the two phrases are superficially quite similar. For the expression ran up the hill, the rules of the syntax allow the word orders in (10a) and (10c), but not (10b). In ran up the bill, in contrast, the rules allow the order in (10d) and (10e), but not (10f).  
The pattern in (10) shows that the sentences are not just chains of words with no more than organization. If they were only like that, there would no reason to expect “ran up the hill” to be differently from “ran up the bill”. These phrases act differently and easily because they have different syntactic structures linked with each other. In “ran the hill”, the words “up the hill” from a unit, as the following: He ran (up the hill).  
In (10c) the whole unit can moves to the beginning of the sentence, but in (10b) the sentence cannot be rearranged its subparts. Otherwise in “ran up the bill”, the words “up the hill” do not form a natural unit, so they cannot be moved, and (10f) is ungrammatical.   
Our syntactic knowledge crucially includes rules that tell us how words form groups in a sentence, or how they are hierarchically arranged with respect to one  
another.