



(h) Indicate which of the following trees are generated by this grammar. Explain what is wrong with the unacceptable trees.

- (i) 
$$\begin{array}{c} H \\ \diagup \quad \diagdown \\ 5 \quad 5 \\ R \quad S \\ \diagdown \quad \diagup \\ 4 \quad j \\ k \quad m \quad y \\ \diagup \quad \diagdown \\ (ii) \quad H \\ \diagdown \quad \diagup \\ 5 \quad P \\ x \quad H \\ \diagdown \quad \diagup \\ 5 \quad R \\ x \quad e \\ \quad k \quad m \quad n \\ \quad \diagdown \quad \diagup \\ \quad j \quad j \\ \quad v \quad P \\ (iii) \quad H \\ \diagdown \quad \diagup \\ 5 \quad R \\ x \quad 4 \\ \quad k \quad n \\ (iv) \quad H \\ \diagdown \quad \diagup \\ \quad \rho \quad S \\ \quad x \quad R \quad 2 \\ \quad \quad k \quad m \quad y \quad z \\ (v) \quad H \\ \diagdown \quad \diagup \\ 5 \quad R \\ x \quad 4 \\ \quad k \quad m \\ \quad \diagdown \quad \diagup \\ \quad j \quad j \\ \quad v \quad P \end{array}$$

#### CONSTITUENT STRUCTURE

1. Specific constituency tests include the following:

- (1) **Pronominalization: A complete constituent is replaceable by a single word (a pro-form or word of the same category).**  
 (a) *a personal pronoun replaces a noun phrase*  
 The fat man ate a hamburger, didn't he?  
 (b) *the dummy verb do replaces a verb phrase*  
 Jacques likes hamburgers, and Monique does too.  
 \*Jacques likes hamburgers, and Monique does fries too.  
 (c) *the adverbs there and then replace prepositional phrases*  
 Dylan went to the store after school and Dudley went there then too.

(2) **Interrogation: A complete constituent serves as an answer to a wh-question.**

- (a) *a noun phrase*  
 What did Jacques eat for dinner? A large, juicy hamburger. / \*A large, juicy.  
 Who ate a hamburger for dinner? Jacques. / \*The fat.  
 (b) *a prepositional phrase or adverb phrase*  
 When did Jacques eat a hamburger? At noon/yesterday.  
 Why did Jacques eat a hamburger? Because he was hungry.  
 (c) *sometimes a verb phrase (this is not a particularly good test)*  
 What did Jacques do? ?Ate a hamburger.

(3) **Movement: A complete constituent can be moved or can occur in different positions in a sentence, but it retains its integrity or configuration; its unity cannot be disrupted.** If we begin with the sentence *Jacques ate a hamburger for dinner*, the following types of permutations can occur (these will be studied in more detail later):

- (a) *fronting (preposing) of a noun phrase or an adverbial prepositional phrase*  
A hamburger, Jacques ate for dinner (not a steak).  
 For dinner, Jacques ate a hamburger.  
 (b) *movement of noun phrases in a passive sentence*  
A hamburger was eaten by Jacques.  
 cf. The man rang the bell of the church.  
 The bell of the church was rung by the man.  
 \*The bell was rung of the church by the man.  
 (c) *inversion of the subject noun phrase and the auxiliary verb in a question*  
 Did Jacques eat a hamburger for dinner?  
 (d) *focusing of a noun phrase or an adverbial prepositional phrase in a "cleft sentence"*  
 It was Jacques who ate a hamburger for dinner.  
 It was a hamburger that Jacques ate for dinner.  
 It was for dinner that Jacques ate a hamburger.  
 cf. It was the bell of the church that the man rang.  
 \*It was the bell that the man rang of the church.  
 \*It was of the church that the man rang the bell.  
 (e) *focusing of a noun phrase or a verb phrase in a "pseudocleft sentence"*  
 What Jacques ate for dinner was a hamburger.  
 What Jacques did was eat a hamburger for dinner.  
 What Jacques did for dinner was eat a hamburger.  
 cf. What the man rang was the bell of the church.  
 \*What the man rang of the church was the bell.  
 What the man did was ring the bell of the church.

(4) **Omission: A complete constituent, if it is optional, may be deleted, but not all constituents are optional.**

Jacques ate (a hamburger) (for dinner). \*Jacques ate a (hamburger) for (dinner).

(5) **Conjunction: Complete constituents are joined by conjunctions such as and or or:**

The cat and the mouse ran away. The quite large and smoothly rounded stone.  
 She read the newspaper and ate lunch. He runs very quickly and extremely gracefully.

Using these tests, determine whether the underlined sequences are constituents or not. (Not all tests will work in each case, nor will any one test necessarily be conclusive.)

- The workers lowered the desk from the balcony.
- The workers lowered the desk from the estate auction.
- She worked with two other people on the project.
- She worked with great diligence on the project.
- I saw the children with the glasses.

2. Determine the function (Modifier, Head, Governor, Complement) of each of the underlined constituents and indicate which other constituent it functions in relation to.

Example: She got a disappointingly low grade on her paper.

Answer: Modifier in relation to the head *low*.

- He is afraid of heights.
- He didn't feel very confident.
- He was worried about avalanches.
- He checked with the weather office daily.
- The approaching storm clouds looked ominous.
- He asked his companions what they wanted to do.
- They decided to cancel the climb.
- They agreed to climb another mountain in the same area.

3. Explain the ambiguity of the following expressions in terms of the modifier-head relation:

- new boy's shirt
- red cedar shingle

4. Identify the Subject and the Predicate in each of the following sentences:

- Every evening this week, there will be a different movie.
- Running the race exhausted him.
- The boxes in the back room are to remain.
- That I am not pleased with the findings must be obvious.
- Last winter in Vancouver, it didn't snow.
- Ketchup on French fries I find disgusting.

#### NOUN PHRASES

1. Provide tree diagrams (phrase markers) for the following NPs.

- a white dress with a dropped waistline
- the east gate of the park
- those large paintings by Renoir
- the rather frightening bats up under the eaves
- a tall, bald man with a bushy moustache
- a long vacation on the Caribbean island of Trinidad or Jamaica
- his most recent, very provocative novel
- your very much deserved success in your career
- a very long and boring modern novel
- the weather in Vancouver on any given day in winter
- the high wooden fence around our yard
- a serious conversation with Sharon about her problems

2. Explain the ambiguity of more detailed plans. Draw tree diagrams for the two different readings.

- Do the same for *rebellious boys and girls*.

#### VERB SUBCATEGORIZATION

1. Identify the subclass of the verb in each of the sentences in the set, and then write a subcategorization frame for each set.

Example: APPEAR

- The train appeared.*
- Some clouds appeared in the sky.*
- He appears healthy.*

Answer:

- intrans \_\_\_\_\_ {AP, PP}
- prep \_\_\_\_\_
- cop \_\_\_\_\_

#### SPREAD

- She spread the butter.
- She spread the butter on the toast.
- The news spread quickly.
- The water spread to the far corner.

#### REMAIN

- Joseph remained angry all day.
- Only one cookie remains.
- He remained in the house.

#### LOCK

- He locked the door.
- She locked the jewels in the safe.
- This door doesn't lock.

#### SEEM

- He seems happy/in a hurry.

#### PUZZLE

- The problem puzzled the detective.

#### LIVE

- She is still living.
- He lives alone.
- He lives in town.
- She has lived a good life.

#### SMELL

- The room smells musty.
- The books smell.
- He smelled the flowers.

#### LIE

- The child is lying on the bed.
- The crops are lying dormant now.
- He is lying down.

#### EAT

- The child ate his dinner.
- When do we eat?

### SHOOT

- (a) The hunter shot the deer.
- (b) The hunter shot the deer in the leg.
- (c) The hunter shot at the deer.
- (d) The hunter shoots expertly.

### GROWL

- (a) The animal growled fiercely.
- (b) The dog growled at me.

### 2. For each of the following verbs, write sentences exemplifying as many subclasses as you can think of. Then, for each verb, draw up a subcategorization frame.

Example: STAND — (NP) PP     *Jane stood the lamp in the corner.* [complex trans]

*The child stood on the ladder.* [prep]

- (a) ANTAGONIZE
- (b) FIND
- (c) GROW
- (d) GIVE
- (e) BECOME
- (f) HANG
- (g) CRY
- (h) DIE
- (i) PASS
- (j) SEND

### 3. Using semantic and syntactic tests, decide whether the following contain ditransitive verbs:

- (a) Marianne returned the book to me.
- (b) The library reserved the book for me.
- (c) A friend lent it to me for a day.

### 4. Study the following sentences:

- (a) He gave the engine a tune-up.
- (b) She gave the door a push.
- (c) We gave the hitch-hiker a ride.
- (d) Tammy didn't give her problems a thought.

### Would you consider these sentences to contain ditransitive verbs? Do the direct objects in these sentences have any special semantic quality?

### 5. On the basis of the following example sentences, determine what verb subcategory *pay* belongs to. Consider whether any of the sentences might involve a latent (in)direct object.

- (a) We paid the wages to the carpenter.
- (b) We paid the carpenter.
- (c) We paid the bill.
- (d) Will you pay?

### PHRASE STRUCTURE AND FUNCTION

#### 1. Label the phrasal category of each underlined phrase. Then name its function.

Example: *She has completed a book manuscript.*     Answer: Category: NP, Function: dO

- (a) She wrote a book on a linguistic topic.
- (b) She sent the manuscript to her publishers.
- (c) They considered the book publishable.
- (d) The book might become a best-seller.
- (e) She was pleased with the sales.
- (f) The book got surprisingly good reviews.
- (g) She gave all her friends copies of the book.
- (h) Book sales made her a millionaire.
- (i) The book was on the best-seller list for many months.
- (j) She has appeared on several TV talk shows.
- (k) She has received rather large royalty checks.
- (l) She was in on the plans from the very beginning.
- (m) Some people regard her as a guru.
- (n) She hasn't responded to the critics.
- (o) The book is not highly-regarded by some.
- (p) She has agreed to the terms of the contract.

#### 2. Identify the verb type in each sentence. Then give tree diagrams for the following sentences:

- (a) Those two items are in very high demand.
- (b) She followed the detailed instructions on the back of the box.
- (c) We put the books with torn pages under the counter.
- (d) The doctor administered the shot to the crying child.
- (e) The students concentrated on the assignment for the next day's class.
- (f) My aunt is quite allergic to the roses in the garden.
- (g) Those other people are very distantly related to us.
- (h) We went to our relatives' cabin in the mountains.
- (i) The manager discounted the very slightly damaged goods.
- (j) They pushed the table right up against the back wall.

#### Further readings:

I think if you read the two chapters carefully and followed the classes properly, you're well equipped!

#### Readings for next class:

van Gelderen 2002: Ch. 4 (pp. 61-77) —  *SKIM*: Brinton 2000: Ch. 10 (pp. 263-288)