

**Exercise 8.15**

Consider sentences 1 to 3 below:

1. *I heard his grandmother died this morning.*
2. *I heard the meeting was this morning.*
3. *I heard the announcement this morning.*

Sentence 1 is structurally ambiguous. It could mean:

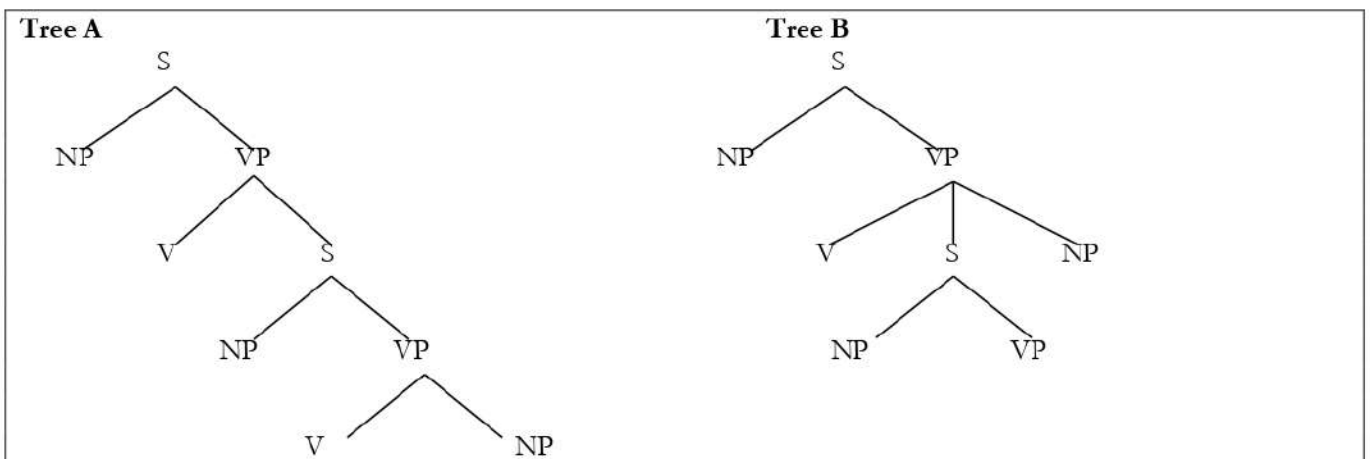
- (A) I heard this morning that his grandmother had died.  
**OR** (B) His grandmother died this morning, I heard.

(a) Which PS tree corresponds to meaning A?

Tree A      Tree B      Neither      (CIRCLE ONE)

(b) Which PS tree corresponds to meaning B?

Tree A      Tree B      Neither      (CIRCLE ONE)



(c) Which PS tree(s) would you choose to represent sentence 2?

Tree A      Tree B      Both      Neither      (CIRCLE ONE)

(d) Which PS tree(s) would you choose to represent sentence 3?

Tree A      Tree B      Both      Neither      (CIRCLE ONE)

(e) Sentence 1 is structurally ambiguous because:

in meaning A, *this morning* functions as \_\_\_\_\_, whereas in meaning B it functions as \_\_\_\_\_.

### Exercise 8.16

Choose the sentence pairs which contain the same verb type.

- a. Kim looked beautiful in her red gown.  
These sandwiches taste strange.
- b. I complimented her effusively.  
I shower and shave very carefully.
- c. Simon reported the theft to the police officers.  
I am investigating the death of my aunt.
- d. She sealed the letter with scotch-tape.  
She sent the letter by local urgent mail.
- e. The explorers sealed the cave mouth shut.  
Jennifer grew angrier by the minute.
- f. Geoffrey returned my ring to me.  
I gave her directions to the capital of Namibia.
- g. I found the cookbook fascinating.  
They crowned her prom queen.
- h. Gulliver danced all night at the coronation ball.  
Dancing dolls can be fun.

### Exercise 8.17

In the table below, tick the cell corresponding to the verb type used in each of the given sentences. Conventions used in the table are:

**V<sub>int</sub>** intransitive verb

**V<sub>link</sub>** linking verb

**V<sub>t</sub>** (simple) transitive verb

**V<sub>dit</sub>** ditransitive verb

**V<sub>cot</sub>** complex transitive verb

	<b>V<sub>int</sub></b>	<b>V<sub>link</sub></b>	<b>V<sub>t</sub></b>	<b>V<sub>dit</sub></b>	<b>V<sub>cot</sub></b>
1. I look a mess.					
2. The children look tired.					
3. Look here!					
4. She drives me crazy.					
5. I drive the children every day.					
6. She drives miles every day.					
7. They bought her home.					
8. They bought me tea.					
9. We buy it fresh.					

### Exercise 8.18

Choose the sentence pairs where the verbs are of the same syntactic type in both sentences. Then, for the pairs you've circled, write the syntactic label of the verb (e.g. simple transitive, link verb) in the space provided.

- a. He ate greedily.  
She sang with gusto. \_\_\_\_\_
- b. I like my cookies big and soft.  
I made pancakes with raisins in them. \_\_\_\_\_
- c. I baked a beef casserole for my classmates.  
I handed the maid the house keys. \_\_\_\_\_
- d. Jane seems despondent in the evenings.  
I bought the doggie in the window. \_\_\_\_\_
- e. The children broke the vase.  
Your letter surprised me. \_\_\_\_\_
- f. She makes her stitches tiny.  
She calls me auntie. \_\_\_\_\_

### Exercise 8.19

Choose the statement(s) that describe(s) the sentence:

*She smiled at the boy with sadness in her eyes.*

- a. The word-sequence *at the boy with sadness in her eyes* is a single unit.
- b. The PP *with sadness in her eyes* functions as Adjunct.
- c. The PPs *at the boy* and *with sadness in her eyes* are sister units.
- d. The PP *at the boy* functions as Direct Object.
- e. The PPs *with sadness* and *in her eyes* are sister units.
- f. The PP *in her eyes* modifies the N *sadness*.
- g. The PPs *with sadness in her eyes* and *in her eyes* are mother and daughter.

### Exercise 8.20

Draw a labelled tree diagram for the following sentence, and circle the node corresponding to a syntactic object in the diagram.

*Hassled parents wish their cranky kids behaved better.*

### Exercise 8.21

(a)	Which sentences, if any, contain intransitive verbs?	A. 1 and 5
	1. <i>Pamela sleeps in the blue room.</i>	B. 1, 3 and 5
	2. <i>Sophia tells jokes.</i>	C. 1, 2, 4 and 5
	3. <i>Carmela destroyed the photo.</i>	D. all of them
	4. <i>Peter burnt the toast.</i>	E. none of them
(b)	5. <i>Michael showers three times a day.</i>	A. 1 and 2
	(i) <i>He cans pineapples.</i> * <i>He can pineapples.</i>	B. 1 and 4
	(ii) <i>He can swim.</i> * <i>He cans swim.</i>	C. 1, 2 and 3
	Which statements help explain the asymmetry above?	D. 2, 3 and 4
	1. In (i), <i>can</i> is the main verb.	E. 1, 2, 3 and 4
(c)	2. In (ii), <i>can</i> is NOT the main verb.	A. 1, 2 and 3
	3. In English, the verb must agree with its Subject.	B. 1, 3 and 4
	4. In (i), the verb is transitive.	C. 1, 2, 3 and 4
	Select the sentences in which the underlined sequence of words functions as <b>DIRECT OBJECT</b> .	D. 1, 2, 4 and 5
	1. <i>The policemen arrested <u>the murderer</u>.</i>	E. 1, 2, 3, 4 and 5
(c)	2. <i>The poor man bit <u>an alcoholic</u>.</i>	
	3. <i>He has deceived me <u>many times</u>.</i>	
	4. <i>He wasted <u>many days</u>.</i>	
	5. <i>They told the committee <u>that she was innocent</u>.</i>	

### Exercise 8.22

Chapter 8 in the textbook introduces subordinate clauses which function as syntactic Object in sentences, and which are thus VP constituents. Subordinate clauses can also be NP constituents, where they modify the head noun. These clauses are commonly called *relative clauses*, and they are underlined in the examples below:

- (a) The woman who owns this restaurant lives in town.
- (b) The problem that he raised is irrelevant.
- (c) I like people who enjoy life.

1. Identify the noun that each relative clause modifies, and the syntactic function of the NP containing each relative clause, in the examples.
2. Within each relative clause, what is the syntactic function of the words *who* and *that*, which introduce them? Explain your reasoning.

### Exercise 8.23

Let's revise key concepts. You have learnt about six syntactic functions, Subject, Verb, Direct Object, Indirect Object, Subject Complement, Object Complement and Adjunct (the labels Subject, Verb, Object, Complement and Adjunct are sometimes abbreviated through a handy acronym, *SV/OCA*). Of these syntactic functions, only one, Adjunct, is optional.

1. Why are Adjuncts optional?
2. State the obligatory functions that fit the distributional frames below so that you can identify the verb types which correspond to them:  
Subject    Verb    \_\_\_\_\_  
Subject    Verb    \_\_\_\_\_    \_\_\_\_\_
3. What test(s) can we use to distinguish:
  - Direct Objects from Complements
  - Direct Objects from Indirect Objects
  - Subject Complements from Object Complements?
4. Identify the verb and its verb type (e.g. simple transitive, ditransitive, etc.) in each of the sentences below, clearly explaining how you arrived at your answers.
  - (a) Jennifer's kitten is growing exceedingly slowly.
  - (b) Paul's puppy is growing exceedingly lazy.
  - (c) Sharon's baby sister remains in New York.
  - (d) Darlene made Shane's grandfather a cardigan.
  - (e) The school made my father president of the PTA.

### Exercise 8.24

The data below are from Japanese, here printed in Romanised script.

Word for word glosses are given in italics below the Japanese text (disregard the meaning of the words *wa*, *o* and *ga*, which are not glossed):

Watashi wa ocha o nomu.                    'I drink tea'  
*I    wa   tea   o   drink*

Watashi wa kōhī ga suki desu.            'I like coffee'  
*I    wa   coffee   ga   like*

Watashi wa kodomo ga suki desu.        'I like children'  
*I    wa   children   ga   like*

1. What observations can you make, from the data, about the order of functional constituents in Japanese?
2. How would you say *I drink coffee* and *I like tea*, in Japanese?

### Exercise 8.25

Consider these data:

- |     |   |                                       |
|-----|---|---------------------------------------|
| (1) | a. <i>Alice brings in the chair.</i>    | b. <i>Alice sits in the chair.</i>    |
| (2) | a. * <i>Alice brings.</i>               | b. <i>Alice sits.</i>                 |
|     | c. * <i>Alice brings in.</i>            | d. * <i>Alice sits in.</i>            |
|     | e. <i>The chair, Alice brings in.</i>   | f. * <i>The chair, Alice sits in.</i> |
|     | g. * <i>In the chair, Alice brings.</i> | h. <i>In the chair, Alice sits.</i>   |

(a)	Based on the data above, which PS rule, if any, characterises the VP in sentence <b>(1b)</b> ?	A. $VP \rightarrow V P NP$
		B. $VP \rightarrow V P (\hat{N}P)$
		C. $VP \rightarrow V PP$
		D. $VP \rightarrow V (PP)$
		E. none of the above
(b)	Based on the data above, <i>in the chair</i> is a constituent in which sentence(s)?	A. (1a), (1b), (1h)
		B. (1a) and (1b)
		C. (1a) and (1h)
		D. (1b) <b>nor</b> (1h)
		E. none of the above
(c)	Which principle, if any, explains why sentence <b>(2d)</b> is ill-formed?	A. The Subject precedes the verb.
		B. <i>sits</i> requires an Object.
		C. Only single constituents can move.
		D. The verb agrees with its Subject.
		E. None of the above.
(d)	Which principle, if any, explains why sentence <b>(2g)</b> is ill-formed?	A. The Subject precedes the verb.
		B. <i>brings</i> requires an Object.
		C. Only single constituents can move.
		D. The verb agrees with its Subject.
		E. None of the above.

### Exercise 8.26

This sentence contains a ditransitive verb, and three noun phrases:

*Please pour me a glass of wine.*

1. Identify the three NPs in the sentence.
2. Given that ditransitive verbs pattern with two constituents in the VP, explain why the sentence is well-formed.

### Exercise 8.27

Match the sentences in each column whose verbs belong in the same syntactic subcategory (i.e. whether the verbs are ditransitive, link, and so on):

1. They finally made clear the rationale for their proposal.	A. When exactly will you leave?
2. Are you less tired today?	B. This curry smells so good!
3. It rains every day at the same time in Singapore.	C. I never promised you an easy life.
4. You must eat all the vegetables on your plate!	D. The Board deemed the decision flawed.
5. I bought myself a new laptop.	E. She cooks pasta like a goddess.

### Exercise 8.28

Identify the syntactic function of the underlined constituents in these two sentences:

- (a) I'll tell her her grades as soon as I can.
- (b) I'll tell her her grades improved as soon as I can.

### Exercise 8.29

Does the verb *die* belong to the same syntactic subcategory in all three sentences below? Explain your answer.

- (a) When he dies, we shall miss him.
- (b) He was born a coward and he will die a coward.
- (c) He died a peaceful death.

### Exercise 8.30

Are the following statements true or false? Tick the appropriate cell.

	True	False
1. Ditransitive verbs must have a direct object.		
2. Complex transitive verbs must have a direct object.		
3. Adjuncts occur only in sentences containing intransitive verbs.		
4. Any constituent that cannot be passivised is a complement.		
5. <i>He considered his options carefully</i> contains a complex transitive verb.		
6. <i>She forgives him anything any time</i> contains two objects.		
7. The verb <i>be</i> is always a link verb.		
8. Main verbs are never link verbs.		

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## Chapter 8. The grammar of sentences: slots and functions

### Exercise 8.1

Consider this rule:

“In English, subject and verb must agree in number.”

This rule means that subject and verb must either both be plural or both be singular. Now consider these data:

*The lifts in our office are out of order.*

*The colour of his eyes is green.*

*\*The lifts in our office is out of order.*

*\*The colour of his eyes are green.*

Indicate which statements account for the data.

- Subject and verb must agree in number.
- Subject and verb do not have to agree in number.
- The verb, and any NP before the verb, must agree in number.
- The subject NP and the verb must agree in number.
- The head of the subject NP and the verb must agree in number.
- The modifiers of the subject NP and the verb must agree in number.
- The head of the subject NP, any modifiers of the subject NP, and the verb must agree in number.

### Exercise 8.2

In the following data, choose the sentence pairs where the underlined constituent has the same syntactic function in both sentences.

- These shoes can be worn in the coldest winter or the hottest summer.  
I was busy when she called.
- She finished her exams yesterday.  
Next year is a leap year.
- I like it crispy.  
I only buy crispy snacks.
- Monday was a holiday.  
My aunt is an expert at embroidery.
- All students got this answer right.  
He is the right person for me.
- He tells everyone that he's a genius.  
I'll bake cookies for their birthday party.

### Exercise 8.3

Propose three sentences that show three different syntactic uses of the verb *leave*, and name the syntactic subcategory of the verb in each sentence.

**Note:** In your sentences, you can also use the form *left*, which is the past tense of the verb *leave*.



### Exercise 8.4

Consider this sentence:

*That little old lady with the dyed red hair found the noisy teenagers in their skimpy tops and shorts quite upsetting.*

1. Find a syntactic complement in the sentence, and explain which type of complement it is.
2. Give the function of all the other constituents in this sentence.

### Exercise 8.5

Read the following text carefully, paying attention to the verbs that it contains.

*My cousin Lena is always worried about her appearance. Just like her brother. He believes that he owns the world just because of his beauty-parlour good looks. Her taste for food seems really funny to me. She likes it garlicky, and gargles after every single meal with some revolting disinfectant. It makes her mouth fresh, in her view. Her perfume smells awful too. If I ask her questions about her manias, she gives me funny looks, and just powders her face pink and white all over again. No wonder I feel so uncomfortable with her.*

Now, write all the verbs that you found in the text in the appropriate cells below, according to the syntactic type of each verb as used in the text. Use a separate cell for each verb.

Intransitive V	Link V	Simple Transitive V	Ditransitive V	Complex Transitive V

### Exercise 8.6

Concerning subject-verb agreement in English, the textbook states:

*“In English, subject-verb agreement is extremely restricted, in that it occurs only in the 3<sup>rd</sup> person singular of present tense forms, and therefore concerns both person and number together.”* (p. 171)

1. Discuss whether and how this statement applies to Spanish, given the following Spanish data:  
yo quiero ‘I want’                      nosotros queremos ‘we want’  
tú quieres ‘you want’                      vosotros queréis ‘you want’  
él/ella quiere ‘he/she wants’                      ellos/ellas quieren ‘they want’
2. Would these data suggest that subjects may be optional constituents in Spanish? Why?

### Exercise 8.7

Consider the following data:

- a. \**The boy injured.*      b. *The boy injured his left knee.*

These data suggest that the verb *injured* needs an NP after it. This being the case, explain why sentence c. is ill-formed:

- c. \**The boy injured this morning.*

### Exercise 8.8

Use your knowledge of verb subcategories to explain the language play behind the following joke played by A on B:

- A. My dog has no nose.  
B. How does he smell??  
A. Terrible!

### Exercise 8.9

Consider the following rule: "Adjectives precede nouns within a noun phrase."

Given this rule, explain why both of the following sentences are grammatical.

- a. *I painted the red house.*  
b. *I painted the house red.*

### Exercise 8.10

The sentence *Romeo emailed the young lady on the balcony* is ambiguous. It can mean:

- (a) Romeo emailed the young lady who was on the balcony.  
(b) Romeo emailed the young lady while he was on the balcony.

Show how our understanding of syntactic functions can help us explain the ambiguity in this sentence.

### Exercise 8.11

Choose the set(s) in which all the verbs are of the same syntactic type (e.g. ditransitive, link verb).

- a. In 1492, Columbus sailed the oceans blue.  
Janine feeds her dog rice and curry.  
Jonathan adores a juicy bit of steak with potatoes.
- b. Nigel paints houses in his free time.  
She sells seashells by the seashore.  
Solomon had a little rice and curry last night.
- c. Michelle became a doctor in 1992.  
Harry hid himself in the broom cupboard.  
That old lady lives alone by the seaside.
- d. His aunt goes nuts all the time.  
Paul turned red in the face.  
The telephone line went dead.
- e. The class successfully classified the strange animal a marmoset.  
My best friend drives me crazy with his freaky behaviour.  
Sally considers her husband an absolute treasure.

### Exercise 8.12

Consider the underlined constituents in the following data:

1. I was tired after dinner.
2. I was tired yesterday.
3. I was tired that evening.
4. I was tired when they left.

With support from the data, provide arguments for distinguishing between *adverb* and *adjunct*, in English grammar.

### Exercise 8.13

Given the following sentences:

- (a) \*This woman love my neighbour's cats.
- (b) \*My neighbour's cats eats everything in sight.

1. Explain why they are ill-formed.
2. Explain how you would modify the sentences to make them grammatical.
3. What evidence do your answers to 1. and 2. provide concerning matters of agreement (or *concord*) in English?
4. Find examples of similar or dissimilar concord behaviour in a language that you speak, other than English.

### Exercise 8.14

Choose those sets where all the sentences in the set contain the same verb type.

- a. My bonnie lies over the ocean.  
That boy looks very peculiar.  
The sea was very choppy last night.
- b. Solomon bought his mother a luxury apartment in Jamaica.  
The circus clowns offered every child in the audience an animal-shaped balloon.  
She bequeathed all her earthly possessions to her favourite charity.
- c. The teacher held the bunny rabbits tightly.  
The magistrate made his decision carefully.  
I burned that disgusting old coat of yours.
- d. Jason held his head high.  
Sheila and Stanley sold their caravan at a real-estate fair.  
Marilyn painted her bedroom bright pink.
- e. Farook spends his money wisely.  
We, the jury, find the accused not guilty.  
Mira attends counselling sessions every week.
- f. My brother and his friends are planning a costume party.  
My favourite teacher retired last year.  
The elves felt that James and the gigantic peach were very threatening.