

Exorcising Grammar

Material for students
of English Grammar
in Higher Education

Exorcizando la Gramática

Material para estudiantes
de gramática inglesa
en la Educación Superior

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Instituto de Enseñanza Superior en Lenguas Vivas
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Introducción

El presente volumen es el resultado de la tarea realizada por un equipo de trabajo perteneciente al Instituto de Enseñanza Superior en Lenguas Vivas “Juan Ramón Fernández”, integrado por docentes de las asignaturas Gramática Inglesa I y II y Lingüística de las carreras de Profesorado y Traductorado de inglés y seleccionado por el Consejo Directivo de la institución para recibir financiamiento durante el periodo 2014-2015 a través de horas cátedra institucionales.

Entre los principales objetivos del proyecto podemos señalar los siguientes:

- Producir materiales didácticos para el dictado de la asignatura Gramática Inglesa I.
- Fomentar la colaboración y el intercambio entre los docentes de las asignaturas relacionadas con el área de gramática y lingüística.
- Evaluar la utilización de los materiales en las cátedras.
- Difundir los resultados alcanzados.

Los planes de estudio de las carreras de Profesorado y Traductorado de inglés cuentan tradicionalmente con las asignaturas mencionadas ¹ (Gramática Inglesa I, II y Lingüística) en el marco de un estudio intensivo de la lengua que también incluye contenidos de desarrollo de la lengua en cuestión (Lengua I-IV), aspectos de la fonética y fonología (distintas asignaturas con denominación Fonética, Fonología, Laboratorio), contenidos específicos (Adquisición de la lengua, Análisis de Discurso). Asimismo, otro bloque de asignaturas abarca contenidos culturales (Literaturas, Historias, Aspectos de la Cultura). Por otra parte, encontramos aquellas asignaturas pertinentes a la formación profesional específica de docentes (Pedagogía, Psicología, etc.) y de traductores (Traducción, etc.). Ciertas asignaturas son dictadas a través de la lengua inglesa mientras que otras son dictadas en castellano. Las asignaturas en cuestión aquí son dictadas en lengua inglesa. Cabe mencionar que en el caso de la carrera de Traductorado, los alumnos también cuentan con la asignatura Gramática Española como parte de su plan de estudios.

Fundamentación

Resulta pertinente aquí hacer una breve presentación de la fundamentación que motivó la producción de este material.

A partir de la segunda mitad del siglo XX, surge un planteo nuevo para la gramática: su inscripción dentro de las ciencias, según esta concepción, la gramática pasa a tener el mismo status que la física, la matemática o la biología. Es por ello que conforma su propio conjunto de interrogantes y los encara con una metodología científica rigurosa. El lenguaje, cuyas leyes pretende descubrir la gramática, es su objeto de estudio. Este enfoque de la gramática requiere que los estudiantes adopten actitudes activas, autónomas y reflexivas para lo cual es necesario que desarrollen destrezas y competencias acordes a la naturaleza del campo disciplinar. Ya no se los concibe como receptores de información planteada en un texto en el cual se consignan los datos

¹ Cabe consignar que la denominación exacta de las asignaturas varía según el plan de estudio en cuestión. Aquí se pretende solamente hacer una presentación general del contexto curricular en el cual se dictan las asignaturas que nos competen.

descriptivos del funcionamiento de la lengua sino como generadores de hipótesis acerca de cuál es el proceso por el cual se gesta una determinada estructura gramatical.

Entre las destrezas consideradas de importancia para desarrollar en los estudiantes de las asignaturas del área de Gramática y Lingüística del Profesorado y Traductorado nos focalizamos en las siguientes:

- identificación y resolución de problemas gramaticales
- recolección y análisis de datos lingüísticos
- generación de hipótesis de trabajo
- redacción de argumentación coherente y explícita

La observación, recolección y análisis de datos acerca del lenguaje desde el punto de vista de su estructura tiene dos objetivos principales. Uno de ellos es la generación de conciencia del idioma como objeto de estudio y no solamente de uso. En este sentido, el estudiante de una lengua se diferencia del mero usuario ya que el primero debe ser capaz de alcanzar un nivel diferenciado de comprensión acerca de cómo funciona la lengua y de mayor capacidad explicativa.

Para lograr este fin es necesario que el estudiante pueda desarrollar la capacidad de trabajar de manera metódica, por medio de la generación de hipótesis de trabajo, redacción de argumentación coherente y explícita y, en lo posible, resolución de problemas.

Para lograr estos objetivos es necesaria una nueva metodología de trabajo en el aula y, consecuentemente, nuevos materiales y herramientas que permitan que los alumnos se acerquen a estos fines propuestos. Es en la creación de ejercitación adecuada y graduada, encuadrada en un enfoque de características didácticas superadoras que se fundamenta el presente trabajo. En este sentido quisiéramos que las actividades propuestas en esta compilación contribuyan a agudizar la observación de los fenómenos gramaticales, generar argumentos sintácticos válidos y gestar una metodología de análisis que posibilite varias explicaciones (no solo una) del mismo fenómeno.

Metodología de trabajo empleada

Para la realización de este proyecto el equipo de trabajo organizó la tarea en distintas etapas. En una primera etapa, se realizó la selección de áreas temáticas a abarcar. Estas áreas pasarían a conformar las secciones en las cuales están agrupados los ejercicios propuestos. También durante la primera etapa se realizó el relevamiento y análisis de materiales semejantes ya disponibles en diversas publicaciones de distintas universidades. La selección, tanto de áreas temáticas como de sub-temas, no pretende ser abarcativa sino más bien un muestreo de tipos de problemas que se pueden proponer en este ámbito. Con estos primeros insumos el equipo trabajó en parejas de redacción y edición para preparar los primeros borradores de los problemas. En esta instancia surgieron muchos intercambios y dudas que ayudaron a mejorar los primeros esbozos. Estos intercambios llevaron a una mejor definición de los niveles de complejidad esperados en el abordaje de los temas, las competencias que los docentes esperan que los alumnos logren desarrollar a través de la realización de estos ejercicios, las distintas opciones de formulación, la importancia de incluir mención a textos de referencia sobre distintos temas, etc. Como pauta general, se buscó apelar a la intuición de los alumnos y la aplicación de criterios de reflexión crítica más que a la utilización de conceptos

aprendidos. Tampoco se intentó imponer una perspectiva teórica sino ejemplificar los procesos de análisis que hacen que esa perspectiva sea una herramienta valiosa para el análisis de la lengua. Sin embargo, también se buscó presentar una gradualidad que muestre la posibilidad de la construcción de los conocimientos en base a conocimientos logrados previamente. Es así que se incorporó a cada ejercicio la información relativa a los conocimientos previos requeridos y el grado de dificultad planteado por cada ejercicio mediante uno o varios asteriscos.

Con los ejercicios mejorados se avanzó hacia la etapa de testeo. Los docentes trabajaron en sus cátedras presentando a sus alumnos un total de 9 ejercicios en 6 cursos de Gramática I y Gramática II. Se recibió un total de 340 respuestas a través de un formulario online. Estas respuestas fueron analizadas por el equipo y contribuyeron a mejorar la formulación de las rúbricas. Con este insumo se procedió a la mejora y edición final de los ejercicios.

En una última etapa se realizó la compilación de las versiones finales, su ordenamiento, diagramación, revisión y edición. Si bien la naturaleza temporal de todo proyecto de estas características implica la necesidad de presentar un producto, el equipo considera que este material no es definitivo en sí mismo. Cada utilización de los ejercicios aquí incluidos seguramente aportará posibilidades de mejora de su formulación. Paralelamente, nuestra comprensión de los fenómenos gramaticales irá también ampliándose con el tiempo, con lo cual ciertos ejercicios resultarán más relevantes que otros, algunos podrán ser descartados y otros nuevos deberán ser formulados. Esta es la tarea que quedará para docentes y estudiantes a partir de este momento.

Diferentes concepciones de la gramática

En un principio, se podría considerar que existen dos visiones de la gramática: una es aquella que se plantea como objetivo la descripción de una lengua y otra la que concibe a la gramática como una explicación, o más bien la búsqueda de una explicación, de los fenómenos gramaticales. Se trata de dos concepciones fundamentalmente distintas de qué es la gramática, que implican, a su vez, distintas formas de enseñar Gramática.

Si el objetivo de la asignatura Gramática es la transmisión de la descripción de un fenómeno gramatical, es menester que los docentes la comuniquen y que los estudiantes la incorporen o aprendan. Esta forma de trabajar implica memorizar reglas y excepciones. En este sentido, la gramática de una lengua tiene por propósito describir aquellas combinaciones de palabras que construyen estructuras idiosincráticas que la diferencian de otras lenguas. Esta es una concepción de la gramática como un constructo relativamente estático con terminología específica que debe ser transmitida a los estudiantes para que puedan identificar, a través de procesos de analogía, aquellas estructuras en instancias reales de lengua.

Si el objetivo es la explicación, la búsqueda de esa explicación tiene que ser el componente central de la enseñanza y del aprendizaje. En consecuencia, tiene que estar claro para los estudiantes que esta actividad o tarea requiere de una terminología adecuada, así como de una argumentación con una base teórica, ya que no existe la descripción y/o explicación gramatical desprovista de un posicionamiento teórico. En este sentido, la terminología no es un sistema de rotulación empleado para clasificar

elementos de una lengua sino una herramienta científica que se emplea para la mejor caracterización de los procesos. Como tal no es estática y requiere definiciones y reformulaciones en función de los distintos niveles de comprensión de los procesos alcanzados.

La gramática contemporánea, particularmente las versiones enmarcadas bajo el término globalizador “generativas” no sólo aspiran a proveer una simple descripción: buscan encontrar una explicación que dé cuenta de los rasgos distintivos de la lengua como sistema. Esta tarea de descubrimiento se rige por los mismos criterios que otros emprendimientos científicos en disciplinas tales como la biología, la física o la química. Considera la lengua como su objeto de estudio y se embarcan en él con las herramientas del científico, o sea las hipótesis, los datos como evidencia y las deducciones lógicas. En este sentido, enseñar gramática no puede evadir la responsabilidad de enseñar el método científico específico aplicado al objeto de estudio. Por esta razón, y bajo esta concepción, la gramática no es considerada como un constructo estático sino como un objeto de estudio al cual nos acercamos a través de la mirada científica teniendo como objetivo fundamental la explicación de cómo funciona el lenguaje en tanto sistema, es decir, los principios de la gramática.

La importancia de acercar a los estudiantes de lenguas de Nivel Superior a las concepciones más actuales sobre la naturaleza del lenguaje se basa en el hecho de que los profesionales de las lenguas, una vez egresados del sistema educativo, necesitan contar con herramientas y estrategias que les permitan buscar explicaciones de estructuras nuevas o no vistas con anterioridad y que les faciliten tomar y justificar las decisiones lingüísticas relativas a su profesión.

Las características del material

Las actividades propuestas en esta recopilación tienen como propósito central plantear problemas a ser encarados por estudiantes de nivel superior que les permita explorar diversas nociones gramaticales centrales para nuestro entendimiento actual del funcionamiento del sistema lingüístico. Los ejercicios presentan distintos tipos de datos y guían a los estudiantes para la aplicación de procesos lógicos que les permitan arribar a conclusiones fundadas. En muchos casos no existe una conclusión o solución pre-determinada o única sino que puede pensarse en distintas soluciones que dependen de la manera de argumentar y explicar el problema.

Un criterio central seguido por el equipo fue el de ejemplificar una variedad de tipos de actividades para brindar al docente distintas clases de problemas que pueden ser encarados dentro o fuera de la clase, de manera individual o grupal, con la guía del docente o de forma autónoma. En todos los casos los problemas promueven la reflexión sobre cuestiones gramaticales problemáticas basadas en datos lingüísticos. Se espera que los alumnos puedan construir hipótesis acerca de las estructuras y procesos gramaticales que subyacen a los datos, que los contrasten con otros datos de su propia cosecha, que intenten refutar sus hipótesis y mejorarlas, en caso de ser necesario, a la luz de la evidencia. Los ejercicios están planteados también como ejemplos que los docentes pueden emplear para formular sus propios ejercicios sobre los temas que resulten más pertinentes a su grupo de alumnos.

Esta compilación incluye secciones en las que se agrupan problemas, que no pretenden abarcar todos los temas en un área temática ni todos sus aspectos relacionados. Cada

problema está presentado incluyendo la siguiente información: el subtema, el grado de dificultad (en forma de asterisco), qué conceptos es necesario conocer para abordar el problema. En algunos casos hay ejemplos de respuestas y bibliografía adicional o una sección de referencias. Se espera que estos ejercicios sean el punto de partida que genere interés y discusión por los temas presentados y es por esta razón que se incluyen lecturas recomendadas para que los alumnos y los docentes puedan profundizar los conceptos aquí presentados.

En la última sección se incluye un Glosario con las definiciones básicas de algunos de los conceptos técnicos utilizados. Cuenta, además, con hipervínculos desde los problemas para facilitar la navegación.

La mayor parte de las actividades presentadas se centran en la sintaxis como motor de la gramática y varias incluyen comparación de estructuras dentro del inglés así como con otras lenguas (por ej. español y chino), ya que uno de los objetivos es analizar la estructura de las oraciones para ver qué operaciones sintácticas se pueden realizar según el tipo de estructura que esté en juego. Se considera que este tipo de análisis (y no la simple rotulación de los constituyentes) es lo que demuestra si el estudiante interpreta o no la estructura. Mediante la argumentación sintáctica el estudiante aprende a explicitar argumentos, articular hipótesis y principios empleando datos, etc. Lo más importante es que los estudiantes puedan encontrarse con problemas que plantean las estructuras de una lengua y producir posibles explicaciones acerca de cómo esto sucede. No se prescribe un determinado posicionamiento teórico, ni una versión dentro de una teoría sino que se plantea el estudio de la sintaxis como un camino o puente hacia una metodología científica de resolución de problemas gramaticales. Los estudiantes estarán expuestos a diferentes tipos de diagramas arbóreos que se corresponden con distintas versiones de la teoría y cuya meta general es la representación de la estructura, de la relación jerárquica entre los constituyentes sintácticos.

En este sentido esta compilación de ejercicios responde a un cambio de foco: no va de la teoría al ejercicio sino precisamente al revés. Justamente por ello, se ha optado por evitar un excesivo formalismo y la utilización de un vocabulario altamente especificado, que pueden resultar necesarios en otros contextos (como por ejemplo para discutir el valor de una teoría respecto de otra), pero que no resultan pertinentes en este contexto.

Para el docente

Estos materiales presuponen un papel diferente para el docente del que tradicionalmente se le asigna en muchos contextos de la educación superior en general y en la clase de Gramática en particular. Dado que los problemas plantean la aplicación de un proceso inductivo para arribar a conclusiones fundadas acerca de la naturaleza de las estructuras gramaticales, no resulta necesario, e incluso sería contraproducente, que el docente impartiera estas nociones a priori. La idea es que los alumnos logren llegar, a través del análisis de los datos lingüísticos, a explicaciones que sean generalizables a otros ejemplos y formulaciones que resulten potentes para el análisis de diversas estructuras.

La concepción que subyace a estos materiales es la de aula-taller en la que los alumnos se involucran con los materiales para buscar soluciones posibles a los problemas planteados. El papel del docente, lejos de diluirse o volverse menos importante, resulta crucial en tanto guía y orientador de la discusión, aportando a esta a través de preguntas o propuestas alternativas, o incluso jugando como “abogado del diablo.”

Somos plenamente conscientes de que este tipo de dinámica puede resultar desconcertante tanto para estudiantes como para docentes ya que difiere de la expectativa y de otros cursos que los estudiantes pueden estar tomando al mismo tiempo. La ausencia de certezas taxativas, la aceptación de distintas propuestas alternativas, resultan fundamentales, sin embargo, a la hora de construir las destrezas a las que apuntamos.

En este sentido el docente puede elegir diferentes opciones, puede decidir

- si son para realizar en clase o fuera de la misma,
- si pueden ser utilizados como práctica de examen,
- si su función es generar debate,
- si son de utilidad para aprender autónomamente,
- si fomentan el pensamiento crítico,
- si son de resolución in situ o con búsqueda en la web.

Si bien una publicación de estas características requiere el empleo de un orden secuencial para las actividades, el docente podrá optar por un orden alternativo al aquí presentado, tanto para los temas como para los ejercicios dentro de cada tema según lo que considere pertinente y apropiado para cada grupo de alumnos.

En nuestra experiencia, también puede resultar provechoso, requerir que distintos grupos trabajen sobre distintos ejercicios relacionados y luego compartan sus conclusiones con sus compañeros, promoviendo de esta manera el aprendizaje entre pares.

Para el estudiante

Los problemas que se incluyen en esta recopilación apuntan a explorar fenómenos gramaticales de la lengua inglesa y brindar herramientas para la construcción de explicaciones posibles. En prácticamente todos los casos se presentan oraciones relativamente sencillas, agrupadas según distintos criterios y consignas para su análisis.

Este análisis que planteamos difiere en varios sentidos del análisis sintáctico tradicional en el que se pueden haber embarcado en la escuela secundaria o en otras asignaturas. Por ejemplo, no requiere la rotulación de cada palabra o conjunto de palabras según su categoría o función gramatical, aunque sí presume la familiaridad con nociones básicas como sujeto y predicado, verbo, sustantivo, etc. Por otra parte, no se anticipa que exista una única respuesta correcta en cada caso sino que se espera que en la elaboración de las respuestas se empleen argumentos gramaticales y se recurra a la utilización de los datos provistos (y otros) para sustentar distintos análisis. Es precisamente en la discusión y confrontación de esos análisis que esperamos que sea posible arribar a respuestas de mayor solidez. Así que la consigna es: pensar y tratar de desentrañar cuál puede ser la explicación posible para esta estructura; buscar ejemplos que constaten que sea así; buscar, con mucha más determinación, aquellos ejemplos que nos hagan cambiar la primera idea que nos surge; formular estas ideas con claridad (oralmente y por escrito) ya que volviendo sobre esa formulación podremos mejorar las ideas iniciales y lograr mejores conclusiones; por sobre todas las cosas, no tener miedo de equivocarse ya que a través de los errores es como solemos aprender, si los superamos, claro está!

En la construcción de los argumentos es posible que surjan otros ejemplos similares o relacionados. Esto es algo sumamente positivo ya que implica la posibilidad de relacionar el problema planteado con otras instancias de la lengua, compararlas y contrastarlas y evaluar su aporte para la construcción de los argumentos.

Nuestra recomendación para los alumnos es que, además de elaborar y discutir oralmente lo planteado en los problemas, vuelquen también las argumentaciones en forma escrita. De este modo, resultará más sencillo y ordenado volver sobre cada punto y re-elaborarlo o completarlo en caso de ser necesario.

Se incluyen referencias bibliográficas no porque sea necesario recurrir a ellas para resolver los problemas sino para que, una vez encarados estos y esbozadas posibles respuestas, los interesados puedan profundizar en el tema y conocer otras perspectivas.

A modo de conclusión

Resulta central, al aproximarse la etapa de conclusión de cualquier proyecto, hacer un balance de los niveles de concreción de los objetivos propuestos. Por un lado, el principal resultado de este proyecto, la producción de materiales de trabajo para el dictado de la asignatura Gramática Inglesa I, ciertamente se ha concretado como atestigua el presente volumen. Inevitablemente se trata de un recorte de contenidos, de una selección de temas, de un muestreo de actividades posibles y, por ende, es siempre perfectible y sujeto de ser completado. Sin embargo, al no erigirse en un volumen abarcativo ni definitivo, esa incompletitud es precisamente su mayor fortaleza. Serán otros docentes y alumnos los llamados a mejorarlo y completarlo con sus creaciones.

No podemos cerrar esta introducción, sin embargo, sin hacer referencia a algunos de los resultados intangibles del proyecto. Nos referimos a la riqueza acumulada en el proceso que llevó a este volumen. Tanto los encuentros del equipo completo, como las reuniones de pares de integrantes y también el trabajo individual nos han permitido cuestionarnos, replantearnos, interrogarnos y definirnos sobre una diversidad de cuestiones relativas a la asignatura, nuestro posicionamiento teórico y pedagógico, la realidad de nuestras aulas y nuestros alumnos. Si bien estas son tareas que a menudo encaramos como docentes, la posibilidad de hacerlo de manera colectiva y a lo largo del tiempo, nos permitió la maduración de las posturas y, es de esperar, un resultado de mayor calidad. Creemos que esta posibilidad debería estar disponible para más docentes, en más áreas y de manera más sistemática. Idealmente, debería ser un aspecto constitutivo de estos espacios académicos.

Las Directoras

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1. In The Beginning ... Was The Word



1.1. Bits and Pieces *

Morphology

Topic: Identification of [Morphemes](#)

Sub-topic: Morphemes and [Categories](#)

Required Prior Knowledge: Inflectional and derivational morphemes; category; prefix; suffix; complex and simple word

Read the following passage. For each of the eight bracketed words, answer questions (a) to (d).

- a) Is the word simple or complex?
- b) For each [complex word](#), identify its pieces. That is, does it have a prefix or a suffix?
- c) If it has a suffix, is the suffix [inflectional](#) or [derivational](#)?
- d) What category (part of speech) does the word belong to?
- e) What morphological evidence can you provide to support your answer to question (d)?

... almost [self-evidently]¹, a style is specific: its [meaning]² is part and parcel of [its]³ period, and cannot be [transposed]⁴ innocently. To see other *periods* as mirrors of our own is to turn history into [narcissism]⁵; to see other *styles* as open to our own style is to turn history [into]⁶ a dream. But such, really, is the dream of the pluralist: he seems to [sleepwalk]⁷ in [the]⁸ museum.

Adapted from Farmer, A. K. & R. A. Demers (2001).

Notes:

an *ing* morpheme attaches to verbs to create verbs (e.g., walk+ing as in *John was walking a dog*). But the *ing* in *meaning* is a noun-forming suffix rather than a verb-forming suffix because the plural morpheme *s* can be attached to it, e.g. *its meanings are part and parcel of its period*. The plural morpheme cannot be attached to *walking*: *John was walkings the dog.

Suggested Reading:

Fromkin, V., R. Rodman & N. Hyams (2013) *An Introduction to Language* (10th edition). New York: Wadsworth Publishing. Chapter 3.

Farmer, A. K. & R. A. Demers (2001) *A Linguistics Workbook* (4th edition). Cambridge, MA: The MIT Press.

Further Reading:

Aronoph, M. & K. Fudeman (2011) *What is Morphology* (2nd edition). Malden, MA & Oxford, UK: Wiley-Blackwell.

Lieber, R. (2010) *Introducing Morphology*. Cambridge & New York: Cambridge University Press.

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Banfi, C., J. Durán, C. Gelormini, M.L. Hermida, S. Iummato, y G. Palacio (2016) *Exorcising Grammar: Material for students of English Grammar in Higher Education*. Buenos Aires: IES en LV “J.R. Fernández”.

1.2. Played or Playable? *

Topic: Inflectional and Derivational Morphemes

Morphology

Sub-topic: Morphemes in VP and AP

Required Prior Knowledge: Inflectional and derivational morphemes; stative and dynamic sentences; passive voice

Consider the bracketed morphemes in the following sentences. Are they inflectional or derivational? How do they affect the meaning of the whole sentence?

- 1) (i) This new game is play[ed] by children.
(ii) This new game is play[able] by children.
- 2) (i) Your offer was not accept[ed] by the board.
(ii) Your offer is unaccept[able] to the board.

Example or Model Answer(s):

- 1) (i) This new game is play[ed] by children.
(ii) This new game is play[able] by children.

In sentence (i) *ed* has been attached to *play*, it is an inflectional morpheme which is attached to verbs. The sentence is in the passive [voice](#) and it is dynamic. In (ii) *able* is a derivational morpheme which is attached to *play* to make it an adjective, it means that the game can be played but the sentence is stative.

Suggested Reading:

Fromkin, V., R. Rodman & N. Hyams (2013) *An Introduction to Language* (10th edition). New York: Wadsworth Publishing. Chapter 3.

Farmer, A. K. & R. A. Demers (2001) *A Linguistics Workbook* (4th edition). Cambridge, MA: The MIT Press.

Radford, A., M. Atkinson, D. Britain, H. Clahsen & A. Spencer (2009) *Linguistics: An Introduction* (2nd edition). Cambridge: Cambridge University Press. Chapter 10.

Further Reading:

Aronoph, M. & K. Fudeman (2011) *What is Morphology* (2nd edition). Malden, MA & Oxford, UK: Wiley-Blackwell.

Lieber, R. (2010) *Introducing Morphology*. Cambridge & New York: Cambridge University Press.

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1.3. Disorder *

Topic: Inflectional and Derivational Morphemes II

Sub-topic: Order of Morphemes

Required Prior Knowledge: Inflectional and derivational morphemes; roots

What do these ungrammatical examples show about the order of affixes?

- 1) *teachser (teachers)
- 2) *performsance (performances)
- 3) *darkedn (darkened)
- 4) *victimsize (victimizes)

Notes:

Inflectional morphemes can only be attached once the category of the word has been fixed: [[n. [v. teach] er]s].

Example or Model Answer(s):

- 1) *teachser

Teach is the root, *s* is an inflectional morpheme and *er* is a derivational one. Inflectional morphemes can only appear after the derivational suffix has been attached. So the order is: teach-er-s.

Suggested Reading:

Fromkin, V., R. Rodman & N. Hyams (2013) *An Introduction to Language* (10th edition). New York: Wadsworth Publishing. Chapter 3.

Radford, A., M. Atkinson, D. Britain, H. Clahsen & A. Spencer (2009) *Linguistics: An Introduction* (2nd edition). Cambridge: Cambridge University Press. Chapter 10.

Further Reading:

Aronoph, M. & K. Fudeman (2011) *What is Morphology* (2nd edition). Malden, MA & Oxford, UK: Wiley-Blackwell.

Lieber, R. (2010) *Introducing Morphology*. Cambridge & New York: Cambridge University Press.

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1.4. Same but Different *

Topic: Inflectional and Derivational Morphemes with the Same Form

Sub-topic: *en* as Derivational and Inflectional Morpheme

Required Prior Knowledge: Derivational and inflectional morphemes

Is the affix *en* the same morpheme in all the examples below? Account for your answer. Is *en* always a derivational morpheme?

- 1) enable
- 2) redden
- 3) eaten
- 4) wooden
- 5) oxen
- 6) silken
- 7) driven
- 8) enchantment

Notes:

Consider the following sentences where the words appear. Paraphrase them without using the italicized words.

- 1) The new system will *enable* the pilot to land easily.
- 2) His face *reddened*.
- 3) He has *eaten* a sandwich.

Example or Model Answer(s):

enable / redden

The prefix *en* in *enable* is related to make or cause. The suffix *en* in *redden* is related to become. In these cases *en* is an instance of derivational [morphology](#).

Suggested Reading:

Fromkin, V., R. Rodman & N. Hyams (2013) *An Introduction to Language* (10th edition). New York: Wadsworth Publishing. Chapter 3.

Radford, A., M. Atkinson, D. Britain, H. Clahsen & A. Spencer (2009) *Linguistics: An Introduction* (2nd edition). Cambridge: Cambridge University Press. Chapter 10.

Further Reading:

Aronoph, M. & K. Fudeman (2011) *What is Morphology* (2nd edition). Malden, MA & Oxford, UK: Wiley-Blackwell.

Lieber, R. (2010) *Introducing Morphology*. Cambridge & New York: Cambridge University Press.

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1.5. Matching Exercise *

Topic: Inflectional Morphemes II

Sub-topic: Irregular Past Tense [Allomorphs](#)

Required Prior Knowledge: Inflectional morphemes; zero morpheme; suffixation; internal vowel change

Match the following past tense forms with the morphological process they are related to: (i) Zero morpheme, (ii) Suffixation and (iii) Internal vowel change.

- 1) sang
- 2) drove
- 3) cleaned
- 4) asked
- 5) burnt
- 6) slept
- 7) rang
- 8) put
- 9) cost

Example or Model Answer(s):

- 1) sang

Some of the irregular past tenses are achieved by internal vowel change.

Suggested Reading:

Fromkin, V., R. Rodman & N. Hyams (2013) *An Introduction to Language* (10th edition). New York: Wadsworth Publishing.

O'Grady, W., J. Archibald, M. Aronoff & J. Rees-Miller (2009) *Contemporary Linguistics: An Introduction* (6th edition). Boston: Bedford. Chapter 4.

Further Reading:

Aronoff, M. & K. Fudeman (2011) *What is Morphology* (2nd edition). Malden, MA & Oxford, UK: Wiley-Blackwell.

Lieber, R. (2010) *Introducing Morphology*. Cambridge & New York: Cambridge University Press.

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1.6. Change the Word *

Morphology

Topic: Derivational Morphemes

Sub-topic: Category Change

Required Prior Knowledge: Derivational morphemes; categories; zero morpheme; zero conversion

Find examples in which the addition of an affix to the word on the left results in a word of the category on the right.

- 1) N → V (a noun which becomes a verb)
- 2) N → A
- 3) N → N
- 4) V → N
- 5) V → A
- 6) V → V
- 7) A → N
- 8) A → V
- 9) A → A

Example or Model Answer(s):

- 1) N → V

Milk, water are nouns which can become verbs by zero conversion: milk+ \emptyset . Other examples can occur with the morpheme *ize*: *womanize, victimize*, etc.

Suggested Reading:

Fromkin, V., R. Rodman & N. Hyams (2013) *An Introduction to Language* (10th edition). New York: Wadsworth Publishing. Chapter 3.

O'Grady, W., J. Archibald, M. Aronoff & J. Rees-Miller (2009) *Contemporary Linguistics: An Introduction* (6th edition). Boston: Bedford. Chapter 4.

Further Reading:

Aronoff, M. & K. Fudeman (2011) *What is Morphology* (2nd edition). Malden, MA & Oxford, UK: Wiley-Blackwell.

Lieber, R. (2010) *Introducing Morphology*. Cambridge & New York: Cambridge University Press.

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1.7. Wrong Match *

Morphology

Topic: Roots and Suffixes

Sub-topic: Suffixes Select their Roots

Required Prior Knowledge: Derivational morphemes; roots

Explain the ungrammaticality of the following examples taking into account the following statement: “Morphemes select the root they attach to.” Provide other examples.

- 1) *pianer (pianist)
- 2) *inhabitist (inhabitant)
- 3) *teachant (teacher)
- 4) *composion (composition)

Example or Model Answer(s):

- 1) *pianer

er is a derivational suffix which selects verbal-like roots, since *pian-* is not verbal-like, the result is ungrammatical.

Suggested Reading:

Fromkin, V., R. Rodman & N. Hyams (2013) *An Introduction to Language* (10th edition). New York: Wadsworth Publishing. Chapter 3.

O’Grady, W., J. Archibald, M. Aronoff & J. Rees-Miller (2009) *Contemporary Linguistics: An Introduction* (6th edition). Boston: Bedford. Chapter 4.

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1.8. Unzippable **

Morphology

Topic: Complex Words

Sub-topic: [Ambiguity](#) in the Internal Structure of a Word

Required Prior Knowledge: Complex word; internal structure of a word; tree diagrams

The word *unzippable* has two meanings, indicated below. Draw two different word-structure trees for *unzippable* corresponding to the two different interpretations.

- 1) unable to be zipped
- 2) able to be unzipped

Can you think of other words whose internal structure gives rise to two interpretations?

Suggested Reading:

Fromkin, V., R. Rodman & N. Hyams (2013) *An Introduction to Language* (10th edition). New York: Wadsworth Publishing.

Further Reading:

Aronoff, M. & K. Fudeman (2011) *What is Morphology* (2nd edition). Malden, MA & Oxford, UK: Wiley-Blackwell.

Lieber, R. (2010) *Introducing Morphology*. Cambridge & New York: Cambridge University Press.

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1.9. Fusion **

Morphology

Topic: One Form with Different Information

Sub-topic: Tense in Spanish

Required Prior Knowledge: Inflectional morphemes; tense; person and number

Generally one form (morpheme) corresponds to one [function](#). But it is possible to find one form that has several functions (lots of information: tense, person, number, aspect, etc.).

- a) Identify the different morphemes in the following Spanish verbs.
- b) In what way do the English forms differ?
 - 1) Cantábamos / were singing
 - 2) Comemos / eat
 - 3) Bailaste / danced
 - 4) Jugaré / will play

Example or Model Answer(s):

- 1) cantábamos

We identify *cant* + *aba* + *mos*: *cant* is the stem, *aba* reflects the past tense and duration, *mos* comprises person (first) and number (plural). In English, one possibility is to associate *cantábamos* with (*we*) *were singing*. In this case the tense appears in the auxiliary as well as person and number, whereas *be* + *V-ing* expresses the duration.

Suggested Reading:

Varela Ortega, S. (2005) *Morfología Léxica: la formación de palabras*. Editorial Gredos.

Further Reading:

Aronoph, M. & K. Fudeman (2011) *What is Morphology* (2nd edition). Malden, MA & Oxford, UK: Wiley-Blackwell.

Lieber, R. (2010) *Introducing Morphology*. Cambridge & New York: Cambridge University Press.

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2. Categories



2.1. The Attack *

Morphology
& Syntax

Topic: Categories or Parts of Speech

Sub-topic: Recognition of Nouns and Adjectives

Required Prior Knowledge: Inflectional and derivational affixes; distribution of nouns and adjectives

In the following extract, underline all the nouns, and put a box around all the adjectives. Justify your answers using morphological and syntactic arguments. What information do affixes provide? What information do syntactic distributional tests contribute?

It was exactly 11.30 p.m. when the attack occurred. [...] But with the brightness of the street lamps and the number of commercial properties lit up — a hairdresser’s was still open and a dim sum restaurant and a newsagent’s having a refit — it could have been afternoon. The streets were not deserted. At least a dozen people might have come to Treslove’s rescue, but none did. Perhaps the effrontery of the assault [...] perplexed whoever saw it. Perhaps they thought the participants were playing or had become embroiled in a domestic row on the way home from a restaurant or the theatre. They could — there was the strange part — have been taken for a couple.
Jacobson, H. (2010) *The Finkler Question*. New York: Bloomsbury. pp. 10-11.

Example or Model Answer(s):

The suffix *ed* in *deserted* and *embroiled* contributes to their classification as adjectives, though further tests are required since a different affix with the same phonological form is also very productive in the formation of the past form of English regular verbs. For example, a further test can be the syntactic distribution of the word. The fact that the word *deserted* may be modified by *a bit* or *a little* shows that *deserted* is here an adjective, as in (1) below. Additionally, the adjective *deserted* can be substituted by other adjectives, as in (2).

- 1) The hotel was a bit deserted.
- 2) The streets were not narrow / busy / clean / dark.

Notes:

For the substitution test, consult Radford (2009, p. 54) or Larson (2010, p. 131).

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. Chapter 2.

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press. Chapter 9.

Radford, A. (2009) *An Introduction to English Sentence Structure*. Cambridge & New York: Cambridge University Press. Chapter 1.

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Autorizada su reproducción sólo con fines pedagógicos
Banfi, C., J. Durán, C. Gelormini, M.L. Hermida, S. Iummato, y G. Palacio (2016) *Exorcising Grammar: Material for students of English Grammar in Higher Education*. Buenos Aires: IES en LV “J.R. Fernández”.

2.2. So it was a Woman *

Topic: Categories or Parts of Speech

Sub-topic: Recognition of Verbs

Required Prior Knowledge: Verbal [features](#)

In the following extract, identify all the verbs. Justify your answer with morphological and syntactic tests. You can also resort to the substitution test.

That was what Treslove found most galling. [...] And not even the theft of his watch, his wallet, his fountain pen and his mobile phone, sentimental as his attachment to the first of those was, and inconvenient as would be the loss of the second, third and fourth. No, what upset him beyond all these was the fact that the person who had robbed, assaulted and, yes, terrified him — a person against whom he put up not a whisper of a struggle — was ... a woman.

Jacobson, H. (2010) *The Finkler Question*. New York: Bloomsbury. p. 11.

Example or Model Answer(s):

The first sentence of the extract above, repeated as example (1) below, which is in the simple past tense, can be turned into the simple present tense. See example (2), which shows that *was* and *found* are verbs. Additionally, these verbs can be replaced by modalised forms, as in example (3).

- 1) That was what Treslove found most galling.
- 2) That is what Treslove finds most galling.
- 3) That may be what Treslove must have found most galling.

Notes:

For the substitution test, consult Radford (2009, p. 54) or Larson (2010, p. 131).

Suggested Reading:

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press. Chapter 9.

Radford, A. (2009) *An Introduction to English Sentence Structure*. Cambridge & New York: Cambridge University Press. Chapter 1.

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2.3. Every Cloud *

Topic: Categories or Parts of Speech

Morphology
& Syntax

Sub-topic: Recognition of [Determiners](#)

Required Prior Knowledge: Features of determiners

Identify all determiners in the following sentences. Justify your answer. What kind of [complements](#) do they take? What information do determiners contribute to syntax?

- 1) The inspector suspected that the policeman was involved in that crime.
- 2) Every cloud has a silver lining.
- 3) There was much furniture in her country house.
- 4) Under no circumstances should you leave your luggage unattended.
- 5) Have you read all his five articles?

Example or Model Answer(s):

Determiners take nouns / noun phrases as their complements. Determiners carry certain number and countability features that [project](#) onto the determiner phrase they head. They are obligatory before a singular countable noun, hence example 1 below, in which the determiners have been removed, is ungrammatical.

- 1) *Inspector suspected that policeman was involved in crime.

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. Chapter 2.

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press. Chapter 9.

Radford, A. (2009) *An Introduction to English Sentence Structure*. Cambridge & New York: Cambridge University Press. Chapter 1.

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2.4. To and For **

Topic: Categories or Parts of Speech

Morphology
& Syntax

Sub-topic: Types of Categories

Required Prior Knowledge: Types of categories

What is the category of each of the bracketed words in the following sentences? Is it a lexical or a [functional category](#)?

- 1) I wanted [to] know the truth before she got [to] my office.
- 2) It was difficult [for] her to choose a lamp [for] her kitchen.

Notes:

As for prepositions, there is disagreement in their classification as lexical or functional categories. While Carnie (2013a, p. 52) considers that prepositions are a functional category, Radford (2009, p. 2) regards them as a [lexical category](#). The difference lies in that while Carnie defines functional categories as “the glue that holds a sentence together,” for Radford, if a certain word admits an antonym or a reverse, then it has lexical meaning and is a contentive word. Thus Radford considers the prepositions *to* and *from* lexical or contentive categories (see examples 3 and 4).

- 3) She went to the kitchen.
- 4) She came from the kitchen.

See also Radford (1997, pp. 75-6), who makes a difference between the lexical preposition *of* and its functional counterpart.

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. Chapter 2.

Radford, A. (2009) *An Introduction to English Sentence Structure*. Cambridge & New York: Cambridge University Press. Chapter 1.

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2.5. A Brom Nort **

Topic: Categories or Parts of Speech

Morphology
& Syntax

Sub-topic: Categories of Unknown Words

Required Prior Knowledge: Features of categories

a) Consider sentence (1) below and answer the following questions:

- i) What was done?
- ii) Who did something?
- iii) Who or what was it done to?
- iv) How was it done?
- v) Where was it done?
- vi) When was it done?
- vii) What was the *nort* like?

b) What is the category of each of the content words? Account for your answer.

- 1) The sords globly fortled a brom nort in the atticresary.

Notes:

The word *brom* could belong to two different categories. Can you tell why?

Suggested Reading:

Hancock, C. (2005) *Meaning-Centered Grammar: An Introductory Text*. London & Oakville: Equinox. Chapter 2.

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2.6. Jabberwocky **

Topic: Categories or Parts of Speech

Morphology

Sub-topic: Categories of Unknown Words

& Syntax

Required Prior Knowledge: Basic syntax

The following extract is the first stanza of a poem by Lewis Carroll. The poem is full of invented words. Identify the category of each of the ten bracketed words. Justify your answer using morphological and syntactic arguments.

'Twas brillig, and the [slithy]¹ [toves]²
Did [gyre]³ and [gimble]⁴ in the [wabe]⁵:
All [mimsy]⁶ were the [borogoves]⁷,
And the [mome]⁸ [raths]⁹ [outgrabe]¹⁰.

Carroll, L. (1872) *Alice's Adventures in Wonderland & Through the Looking-Glass*. New York: Penguin. p. 136.

Example or Model Answer(s):

The word (2) *toves* must be a noun. We know this because of syntactic and morphological reasons. From the point of view of syntax, the fact that this word appears before the tensed auxiliary *did* proves that the determiner [phrase](#) *the slithy toves* is the subject of this [clause](#). This determiner phrase is headed by the determiner *the*, whose complement is precisely the noun *toves*. Additionally, between a [head](#) determiner and its complement noun, one or more adjectives that modify the noun can appear. This is the case of the adjective *slithy* here, which qualifies or classifies the type of *toves* referred to.

From the point of view of morphology, most nouns can inflect for the plural by adding *s* in English, which also shows that *toves* is here a noun.

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. Chapter 2.

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press. Chapter 9.

Radford, A. (2009) *An Introduction to English Sentence Structure*. Cambridge & New York: Cambridge University Press. Chapter 1.

Further Reading:

Croft, W. & D. A. Cruse (2004) *Cognitive Linguistics*. 6th Printing. New York: Cambridge University Press. pp. 54-5; 74-77.

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2.7. The Phrase **

Topic: Categories or Parts of Speech

Sub-topic: Phrasal Categories

Required Prior Knowledge: [Merge](#) operation; structure of phrases

What is the category of each of the bracketed expressions in the following sentences? Account for your answer by taking into account what each of these phrases is (i) headed by, and (ii) the complement of.

- 1) Jason is [fond of extreme sports].
- 2) Sheila left the key under [the mat].
- 3) We asked directions from the [man in charge of the newsstand].
- 4) The defendant has [told nothing but the truth].
- 5) Next year Jack will celebrate [his twentieth anniversary].
- 6) The cyclist must [have been training for weeks].
- 7) Helen was worried [that her daughter might be using drugs].

Example or Model Answer(s):

In sentence (1), the phrase *fond of extreme sports* is headed by the adjective *fond* so it is an adjectival phrase. In turn, this phrase is the complement of the finite verb *is*.

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. Chapter 3.

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press. Chapter 9.

Radford, A. (2009) *An Introduction to English Sentence Structure*. Cambridge & New York: Cambridge University Press. Chapter 2.

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2.8. Can't you See it? ***

Topic: Categories or Parts of Speech

Sub-topic: Covert Categories

Required Prior Knowledge: [Features](#) of categories

Identify the [empty categories](#) in the following sentences. Try to provide an overt counterpart of each of the empty categories – though in some cases, there can be a slight change of meaning.

- 1) They said their mother had hidden the ball.
- 2) My brother designed the cover of the book.
- 3) Some students are learning Grammar.
- 4) They wanted to adopt a child.
- 5) The manuscript must refer to the battle that the Anglo-Saxons lost.

Suggested Reading:

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press. Chapter 7.

Radford, A. (2009) *An Introduction to English Sentence Structure*. Cambridge & New York: Cambridge University Press. Chapter 3.

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2.9. The Old Train ***

Topic: Categories or Parts of Speech

Morphology
& Syntax

Sub-topic: Garden Path Sentences

Required Prior Knowledge: Subcategories of words; basic syntax

a) Read the phrase below and state what category each of the words of the phrase belongs to.

1) the old train

b) Now consider the following sentence. What category does each of the bracketed words belong to? Account for your answer.

2) The [old] [train] the children.

c) What is the category of the bracketed word in the following sentence?

3) [Fat] people eat accumulates.

d) Is the bracketed verb in the next sentence [transitive](#) or [intransitive](#)?

4) When he [entered] the room at the end of the corridor was cold.

e) In the following sentence, what is the [Direct Object](#) of the verb *called*?

5) She called the lady in charge of the edition's son a liar.

Notes:

The point of this exercise is to become aware that (the category of) some apparently straightforward words / phrases can be misleading. The reader only realises this once he or she understands the [structure](#) of each sentence. For example, in sentence (4) the crucial point is the verb *was*. The sentences that may cause some trouble to process have been called in the literature garden path sentences.

Suggested Reading:

Radford, A., M. Atkinson, D. Britain, H. Clahsen & A. Spencer (2009) *Linguistics: An introduction* (2nd edition). Cambridge: Cambridge University Press. Chapter 14.

For the Tutor:

Some more information about garden path sentences can be found in Milne (1982) and works cited therein. A more recent source that shows the benefits of inductive methodology in EFL is Shooshtari & Shahri (2014).

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2.10. Chinese Puzzle ***

Morphology
& Syntax

Topic: Categories or Parts of Speech

Sub-topic: Chinese Plural

Required Prior Knowledge: Features of categories

- a) Consider the following six Chinese sentences. Each sentence is represented in four different lines: the first line is the original Chinese version; the second and third lines are pinyin and literal glosses respectively; finally, the fourth line gives the English translation.
- b) Compare the two columns and try to detect what categories – nouns, pronouns or verbs – inflect for the plural in Chinese. As a clue, you can focus on the words – or pictograms – that remain invariable in all six sentences and on the words that change, when comparing the second line of the first column with that of the second column. What Chinese particle contributes to the pluralisation of clauses in Chinese?

| | |
|--|--|
| 1) 我是学生。 Wǒ shì xuéshēng. I be student. I am a student. | 4) 我們是学生。 Wǒmen shì xuéshēng. We be student. We are students. |
| 2) 你是学生。 Nǐ shì xuéshēng. You be student. You are a student. | 5) 你們是学生。 Nǐmen shì xuéshēng. You be student. You are students. |
| 3) 他是一名学生。 Tā shì yī míng xuéshēng. He be student. He is a student. | 6) 他們是学生。 Tāmen shì xuéshēng. They be student. They are students. |

Suggested Reading:

Ho, P. H. & S. Abollo (2007) *América Latina Habla Chino*. Buenos Aires: El Autor. Chapter 4.

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2.11. Mafalda ***

Topic: Categories or Parts of Speech

Morphology
& Syntax

Sub-topic: Acquisition of Categories

Required Prior Knowledge: Features of categories

- Have a look at the cartoon below.
- What grammatical categories does the baby seem to have acquired already?
What grammatical category does he seem not to have acquired yet?



DeBT (2010, August 9) Sunday comics debt [Web log post]. Retrieved June 24, 2014, from <http://sundaycomicsdebt.blogspot.com.ar/2010/08/quino.html>

Suggested Reading:

White, L. (2003) *Second Language Acquisition and Universal Grammar*. Cambridge: Cambridge University Press. Chapter 1, section 1.2 “Universal Grammar in L1 acquisition.”

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3. Constituents



3.1. John Loves Mary *

Topic: [Constituents](#)

Sub-topic: Split Constituents

Required Prior Knowledge: [Constituency tests](#) (replacement and [movement](#)); constituents; basic syntactic functions (subject, direct object)

a) Decide whether the two bracketed words in each of the following sentences form a single constituent or not.

- 1) John [loves Mary].
- 2) [John loves] Mary.
- 3) [John] loves [Mary].
- 4) [John does] love Mary.
- 5) John does not [love Mary].
- 6) [Mary], John [loves].
- 7) Mary is loved [by John].
- 8) [Who] loves [Mary]?
- 9) [Who] does Mary [love]?
- 10) Why does John [love Mary]?

b) Justify your answer using syntactic reasons.

c) Now decide whether the following statements are true or false.

- | | | |
|--|---|---|
| i) A verb and its object form a single constituent. | T | F |
| ii) A verb and its subject form a single constituent. | T | F |
| iii) When <i>who</i> replaces the object, it forms a constituent with the verb. | T | F |
| iv) When <i>who</i> replaces the subject, it forms a constituent with the subject. | T | F |
| v) Prepositions and their objects form a constituent. | T | F |

d) What generalizations can you make on the basis of your answers to statements (i) and (ii)?

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapter 12.

Further Reading:

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press. Chapters 6-7.

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3.2. Ambiguity *

Topic: Constituents

Sub-topic: Structural Ambiguity

Required Prior Knowledge: Constituents; bracketed diagrams

- a) Decide which of the following phrases / sentences are ambiguous.
- b) Use square brackets to show each possible interpretation.
- c) Discuss what causes the ambiguity and contrast these examples with their unambiguous counterparts.

- 1) The big blue train
- 2) The bright blue train
- 3) More interesting ideas
- 4) Less interesting ideas
- 5) A big man's guide
- 6) A young man's guide
- 7) John said Mary ran in Turkish.
- 8) John said Mary ran in Turkey.
- 9) The policeman saw the girl with the binoculars.
- 10) The policeman saw the girl with the ribbon.
- 11) The Argentinean teacher
- 12) The German teacher

Suggested Reading:

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press. Chapters 6-7.

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3.3. Tom's Book *

Topic: Constituents

Syntax

Sub-topic: Prepositional Phrases

Required Prior Knowledge: [Cleft sentences](#); classification of verbs according to the number of [arguments](#) they select

a) Use cleft sentences to decide if the bracketed words form a constituent or not.

- 1) Tom lost [the book with the red cover].
- 2) Tom left [the book with his best friend].

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapters 12-13.

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3.4. Brackets *

Topic: Constituents

Sub-topic: Constituents within constituents

Required Prior Knowledge: Constituency tests; bracketed diagrams

a) Place brackets around all of the constituents (other than the individual words) in each of the following sentences.

- 1) the house
- 2) to the house
- 3) went to the house
- 4) The girl went to the house.
- 5) The girl and her mother went to the house.
- 6) a gun
- 7) with a gun
- 8) shot the soldier with a gun
- 9) The girl shot the soldier with a gun.
- 10) The girl shot the soldier with a gun last week.

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapters 2-3-12-13.

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3.5. Sloppy Tree **

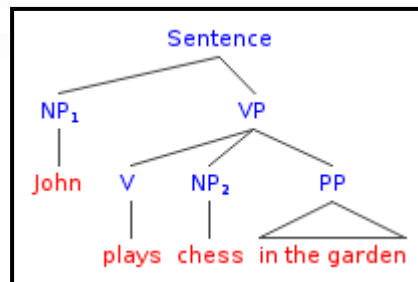
Topic: Constituents

Syntax

Sub-topic: Tree Representation

Required Prior Knowledge: Constituency tests; lexical categories; basic notions of tree drawing (branches, nodes, merge)

a) Look at the following (very rudimentary and sloppy) syntactic tree.



b) Consider now the following sentence:

1) John plays chess in the garden and Mary does so in the porch.

c) Which constituent is the expression *does so* replacing?

d) In the light of your answer to (c) what is the problem with the tree above? Explain.

Suggested Reading:

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press. Chapters 6-7.

Further Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. Chapters 3-6.

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3.6. How Many People Came to Dinner? **

Topic: Constituents

Syntax

Sub-topic: Bracket Representation

Required Prior Knowledge: Genitive [case](#); constituency tests; bracketed diagrams

- a) The following sentence is ambiguous:
- 1) The boy and the girl's uncle came to dinner.
- b) Provide a paraphrase for each of the two possible meanings.
- c) Associate each meaning with (i) or (ii):
- i) [The boy and the girl]'s uncle came to dinner.
 - ii) The boy and [the girl]'s uncle came to dinner.

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapters 12-13.

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3.7. George Bought a Car **

Topic: Constituents

Syntax

Sub-topic: Prepositional Phrases

Required Prior Knowledge: Lexical categories and their syntactic functions

- a) Sentences (1) and (2) contain the same string of word categories: N, V, D, N, P, N. Discuss the function of the PP with respect to N and V.
- b) Provide square bracket representations which show the functions of the PP.
 - 1) George bought a car for Mary.
 - 2) George bought a car from Germany.

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapters 2-3.

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3.8. Russell in Spanish & Juan in English **

Topic: Constituents

Syntax

Sub-topic: [Raising](#) and [Control](#)

Required Prior Knowledge: Argument structure; constituents; raising, control

Compare the following groups of sentences and answer the following questions:

- a) Does (i) mean the same as (ii)?
 - b) Does (iii) mean the same as (iv)? Discuss.
 - c) Is (iv) a grammatical paraphrase of (iii)? Discuss.
- 1) (i) Russell parece tener razón.
(ii) Parece que Russell tiene razón.
(iii) Russell cree tener razón.
(iv) Cree que Russell tiene razón.
 - 2) (i) Juan seems to be happy.
(ii) It seems that Juan is happy.
(iii) Juan wants to be happy.
(iv) It wants that Juan is happy.

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. Chapters 3-6.

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3.9. El que ríe último **

Topic: Constituents

Sub-topic: Subjects

Required Prior Knowledge: [Non-finite](#) clauses; constituents

In each case, indicate who is laughing. Discuss the difference across sentences.

a) ¿Quién se ríe?

- 1) Juan disparó a Pedro riendo.
- 2) Juan fotografió a Pedro riendo.
- 3) Juan vio a Pedro riendo.
- 4) Juan escuchó a Pedro riendo.
- 5) Juan retrató a Pedro riendo.
- 6) Juan insultó a Pedro riendo.

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapters 12-13.

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3.10. Mary in English **



Topic: Constituents

Sub-topic: Raising vs. Control

Required Prior Knowledge: Argument structure; constituency; raising, control

- a) Does (1) mean the same as (2)?
- b) Is (4) a grammatical paraphrase of (3)? Discuss.
- c) Can you think of other words that work like *seem* / *want*?

- 1) Mary seems to enjoy classical music.
- 2) It seems that Mary enjoys classical music.
- 3) Mary wants to enjoy classical music.
- 4) It wants that Mary enjoys classical music.

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapter 9.

Further Reading:

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press. Chapters 6-7.

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3.11. Relative Clauses ****



Topic: Constituents

Sub-topic: Relative Clauses

Required Prior Knowledge: Classification of clauses; syntactic function of relative clauses

Sentence (1) contains a defining (also known as restrictive or identifying) [relative clause](#). Sentence (2) contains a non defining relative clause.

- a) Your task is to figure out whether the bracketed words form a single constituent or not.
- b) Is your answer the same for (1) and (2)?
- c) Discuss your answer.
 - 1) The [girl who is wearing a black dress] will get the job.
 - 2) The [girl, who is wearing a black dress], will get the job.

Notes:

Bear in mind that if a group of words form a constituent, then there will be a single node exhaustively dominating those words. Conversely, if a group of words do not form a constituent, then there will not be a single node exhaustively dominating those words.

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapters 12-13.

Further Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. Chapters 3-6.

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4. Argument Structure



4.1. Not All Clauses are the Same *

Topic: Argument Structure

Sub-topic: Clauses as Arguments or [Adjuncts](#)

Required Prior Knowledge: Main clauses; subordinate clauses; arguments; [predicates](#); complements and adjuncts

- a) In the following pairs, the bracketed [embedded](#) clauses are syntactically similar but their function is different. Which of them are complements and which are adjuncts? How did you make the difference?
- 1) (i) [If Sue is ill], she will not attend the concert.
(ii) They wonder [if Sue is ill].
 - 2) (i) We will go on [whether they like it or not].
(ii) Nobody knows [whether they like it or not].
 - 3) (i) Sue wondered [when Tom would appear on the stage].
(ii) Sue laughed [when Tom appeared on the stage].

Example or Model Answer(s):

- 3) (i) Sue wondered [when Tom would appear on the stage].
(ii) Sue laughed [when Tom appeared on the stage].

In (i) the verb *wonder* is a two-place verb, it requires an [internal argument](#). The embedded clause is its internal argument. In the second sentence *laugh* does not require an internal argument so the subordinate clause is an adjunct.

Suggested Reading:

Kreidler, C. W. (1998) *Introducing English Semantics*. London & New York: Routledge. Chapter 8, pp. 155-169.

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4.2. Can Arguments be Ghosts? *

Topic: Argument Structure

Sub-topic: Invisible Internal Arguments

Required Prior Knowledge: Arguments; predicates; invisible arguments; transitive and intransitive verbs

- a) Discuss the problems raised by the paired sentences below (adapted from Haegeman & Guéron 1999). What generalization can you draw with respect to the absence of the internal argument? What is the effect of omitting it?
- 1) (i) They have eaten cereals.
(ii) They have eaten.
 - 2) (i) Yoko writes poems.
(ii) Yoko writes.
 - 3) (i) He drinks a lot of wine.
(ii) He drinks.
 - 4) (i) John gave money to people.
(ii) John gave to charity.
 - 5) (i) She is expecting news.
(ii) She is expecting.
 - 6) (i) Paul is eating.
(ii) *Paul is devouring.

Suggested Reading:

Haegeman, L. & J. Guéron (1999) *English Grammar: A Generative Perspective*. Malden, MA: Blackwell. Chapter 1.

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4.3. Not All Intransitives are the Same *

Topic: Argument Structure

Sub-topic: Intransitive Verbs: Their Arguments and Theta-Roles

Required Prior Knowledge: Theta roles, intransitive verbs, [external](#) vs. internal arguments

- a) Have a look at the ten sentences below and examine their arguments. Are they internal or external?
 - b) What [thematic role](#) do they bear?
 - c) What differences do you find between the predicates in sentences (1-5) and the predicates in sentences (6-10)?
- 1) The children were jumping with excitement.
 - 2) Paul smiled.
 - 3) They flew.
 - 4) Ringo swam.
 - 5) They worked.
 - 6) The baby fell from the cot.
 - 7) She arrived late.
 - 8) They went to India.
 - 9) He died in his seventies.
 - 10) The sauce thickened.

Notes:

In the first group the sentences can answer the question: What did X do? In the second group, the sentences seem to answer the question: What happened?

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapter 6.

Haegeman, L. and J. Guéron (1999) *English Grammar: A Generative Perspective*. Malden, MA: Blackwell. Chapter 1.

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4.4. Me Fueron *

Topic: Argument Structure

Sub-topic: Argument Structure and Change of Valency

Required Prior Knowledge: Valency; internal vs. external argument; transitive vs. intransitive

The number of arguments a verb takes may depend on the syntactic context. Consider the verbs below. How many arguments do these verbs generally take? In what sense has the argument structure of the predicate been affected? What meaning changes do you notice?

- 1) (Yo no me fui) Me fueron.
- 2) Juan nos bicicleteó otra vez.
- 3) En el servicio militar te bailaban de lo lindo.
- 4) Los militares desaparecían gente.

Notes:

The argument structure of a verb is not fixed. Some verbs tend to appear with one argument structure but that may change if we add (or omit) an argument.

Example or Model Answer(s):

- 1) Me fueron.

The verb *go* is typically intransitive but if we insert an additional argument, *me*, it becomes transitive or two place. The meaning of the sentence is “They made me leave”.

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapter 6.

Haegeman L. & J. Guéron (1999) *English Grammar: A Generative Perspective*. Blackwell. Chapter 1.

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4.5. Killer or Dier? *

Morphology
Syntax
Semantics

Topic: Argument Structure

Sub-topic: External Arguments and Morphology

Required Prior Knowledge: Theta roles; internal and external arguments; suffix *er*

- a) In Group I you will find a group of nouns which derive from verbs. Identify the argument structure of the original verb. What argument is *er* related to?

1) Group I

| | | | | |
|--------|----------|---------|---------|---------|
| killer | teacher | walker | runner | swimmer |
| eater | traveler | speaker | drinker | smoker |

- b) Why is the following group ungrammatical?

2) Group II

| | | | | |
|----------|----------|--------------|-----------|-------------|
| *dier | *laster | *disappearer | *ender | *transpirer |
| *fainter | *exister | *happener | *occurrer | *melter |

Notes:

In the first group the verbs express actions which are performed on purpose. In the second group the actions happen, they are not performed deliberately.

Suggested Reading:

Saeed, J. (2009) *Semantics* (3rd edition). Oxford: Wiley-Blackwell. Chapter 6.

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4.6. Gandalf **

Topic: Argument Structure

Sub-topic: Identification of Arguments and Predicates

Required Prior Knowledge: Predicates; external and internal arguments; adjuncts; subject

- a) Read this fragment from *Lord of the Rings*.
- b) Then discuss the argument structure of the five predicates in the bracketed expressions.
- c) Are all the arguments expressed?
- d) Are all the predicates verbs?
- e) Do subjects always coincide with external arguments?
- f) What problems did you face?

When the old man, helped by Bilbo and some dwarves, had finished unloading. [Bilbo gave a few pennies away]¹; but not a single squib or cracker was forthcoming, to the disappointment of the onlookers.

‘[Run away]² now!’ said Gandalf. ‘[You will get plenty]³ when the time comes.’ Then he disappeared inside with Bilbo, and the door was shut. The young hobbits stared at the door in vain for a while, and then made off, feeling that the day of the party would never come.

Inside Bag End, Bilbo and Gandalf were sitting at the open window of a small room looking out west on to the garden. The late afternoon was bright and peaceful. [The flowers glowed red and golden]⁴: snap-dragons and sun-flowers, and nasturtiums trailing all over the turf walls and peeping in at the round windows.

‘[How bright your garden looks!]⁵’ said Gandalf.

Notes:

Not all arguments are expressed, some of them are invisible. Adjuncts do not form part of the argument structure.

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapter 6.

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4.7. John Married Yoko **

Topic: Argument Structure

Sub-topic: Argument Structure and [Finite](#) and Non-finite Types of Clauses

Required Prior Knowledge: Finite and non finite clauses; arguments and predicates; main and subordinate clauses

In this exercise you will find different types of subordinate clauses as arguments.

- a) Identify the predicate of the main clause.
 - b) Indicate which the arguments of that predicate are.
 - c) Are there any other predicates? Where are they?
 - d) Have you found any arguments which in turn contain predicates?
 - e) Now consider those arguments that contain predicates. What kind of clause do they form? Is the verb conjugated or not?
- 1) That John destroyed the letter irritated us.
 - 2) That John married Yoko surprised everyone.
 - 3) What they played amazed us.
 - 4) They knew what to do.
 - 5) John tried to disrupt people's homes.
 - 6) For him to succeed will be problematic.

Notes:

The distinction between specifier and complement clauses might be of some help if the students are already familiar with these notions.

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell.

Carnie, A. (2013b) *The Syntax Workbook: A Companion to Carnie's Syntax*. Oxford: Wiley-Blackwell.

Kreidler, C. W. (1998) *Introducing English Semantics*. London & New York: Routledge. Chapter 8, pp. 155-169.

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4.8. Verbs Come in Different Flavors **

Topic: Argument Structure

Sub-topic: The Same Verb with Different [Valency](#)

Required Prior Knowledge: Transitive vs. intransitive verbs; valency; passive voice

a) How do the sentences in (ii) and (iii) differ from those in (i)? In which sentence is the external argument understood? In which case would you say the external argument is “non-existent”?

1) (i) The workers narrowed the road.

(ii) The road was narrowed.

(iii) The road narrowed.

2) (i) Paul broke his guitar.

(ii) His guitar was broken.

(iii) His guitar broke.

3) (i) The cook melted the butter.

(ii) The butter was melted.

(iii) The butter melted.

4) (i) They opened the trunk.

(ii) The trunk was opened.

(iii) The trunk opened.

Suggested Reading:

Saeed, J. (2009) *Semantics* (3rd edition). Oxford: Wiley-Blackwell. Chapter 6, pp. 175-176.

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4.9. When Verbs Behave like Nouns ***

Morphology
Syntax
Semantics

Topic: Argument Structure

Sub-topic: Argument Structure in [Nominalizations](#)

Required Prior Knowledge: External vs. internal arguments; case; subject vs. object

Occasionally verbs may behave like nouns and they can also function as subjects or objects. For example: *Doing gym* is not fun / I like *swimming*. When this happens these nouns have the argument structure of the verb they derive from.

- a) Identify the subjects and the objects in the following sentences.
- b) Where is the derived noun? Is it in subject or in object position?
- c) Identify the argument structure of the derived noun.
- d) Discuss what morphological changes the arguments of the derived noun have undergone.
 - 1) I dislike his explanation of the theory.
 - 2) His singing of the opera surprised them.
 - 3) Did Yoko's arrival cause any reaction?
 - 4) Her screams frightened him.
 - 5) The Romans' destruction of the city annoyed them.

Notes:

When verbs become nouns their arguments are modified in some way, sometimes the external argument is in the possessive case or it becomes an adjective. As regards the internal arguments, they may be preceded by a preposition.

Example or Model Answer(s):

- 1) I dislike his explanation of the theory.

In this sentence *his explanation of the theory* is the object of the verb *dislike*. *Explanation* is a noun which derives from the verb *explain*. As it inherits the argument structure of *explain*, it takes an external argument – an AGENT – and an internal argument – a THEME. The external argument is *his* and it appears in the possessive case and the internal argument is *the theory*, which receives objective case from the preposition *of*.

Suggested Reading:

Haegeman, L. & J. Guéron (1999) *English Grammar: A Generative Perspective*. Malden, MA: Blackwell. Chapter 4.

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4.10. Don't Drink the Pub Empty! ***

Topic: Argument Structure

Sub-topic: Arguments and Constructions that Express Result

Required Prior Knowledge: Internal and external arguments; transitive, intransitive; resultative constructions

- a) The following sentences are examples of resultative constructions (they express result). Consider the noun phrase that follows the verb. Is it an internal argument (is it really lexically required by the verb)?
- b) Separate the sentences into groups according to the similarities that you find in the noun phrases after the verb. What criteria have you used to group the sentences?
 - 1) The man beat the boy black and blue.
 - 2) The people drank the pub empty.
 - 3) They pushed their way out of the building.
 - 4) The cat licked the saucer clean.
 - 5) The dog barked me awake.
 - 6) He smoked himself thin.
 - 7) The boy cried his eyes out.
 - 8) The mother shouted herself hoarse.

Notes:

In this type of sentence the verb is forced to “look” transitive so it is necessary to insert a noun phrase after the verb. This position may be filled with *–self* words or *one’s way*.

Example or Model Answer(s):

- 1) The man beat the boy black and blue.
- 2) The people drank the pub empty.

In the first sentence the verb *beat* is a two-place verb and *the boy* is the real internal argument. In the second sentence the verb *drink* is a two-place verb but *the pub* is not a real internal argument since it is a place and this verb requires a liquid as a real internal argument. The real argument is actually omitted.

Suggested Reading:

Riemer, N. (2010) *Introducing Semantics*. Cambridge: Cambridge University Press. Chapter 9.

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5. Theta Roles



5.1. Tasmanian Devils *

Topic: Theta Roles

Sub-topic: Different Definitions of Theme

Required Prior Knowledge: Stative vs. dynamic or movement [propositions](#)

- a) The bracketed constituents in the sentences below are THEME arguments. Match each THEME argument with one of the possible definitions for THEME listed below.
- b) On the basis of the definitions given, what is the THEME theta role related to?
- 1) [Tasmanian Devils] are marsupials.
 - 2) When [the baby devils] are born, they have no hair and [they] are blind.
 - 3) [They] crawl into a pouch on their mother's belly.
 - 4) [They] stay inside the pouch until [they] are fifteen weeks old.
 - 5) When [they] come out of the pouch, [they] stay in a nest that their mother has made for them.
 - 6) [The mother devil] goes into the forest to find food for them.
 - 7) The book says [that Tasmanian Devils can have two, three or even four babies].

Russell-Arnot, E. (1999) *Tasmanian Devils*. Australia: Nelson ITP. Elizabeth Russell-Arnot.

Some of the possible definitions of THEME are:

- (i) the concrete entity located in a specific place
- (ii) the concrete or abstract entity located in a set
- (iii) the abstract entity located somewhere, such as an idea in somebody's mind or in a book, in which case we speak of a theme / proposition
- (iv) the concrete entity that undergoes motion from one place to another or from one state to another (i.e. change of state)
- (v) the abstract entity that undergoes motion, such as the message, with verbs of communication

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Section 6: pp. 91-101.

Further Reading:

Cowper, E. (1992) *A Concise Introduction to Syntactic Theory*. Chicago & London: The University of Chicago Press. pp. 48-56.

Saeed, J. (2009) *Semantics* (3rd edition). Oxford: Wiley-Blackwell. Chapter 6, pp. 152-189.

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5.2. The Curious Incident ... *

Topic: Theta Roles

Sub-topic: Agent vs. Experiencer Subjects

Required Prior Knowledge: Argument structure; theta-roles; stative and dynamic propositions; verbs and adjectives expressing cognitive and volitive modality; the difference between verbs of attention and verbs of perception

- a) Have a look at the following sentences and consider whether there is a volitional element or not and whether the proposition is stative or dynamic.
 - b) State whether the bracketed constituents are AGENTS or EXPERIENCERS.
 - c) Deciding what the theta role of *he* is in *why he is holding the dog* in sentence (5) may be a bit more problematic. What kind of verb is *hold*? What aspect of the meaning of the sentence may help you decide?
- 1) [Christopher] thinks that Wellington has been murdered because there is a garden fork sticking out of its body.
 - 2) However, [he] cannot be certain about this.
 - 3) [He] feels extremely sorry for the dog so [he] lifts it and hugs it.
 - 4) When [Mrs. Shears, the owner of the dog], sees him, [she] starts shouting at him and tells him to let go of the dog.
 - 5) A few minutes later, the police arrive, and [a policeman] asks him why [he] is holding the dog.
 - 6) Christopher likes policemen and [he] wants to answer the question properly, but [the policeman] does not give him enough time to work out the answer.
 - 7) He gets nervous and starts acting in a weird way, and when [the policeman] touches him, [he] hits him.
 - 8) [The policeman] looks at him for a while and then arrests him for assaulting a police officer.

Haddon, M. (2003) *The Curious Incident of the Dog in the Night-Time*. United Kingdom: Vintage.

Notes:

Take into consideration the following features:

| Agentive Subjects | Experiencer Subjects |
|---|--|
| <ul style="list-style-type: none"> • + animate • + volitional element • + dynamic verb such as: verbs that denote activities causative verbs verbs of attention, etc. • + doer/causer of the action | <ul style="list-style-type: none"> • + animate • - volitional element • + stative predicators such as: modality verbs modality adjectives verbs of perception • + possessor of some feeling or knowledge |

Suggested Reading:

Hurford, J., B. Heasley & M. Smith (2007) *Semantics: A Coursebook* (2nd edition). Cambridge: Cambridge University Press. Chapter 20: pp. 244-258.

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Autorizada su reproducción sólo con fines pedagógicos
Banfi, C., J. Durán, C. Gelormini, M.L. Hermida, S. Iummato, y G. Palacio (2016) *Exorcising Grammar: Material for students of English Grammar in Higher Education*. Buenos Aires: IES en LV “J.R. Fernández”.

5.3. Locatives *

Topic: Theta Roles

Sub-topic: Locative Adverbial Complements vs. Adjuncts

Required Prior Knowledge: Theta-roles; complements vs. adjuncts

- a) Are the bracketed elements part of the theta grid of the predicator in italics?
 - b) If so, what theta-role would they be assigned?
 - c) What function does the bracketed constituent have in the sentence?
 - d) Consider whether the element is required by the meaning of the predicator or if it is a modifier of the whole event
- 1) Mother *put* the sugar [in the fridge].
 - 2) Ann *kissed* her boyfriend [on the platform].
 - 3) She *laid* her hand [on his shoulder].
 - 4) We *slept* [in a tent].
 - 5) She *flung* the cake [into the oven].
 - 6) The candles *shed* a soft glow [on her face].
 - 7) We *shunted* the cupboard [into the other room].
 - 8) I *consigned* her letter [to the waste paper basket].
 - 9) An accident *consigned* him [to a wheelchair].
 - 10) People have *consigned* cassettes [to history]. (= they are no longer used)
 - 11) I will never forget the way Lionel *put* that knife [into Mr. Joseph].
 - 12) Mr. Joseph was *stabbed* [in the school], [in front of his students].

Example or Model Answer(s):

In sentence (1), *in the fridge* is a locative adverbial complement and it is required by the meaning of the verb *put*. It specifies the location of *the sugar*, not the location of the event of putting something somewhere.

In sentence (2), *on the platform* is an adverbial adjunct of place. It is the place where the event of Ann kissing her boyfriend occurs.

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapter 6: pp. 21-22; 91-101.

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5.4. Warren's Cat *

Topic: Theta-roles

Sub-topic: Agents vs. Experiencers

Required Prior Knowledge: Argument structure; theta-roles; stative vs. dynamic/movement propositions; verbs of perception vs. verbs of attention

Are the five bracketed arguments experiencer subjects or agentive subjects? Account for your answers.

'This is Trinidad. What do you notice about him?' asked Warren.
[I]¹ watched the cat carefully. It staggered towards us, struggling to keep its balance.
'It's drunk,' I said.
'Look carefully,' said Warren.
'[I]²'m looking. It's drunk, or maybe it hasn't woke up yet.'
Warren began to sound like a teacher. 'Look even more carefully. Can't [you]³ see?'
'Can't [I]⁴ see what?'
Warren gave in. 'Look at his tail.'
[I]⁵ looked, and it didn't have one. 'Where's his tail?' I said loudly.
'Lionel Ferrier cut it off,' said Warren.
'He what?' I shouted.
'He cut it off, man. Just for a laugh, just for a stupid laugh. ...'

Benjamin Zephaniah's Novel (2007) *Teacher's Dead*. London: Bloomsbury, p. 45.

Notes:

Try considering what type of verb the arguments have combined with. If they have combined with a verb of attention, they will be agentive subjects, if they have combined with a verb of perception, they will be experiencer subjects. Remember that verbs of attention form dynamic propositions, while verbs of perception form stative ones. The feature [+animate] will not help in this case since both agents and experiencers must be animate entities.

Example or Model Answer(s):

In *I watched the cat carefully*, *I* is an agentive subject. *Watch* is a verb of attention, watching something requires an element of volition. The proposition is dynamic.

Suggested Reading:

Cowper, E. (1992) *A Concise Introduction to Syntactic Theory*. Chicago & London: The University of Chicago Press. pp. 48-56.

Further Reading:

Saeed, J. (2009) *Semantics* (3rd edition). Oxford: Wiley-Blackwell. pp. 152-189.

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5.5. The Landslide **

Topic: Theta Roles

Sub-topic: External and Internal Arguments and Theta Roles

Required Prior Knowledge: Argument structure; theta-roles; stative and dynamic verbs; unergative and unaccusative verbs; active and passive sentences

- a) What are the theta roles of the bracketed constituents?
- b) Give a brief explanation to account for your answers. When writing the answers take into consideration:
 - i) the number of arguments the verb takes
 - ii) whether the sentence is active or passive
 - iii) the type of predicator (i.e. whether it is an unaccusative verb, an unergative verb, etc.)
 - iv) [semantic](#) features such as [+ or – animate], [+ or – volitional element]
 - v) whether the sentence expresses a dynamic or a stative proposition
- 1) [Three people] were killed in a landslide in Washington State on March 23 2014.
- 2) [The landslide] injured at least eight others and destroyed [six houses].
- 3) [Rescue crews] searched into the night for survivors after hearing voices from the debris field pleading for help.
- 4) [One of the people rescued] died at a hospital.
- 5) [The landslide] completely blocked [state route 530] about 55 miles north of Seattle.
- 6) [One eyewitness] told [the local Daily Herald] [that he was driving on the road and had to quickly brake to avoid the mudslide].
- 7) “[I] just saw [the darkness coming across the road]. [Everything] was gone in three seconds,” said Paulo Falcao.

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. pp. 91-102.

Hurford, J., B. Heasley & M. Smith (2007) *Semantics: A Coursebook* (2nd edition). Cambridge: Cambridge University Press. pp. 244-259.

Further Reading:

Cowper, E. (1992) *A Concise Introduction to Syntactic Theory*. Chicago & London: The University of Chicago Press. pp. 48-56.

Saeed, J. (2009) *Semantics* (3rd edition). Oxford: Wiley-Blackwell. Chapter 6, pp. 152-189.

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5.6. The Verb *Consider* **

Topic: Theta Roles

Sub-topic: Relevance of Theta Roles for the Syntactic Analysis of Sentences

Required Prior Knowledge: Argument structure; theta-roles; stative and dynamic propositions, small clauses

- a) Place the following statements in the chart under the corresponding sentence. Some of them may apply to both.
- i) The verb *consider* is a two place verb.
 - ii) The complement of *consider* is a DP.
 - iii) The complement of *consider* is a Small Clause (a structure of predication).
 - iv) The proposition expressed by the sentence is stative, since *consider* is a synonym of *think*, a modality verb expressing cognition.
 - v) The proposition is dynamic, since *consider* means ‘give attention to’ or ‘think about something in order to make a decision,’ so its subject is an AGENT.
 - vi) The verb *consider* assigns the theta role of EXPERIENCER to its subject.
 - vii) The sentence includes an adverbial adjunct of manner.
- b) Once the table is complete, what is your conclusion about the verb *consider*?

| <i>John considered the problem carefully.</i> | <i>John considered the problem difficult.</i> |
|---|---|
| | |

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. pp. 57, 75, 79, 84.

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5.7. Youth Gangs in Latin America **

Topic: Theta Roles

Semantics

Sub-topic: Some Predicators Used in Abstracts

Required Prior Knowledge: Theta roles; predicators

- a) What kind of predicators are the three words in italics?
- b) What kind of theta role do predicators such as *debunk*, *argue* and *show* normally assign to the argument that occupies subject position?
- c) What is special about the bracketed arguments selected in this text?

ABSTRACT²

Over the past two decades, Latin America has experienced an unprecedented growth in violence and crime, which has been largely attributed to the emergence and proliferation of youth gangs. Across Latin America, youth gangs have therefore become a major source of fear and the prime target for repressive measures. [This article] *debunks*¹ a number of myths associated with youth gangs in general and Latin American gangs in particular. It argues that the proportion of violent crimes committed by youth gangs is far smaller than commonly claimed. Moreover, [the article] *shows*² that the extremely negative image of gangs is rooted in an originally Western concept of adolescence and youth. While many causal factors need to be considered, [this article] *argues*³ that structural forces such as inequality and social exclusion largely account for the widespread rise in youth gang activity across Latin America since the 1990s. The article concludes with a discussion of policy approaches.

Strocka, C. (2006) Youth Gangs in Latin America (Abstract) *SAIS Review*. Vol 26, Number 2, pp. 133-146.

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapter 6.

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² Extract from Pampillo, S. (2014) *Inglés I: Manual de lectura de textos de Ciencias Sociales*, con la colaboración de S. Lauría. Ciudad autónoma de Buenos Aires: Ediciones Cooperativas.

5.8. Intentionally and Deliberately **

Topic: Theta Roles

Sub-topic: Theta Roles and Modality Adverbs

Required Prior Knowledge: Theta-roles; stative and dynamic propositions

- a) Have a look at sentences (1) to (4) and then answer the following questions:
- What is the thematic role of the bracketed constituents in (1) and (2)?
 - What information did you take into consideration to decide?
 - How can you account for the ungrammaticality of sentences (3) and (4)?
- b) Consider now sentences (5) to (7).
- What is the theta role of the subject in sentence (5)?
 - What is the theta role of the subject in sentences (6) and (7)?
 - In what way do the italicized constituents in sentences (6) and (7) change the interpretation of the subject theta role?
- c) What theta role does the subject have when the sentence includes an adverbial adjunct of purpose?
- [John] intentionally rolled the ball down the hill.
 - [The police] deliberately killed the prisoner. (Radford 1988, p. 398)
 - *[The ball] intentionally rolled down the stairs.
 - *[The prisoner] deliberately died. (Radford 1988, p. 398)
 - [Jack] fell down.
 - [Jack] fell down *on purpose*.
 - [Jack] fell down *to attract everybody's attention*.

Suggested Reading:

Radford, A. (1988) *Transformational Grammar: A First Course*. Cambridge: Cambridge University Press. p. 375.

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5.9. Politicians ***

Topic: Theta Roles

Sub-topic: Psychological Verbs

Required Prior Knowledge: Experiencer subjects; causative verbs

- a) Consider first sentences (1) to (4).
 - i) What is the theta-role of the bracketed subjects?
 - ii) What semantic characteristics do the verbs have?
 - 1) [Politicians] dislike the truth.
 - 2) [John] fears storms.
 - 3) [John] knows the truth.
 - 4) [John] loves his children.
 - b) Now look at sentences (5) to (8).
 - iii) What is the theta role of the bracketed complements?
 - iv) Can you think of a name for those predicates taking into account the theta role of their complement?
 - v) What meaning is present in sentences (5) to (8) which is not present in sentences (1) to (4)? Paraphrase the sentences so that that extra meaning becomes explicit.
 - 5) The truth angers [politicians].
 - 6) Storms frighten [John].
 - 7) Adult talk bores [children].
 - 8) The situation worries [me].

Notes:

To be able to answer question (iv) consider the following pairs of sentences. What meaning do sentences (2) and (4) express which sentences (1) and (3) do not?

- 1) The door closed.
- 2) Somebody closed the door.
- 3) The sky cleared.
- 4) The wind cleared the sky.

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapter 6: pp. 91-102.

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. p. 454.

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6. Phrase Structure



6.1. Dances with Wolves³ *

Topic: Determiner Phrases

Sub-topic: The Indefinite Article, Specific and Non-specific Readings

Required Prior Knowledge: Indefinite articles

- a) Consider the sentences below and the bracketed phrases in them.
- b) For each sentence there are two possible interpretations which are related to two different uses of the indefinite article. Paraphrase showing the two different interpretations.
 - 1) Every evening [a wolf] visits him.
 - 2) She wants to marry [a millionaire].
 - 3) I'm looking for [a black pen].

Example or Model Answer(s):

Try inserting the adjective *certain* or the quantifier *some ... or other*. Sentence (3) can be followed by two possible questions implying a specific or a non specific reading.

- (i) I'm looking for *a black pen*. Have you got *one*?
- (ii) I'm looking for *a black pen*. Have you seen *it*?

Suggested Reading:

Hurford, J., Heasley, B. & Smith, M. (2007) *Semantics: a Coursebook*. Cambridge: Cambridge University Press. Chapter 2. Unit 4.

Further Reading:

Kearns, K. (2000) *Semantics*. New York: Palgrave Macmillan. Chapters 5-6.

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³ The title of this exercise makes reference to a film starring Kevin Costner in which he plays the role of Lt. John Dunbar, who is exiled to a remote western Civil War outpost, where he befriends wolves and Indians.

6.2. What's in a Clause? *

Topic: Phrase Structure

Syntax

Sub-topic: Categories and Functions

Required Prior Knowledge: Categories; syntactic functions

- a) Look at the following phrases.
 - 1) with a hammer
 - 2) the young man
 - 3) smashed the trunk lid
- b) Find the Head in each of them and determine the category of the phrase.
- c) Then give the category of each word that makes up the phrase.
- d) Now put the phrases together so that they become constituents of a sentence.
- e) Determine the syntactic function of each constituent in the sentence (DO, Subject, etc).
- f) Explain very briefly why you decided to place each constituent in that position.

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan.

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell.

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6.3. Never Cheat *

Topic: Phrase Structure

Sub-topic: Phrases and Specifiers

Required Prior Knowledge: Head, specifier and adjunct

- a) Phrases always contain a head, which may be preceded by a [specifier](#). Consider the following phrases. Identify their heads, they are all different categories. What do the phrases share as regards their internal structure?

- 1) [never cheat]
- 2) [very funny]
- 3) [funny idea]
- 4) [right in his heart]
- 5) [The girl swam].

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. Chapter 3.

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6.4. La Marta **

Topic: The Determiner Phrase

Sub-topic: The Structure of the Determiner Phrase

Required Prior Knowledge: Lexical and functional categories such as common and proper nouns, the definite article, pronouns; person and number features; structure of phrases (heads, complements and specifiers)

- a) Have a look at the ten sentences below.
 - b) Decide whether the statements (i) to (vii) are true or false. Account for your answers. In your justification you can make reference to more than one sentence.
 - 1) Ø John is watching *The Simpsons* tonight.
 - 2) *The he is a firefighter.
 - 3) The translation of the book took several months.
 - 4) I had some eggs for breakfast.
 - 5) I had Ø eggs for breakfast.
 - 6) He lives in The Bronx.
 - 7) You students are all the same.
 - 8) The John you are thinking of is not here.
 - 9) All vampires are dangerous.
 - 10) Ø vampires are dangerous.
- (i) Definite articles and pronouns do not co-occur because pronouns are a subtype of determiner and they function as heads of their own phrases (= DPs). T F
- (ii) Pronouns can never be followed by a noun complement. T F
- (iii) Determiners may have phonological features or they may be phonologically null. T F
- (iv) The overt determiner *the* can never co-occur with a proper noun. T F
- (v) Determiner phrases have person and number features which appear on the verb as agreement features. T F
- (vi) In some varieties of Spanish proper nouns may be preceded by the definite article, e.g. *la Juana, el Martín*, etc. A possible hypothesis is that in English, proper nouns are preceded by a null determiner. T F

Suggested Reading:

Newson, M. (2006) *Basic English Syntax with Exercises*. Budapest: Bölcsész Konzorcium. Chapters 1, 4.

Further Reading:

Radford, A. (2009) *Analysing English Sentences: A Minimalist Approach*. Cambridge: Cambridge University Press. pp. 129-133.

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6.5. Book and Books **

Topic: The Determiner Phrase

Sub-topic: Determiners vs. Possessors

Required Prior Knowledge: Lexical and functional categories; syntactic notions such as head, complement and specifier

a) Look at the sentences below which contain Determiners (definite and indefinite articles, quantifiers and demonstratives).

- 1) I need *the* book.
- 2) I need *a* book.
- 3) I need *some* books. (some = /sm/)
- 4) I need *this / that* book.
- 5) I need *these / those* books.

b) Consider now the following sentences with Possessor Phrases and answer the questions below.

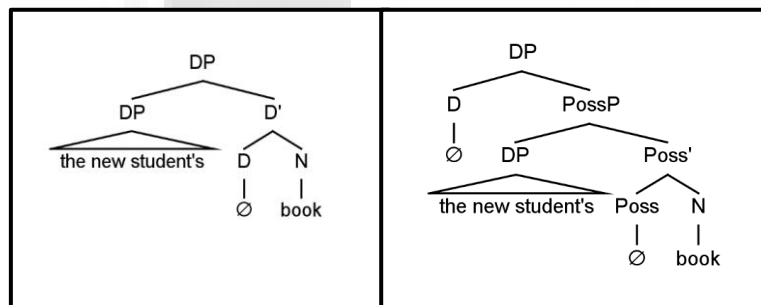
- 6) I need *Mary's* book.
- 7) I need *my sister's* book.
- 8) I need *the new student's* books.
- 9) I need *Quirk and Greenbaum's* book.

c) Are possessor phrases confined to a specific set of words?

d) Can they be made up of more than one word?

e) How does this [data](#) justify the tree structure representations given below?

10)



Suggested Reading:

Poole, G. (2011) *Syntactic Theory* (2nd edition). London: Palgrave Macmillan. pp. 72-79.

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6.6. Complements or Adjuncts? **



Topic: The Determiner Phrase

Sub-topic: Elements within the Noun Phrase which function as the Complement of the Determiner: Complements vs. [Adnominal Adjuncts](#)

Required Prior Knowledge: Argument structure; complements and adjuncts

- a) State whether the bracketed constituents are noun complements or adnominal adjuncts (= modifiers of the preceding nouns). To decide take into consideration the head of the noun phrase which functions as complement of the head determiner. Ask yourself the following questions:
- i) What kind of element does the noun denote: a concrete object, an event, the doer of an action?
 - ii) Is the head noun related to a verb?
 - iii) If so, is the noun's argument structure related to the argument structure of the verb? Does it take the same number of arguments? Does it take the same complements?
 - iv) Is the element that follows the head noun a lexical requirement of the noun or does it simply help the listener to identify the object or person that the speaker is talking about?
- 1) The shooting [of the animals] occurred at dawn.
 - 2) The train [to London] was delayed.
 - 3) The examination [of the patient] took a long time.
 - 4) The director [of the company] is American.
 - 5) The frequent expression [of one's feelings] is desirable.
 - 6) The expression [on her face] was awful.
 - 7) The girl [in jeans] [on the stage] is a very good actress.
 - 8) The organization [of the party] took several weeks.
 - 9) The killing [of penguins] is illegal.
 - 10) John's knowledge [of Greek] is quite good.

Notes:

- (i) Nouns that denote events generally take complements.
- (ii) If the noun is morphologically related to a verb, it is likely to be followed by a complement.
- (iii) If the noun denotes a concrete object, the element that follows is generally an adnominal adjunct.
- (iv) In sentence (4), *director* is an agentive noun: *a director* is somebody that directs something.

Suggested Reading:

Burton-Roberts, N. (2013) *Analysing Sentences: An Introduction to English Syntax* (3rd edition). London & New York: Routledge. Chapter 5.

Further Reading:

Radford, A. (2004) *Minimalist Syntax: Exploring the Structure of English*. Cambridge: Cambridge University Press. pp. 367-372.

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AutORIZADA SU REPRODUCCIÓN SÓLO CON FINES PEDAGÓGICOS
Banfi, C., J. Durán, C. Gelormini, M.L. Hermida, S. Iummato, y G. Palacio (2016) *Exercising Grammar: Material for students of English Grammar in Higher Education*. Buenos Aires: IES en LV "J.R. Fernández".

6.7. Turning Things into Places **

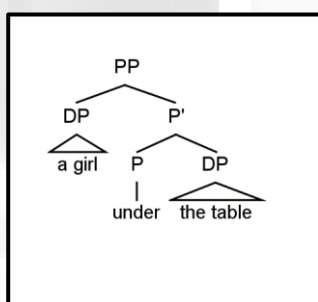
Topic: Phrase Structure

Sub-topic: The Structure of Prepositional Phrases

Required Prior Knowledge: Lexical and functional categories; hierarchical structure; binary branching, theta roles

Some linguists argue that prepositions are bi-relational (i.e. that they relate two elements). This is evident in existential sentences such as (1) below. If this is so:

- a) Which elements have the prepositions *under*, *behind* and *on* below “glued” together to form a phrase?
 - b) Is the tree given below a possible representation of that phrase?
 - c) What concept does *under the table* express: the concept of a THING or of a PLACE?
 - d) What theta role would *a girl* be assigned as a result of that interpretation?
 - e) Are the specifiers of the phrases formed definite or non-definite DPs?
- 1) There’s [a girl *under* the table].
 - 2) There are [two cats *behind* the bookcase].
 - 3) There are [several books *on* the table].



Notes:

Notice that in sentence (1), *the table*, which initially expresses the concept of a THING, does not express the same concept when it combines with *under* to form the P' *under the table*. Notice too that sentences such as **There is the book under the table* are ungrammatical.

Suggested Reading:

Lindstomberg, S. (2010) *English Prepositions Explained* (revised edition). Amsterdam & Philadelphia: John Benjamins Publishing Company.

Further Reading:

Jackendoff, R. (1990) *Semantic Structures*. Cambridge, MA: The MIT Press.

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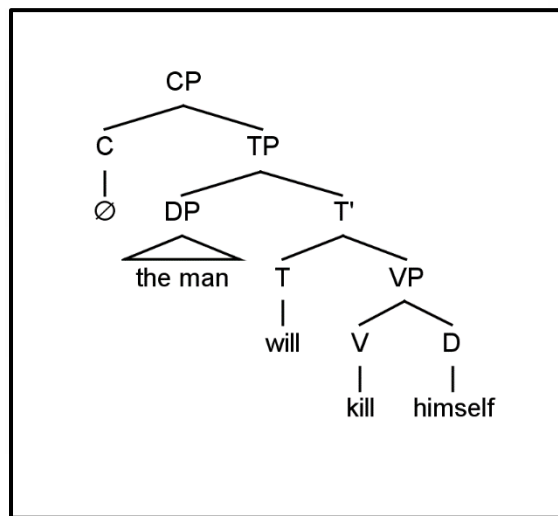
6.8. True or False? **

Topic: Phrase Structure

Sub-topic: Hierarchical Structure

Required Prior Knowledge: [Complementizer](#); reflexive pronouns; tense as a syntactic category; finite or conjugated forms

- Consider the tree diagram given below, which is a possible representation of the structure of the sentence *The man will kill himself*.
- Decide whether the statements below are true or false for that representation.



- The sentence is a Complementizer Phrase, the head of which is the null or silent complementizer.
 - The VP *kill himself* is a constituent and can be replaced by *do so*. (The man says that he will *kill himself* and he will probably *do so*).
 - The tree represents the fact that the sentence has a hierarchical structure, where some elements are hierarchically higher than other elements.
 - Tense has power over the predicator and its two arguments.
- Think of two sentences that fit this structure.
 - Think of two sentences that present problems for this structure, i.e. don't fit in neatly into the slots provided.

Suggested Reading:

Radford, A. (2004) *Minimalist Syntax: Exploring the Structure of English*. Cambridge: Cambridge University Press. Chapter 7, sections 7.4 and 7.5.

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6.9. The Rolling Stones ... **

Topic: Phrase Structure

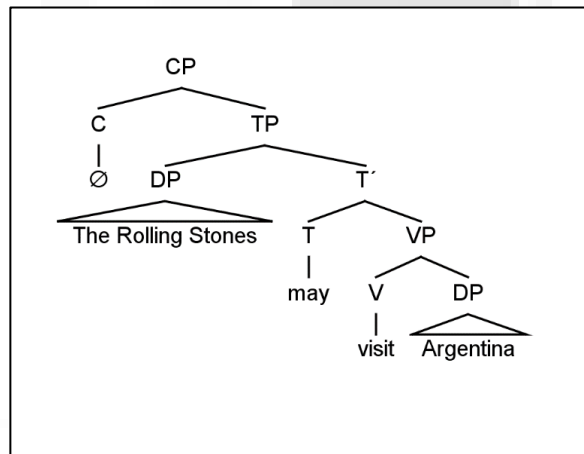
Sub-topic: The VP-Internal Subject [Hypothesis](#) and Modal Scope over the Whole Event

Required Prior Knowledge: Merge; binary branching; hierarchical structure; argument structure; theta-role assignment; transitive verbs

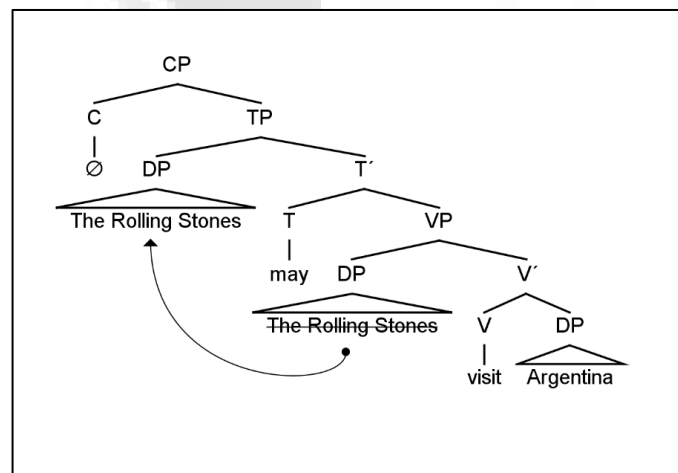
- a) Consider sentences (1) and (2) below, which are paraphrases of each other.
- b) Decide which of the two trees below best represents the meaning of sentence (1) and account for your decision.

- 1) The Rolling Stones *may* visit Argentina.
- 2) It is *possible* [that The Rolling Stones visit Argentina].

(i)



(ii)



Suggested Reading:

Radford, A. (2004) *Minimalist Syntax: Exploring the Structure of English*. Cambridge: Cambridge University Press. Chapter 7: sections 7.4-7.5.

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6.10. Very Intelligent **

Topic: Phrase Structure

Syntax

Sub-topic: The Syntax of Phrases

Required Prior Knowledge: The Structure of the phrase: modifiers vs. complements of a head

a) Consider the following pairs of words:

- 1) very intelligent
- 2) many friends
- 3) muy inteligente
- 4) muchos amigos

- b) What word in each pair can be repeated to make up a three-word phrase?
- c) Is there a limit to the number of times this repetition process can be carried out?
- d) What does this imply on the way this repeated word must be analyzed from the point of view of the syntax of the phrase?

Suggested Reading:

Burton-Roberts, N. (2013) *Analysing Sentences: An Introduction to English Syntax* (3rd edition). London & New York: Routledge. pp. 149-150; 171-174.

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press. Chapters 6-7.

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6.11. Shall We Join them? **

Topic: Phrase Structure

Sub-topic: Sentences and their Internal Structure

Required Prior Knowledge: Complementizers

- a) Consider the following pairs of two-word clauses:
- 1) (i) He answered.
(ii) She left.
 - 2) (i) She died.
(ii) He asked.
 - 3) (i) to smile
(ii) He forgot.
- b) Join the two clauses in each pair with the elements *that*, *if* or \emptyset (silent complementizer). You may have to reverse the order of the clauses in some pairs.
- c) Which clause in each pair can become a complement of some item in the other pair?
- d) Once the clauses in each pair have been combined, in what way has the predicator of the resulting main clause changed?

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapters 5-8.

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6.12. Higher Up in the Tree? **

Topic: Phrase Structure

Sub-topic: [C-command](#)

Required Prior Knowledge: Precedence, dominance; internal structure of a phrase

- a) Consider the following sentences in which one element depends syntactically on another: *any(thing)* depends on *not*, *any(one)* depends on *no one* in the first two sentences respectively. Elements like *anything* and *anyone*, which depend on a specific element higher up in the sentence, are called Negative Polarity Items ([NPI](#)).
- 1) John didn't see anything.
 - 2) No one saw anything.
 - 3) No one gave Maggie to anyone.
 - 4) Homer gave nothing to anyone.
 - 5) Bart no hizo nada.
- b) On the basis of the following ungrammatical sentences, how is the relation restricted?
- 6) *John saw anything.
 - 7) *Anyone saw nothing.
 - 8) *Anyone gave Maggie to no one.
 - 9) *Homer gave anything to no one.
 - 10) *Bart hizo nada.
- c) Provide two examples and an argument to show that *at all* and *para nada* are NPIs.

Suggested Reading:

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press. Chapter 8.

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6.13. Bart **

Topic: Phrase Structure

Sub-topic: Hierarchical Structure of Complements and Adjuncts

Required Prior Knowledge: Complement; adjunct; head; sister; daughter; V'; duplication; recursion

- a) Consider the bracketed constituents in the sentences below.
- 1) (i) Bart called [his girlfriend].
(ii) Bart called [the other day].
 - 2) (i) Lisa broke her musical instrument [in the living-room].
(ii) Lisa put her musical instrument [in the living-room].
- b) Do the bracketed constituents have the same function in (i) and (ii)?
- c) In which sentence is the bracketed constituent a sister (complement) of V?

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell.

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6.14. Bart Again **

Topic: Phrase Structure

Syntax

Sub-topic: Specifier and Adjunct

Required Prior Knowledge: Specifier; head; complement; adjunct

a) Why is the following sentence ungrammatical? Build an argument using terms such as *sister*, *head*, *complement*, *adjunct*, etc.

1) *Bart ate quickly the doughnut.

b) Why is the sentence grammatical if we place *quickly* before the verb?

c) Compare with these sentences:

2) Bart ate the doughnut quickly.

3) Quickly Bart ate the doughnut.

d) Think of other types of phrases that could replace *quickly*. What do they have in common?

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. Chapter 3.

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7. Clauses



7.1. Study Syntax *

Syntax

Topic: Clauses

Sub-topic: Finite vs. Non-Finite Clauses

Required Prior Knowledge: Clauses as CPs

a) Compare the bracketed clauses (1-7) below. Which of these bracketed clauses are finite and which are non-finite? Justify your answer.

- 1) Jennifer thought [(that) I was studying syntax].
- 2) Jennifer wanted [(for) me to study syntax].
- 3) Jennifer wondered [if I was studying syntax].
- 4) Jennifer arranged [for me to study syntax].
- 5) Jennifer saw [me study syntax].
- 6) Jennifer made [me study syntax].
- 7) Jennifer's dissatisfaction resulted from [my studying syntax].

b) Compare the bracketed clauses in (8-10) with those in (11-13) below. What feature that appears in the bracketed clauses in (8-10) does not appear in the bracketed clauses in (11-13)?

- 8) Jennifer thought [(that) I was studying syntax].
- 9) Jennifer thought [(that) you / we were studying syntax].
- 10) Jennifer thought [(that) he was studying syntax].
- 11) Jennifer wanted [(for) me to study syntax].
- 12) Jennifer wanted [(for) you / us to study syntax].
- 13) Jennifer wanted [(for) him to study syntax].

Suggested Reading:

Kuiper, K. & J. Nokes (2014) *Theories of Syntax: Concepts and Case Studies*. New York: Palgrave Macmillan. Section 5.3.1: Phrase Structure and Complementation.

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7.2. Linking Ideas *

Topic: Coordination vs. Subordination

Syntax

Sub-topic: Main and Dependent Clauses

Required Prior Knowledge: Clause types; coordination and subordination

- a) Look at the following sentences and classify them into simple, compound, complex or compound-complex.
- b) Underline the predicators in each sentence.
- c) Underline the items that helped you classify the sentences.
- d) Did you run any tests to do the classification? If so, which?
 - 1) Justin wore his winter pants because it was snowing.
 - 2) We saw some colorful leaves on the ground.
 - 3) Isabella is working but Helen is jogging in the park.
 - 4) We take an umbrella if it is raining.
 - 5) Ed persuaded Frida to do the painting and she immediately bought all the materials she needed.
 - 6) Ben is a tap dancer and does a magic act.

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell.

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7.3. To Do my Homework **

Topic: Clauses

Sub-topic: Control Clauses vs. [ECM](#) / Raising Constructions

Required Prior Knowledge: Theta roles; [PRO](#); case features of pronouns

- a) Compare the pairs of sentences below.
 - b) Which of them (dis)allow for PRO as the subject of the bracketed embedded clause?
 - c) Which of them (dis)allow for an overt subject as the subject of the bracketed embedded clause?
 - d) In which of the (ii) examples can the overt subject of the bracketed embedded clause become the subject of a passive construction in the main clause?
- 1) (i) I_i tried [PRO_i to do my homework].
(ii) *I tried [my son / him to do his homework].
 - 2) (i) *I_i saw [PRO_i doing my homework].
(ii) I saw [my son / him doing his homework].
 - 3) (i) *I_i believed [PRO_i to be doing my homework].
(ii) I believed [my son / him to be doing his homework].

Suggested Reading:

Davies, W. D. & S. Dubinsky. (2004) *The Grammar of Raising and Control: A Course in Syntactic Argumentation*. Malden, MA & Oxford, UK: Blackwell Publishing. Chapters 3-4.

Further Reading:

Hornstein, N., J. Nunes & K. K. Grohmann (2005) *Understanding Minimalism*. New York: Cambridge University Press.

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7.4. A New Car **

Topic: Clauses

Syntax

Sub-topic: Subject Control vs. Object Control

Required Prior Knowledge: Theta roles

- a) Compare the italicized predicates in the following sentences. How many arguments does each of them select? In which of these sentences do you need to insert PRO?
- b) What does PRO refer to in each sentence? Does PRO refer back to the subject or an object of the finite verb?
- c) What is the syntactic function of PRO in the embedded infinitival clause?
- d) What is the syntactic function of the controller of PRO in each of the matrix clauses?
 - 1) Lucy *tried* to buy a new car.
 - 2) Lucy *decided* to buy a new car.
 - 3) Lucy *persuaded* Tom to buy a new car.
 - 4) Lucy *asked* Tom to buy a new car.
 - 5) Lucy was *reluctant* to buy a new car.

Notes:

Observe that the verb *buy* present in all five sentences above selects two arguments in addition to the arguments selected by the italicised predicate in each sentence.

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. Chapter 15, section 2.2: Two Kinds of Control.

Davies, W. D. & S. Dubinsky. (2004) *The Grammar of Raising and Control: A Course in Syntactic Argumentation*. Malden, MA & Oxford, UK: Blackwell Publishing. Chapters 3-4.

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8. Movement



8.1. Auxiliary Inversion in English and Spanish *

Topic: Subject Auxiliary Inversion

Syntax

Sub-topic: Cross-linguistic Differences in SAI

Required Prior Knowledge: Auxiliaries and main verbs

- a) Look at these 4 pairs of sentences carefully. What differences do you notice between the structure of questions in Spanish and those in English? The following statements / questions will guide you in your analysis.
 - i) Identify auxiliary and main verbs.
 - ii) Are there auxiliary verbs and main verbs in all the examples?
 - iii) What do you notice about word order?
 - iv) Both languages are SVO (Subject-verb-object) languages. Can you come up with a formula for the formation of questions in English and in Spanish?
- 1) (i) Had she been reading before the murder?
(ii) ¿(Ella) Había estado leyendo antes del crimen?
- 2) (i) Have you done your homework?
(ii) ¿(Tú) Has hecho tu tarea?
- 3) (i) Was he sleeping?
(ii) ¿(Él) Estaba durmiendo?
- 4) (i) Are they playing football?
(ii) ¿(Ellos) Están jugando al fútbol?

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. pp. 289-313.

Further Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan.

Carnie, A. (2013b) *The Syntax Workbook: A companion to Carnie's syntax*. Oxford: Wiley-Blackwell.

Haegeman, L. & J. Guéron (1999) *English Grammar: A Generative Perspective*. Oxford: Blackwell Publishers Inc.

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press.

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8.2. Do and Do *

Topic: Auxiliary *Do* vs. Main Verb *Do*

Sub-topic: Categorical and Syntactic Differences between Auxiliaries and Main Verbs

Required Prior Knowledge: *Do*-support; SAI; categorial differences between auxiliaries and main verbs

- a) Auxiliary *do* has no meaning and it is inserted in a question or negative statement when there is no other auxiliary to comply with the Subject Auxiliary Inversion rule and that auxiliary *do* does not co-occur with other auxiliaries, e.g.:
You speak French. Do you speak French? / *She must do like pizza.
- b) Are the following counter-examples of this rule? Justify your answer.
 - 1) Leo must do his exercises.
 - 2) Must Leo do his exercises?

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. p. 147.

Further Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell.

Carnie, A. (2013b) *The Syntax Workbook: A companion to Carnie's syntax*. Oxford: Wiley-Blackwell.

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press.

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8.3. What, Which, Who, When, Where and How *

Syntax

Topic: [Wh-Movement](#)

Sub-topic: *Wh*-movement in Questions, Movement of Arguments or Adjuncts in Questions

Required Prior Knowledge: Types of sentences – declarative, interrogative; subordination

- a) For the following questions, provide the declarative sentence underlying each question to show the position where each element originated. Then provide a reasonable replacement for the *wh*-word, which would in turn be the answer to the *wh*-question.
 - b) State whether the moved element is an argument of the verb or not.
 - c) If it is an argument of the verb, what is its thematic role and syntactic function? If it is not an argument of the verb, what is its syntactic function in the sentence?
- 1) How many apples did Mary buy?
 - 2) What did John have for breakfast?
 - 3) When did Mary give John his present?
 - 4) Which dress did John buy for Mary?
 - 5) How did he manage to open that safe?
 - 6) What kind of paperwork is required to enter the competition?
 - 7) Who offered to help?
 - 8) Where did she say she lived?
 - 9) Why would they do such a thing?
 - 10) How often do they visit their parents?
 - 11) How far is it from Paris to London?

Example or Model Answer(s):

- 1) How many apples did Mary buy?
Mary bought how many apples.
Mary bought five apples.

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell.

Carnie, A. (2013b) *The Syntax Workbook: A Companion to Carnie's Syntax*. Oxford: Wiley-Blackwell.

Further Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan.

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8.4. About Subjects **

Topic: VP-Internal Subject Hypothesis

Sub-topic: Theta Roles

Required Prior Knowledge: Theta roles; active and passive voice

a) It is considered that theta-roles are assigned to arguments in locality, that is to say, next to the predicate that assigns those theta-roles. Look at the subjects of the following sentences. Where did they receive their role of agent?

- 1) Karen must have been carrying her luggage along the platform.
- 2) Would the kids have eaten their snacks?
- 3) The students do not seem to be reading the material.
- 4) Are they likely to visit their grandparents again?

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. p. 305.

Further Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan.

Carnie, A. (2013b) *The Syntax Workbook: A Companion to Carnie's Syntax*. Oxford: Wiley-Blackwell.

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press.

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8.5. *Wh*-Words in Relative Clauses and Embedded Questions **

Topic: *Wh*-Movement in Indirect Questions and Relative Clauses

Syntax &
Semantics

Sub-topic: Relative Clauses; Argument Structure

Required Prior Knowledge: Types of sentences – declarative, interrogative; embedded clauses; relative clauses; argument structure; thematic roles

- a) Identify the *wh*-words in the following sentences.
 - b) Now state whether the *wh*-words are question words or relative pronouns.
 - c) Identify the position where the *wh*-words originate.
 - d) Say if the *wh*-words are arguments of the verbs or not.
 - e) State their thematic roles and syntactic functions if they are, and only their syntactic functions if they are not arguments of the verb.
- 1) The building project which he took up will take 2 years to complete.
 - 2) Could you please tell me who brought you here?
 - 3) I wonder why she can never arrive on time.
 - 4) It is better to talk to the man who is in charge.
 - 5) John will let us know when he is ready.
 - 6) Mary asked her sister how she could help her.
 - 7) Would you let me know where we must meet the new applicants?
 - 8) I was wondering what we can have for dinner.

Notes:

Let's have a look at *wh*-words in embedded clauses – indirect questions and relative clauses. Indirect questions are questions embedded into a declarative sentence or a yes-no question. They are generally introduced by expressions such as “He wants to know ...,” “I wonder ...,” “Would you please tell me ...,” etc. Relative clauses are embedded clauses which are introduced by a *wh*-word which replaces an element within the embedded clause and relates semantically with an antecedent outside it (DP).

Example or Model Answer(s):

- 1) The building project which he took up ___ will take 2 years to complete.

The *wh*-word is a relative pronoun. It is the complement of the verb *took up*. Its thematic role is THEME.

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell.

Carnie, A. (2013b) *The Syntax Workbook: A Companion to Carnie's Syntax*. Oxford: Wiley-Blackwell.

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8.6. Different Auxiliaries **

Topic: Categorical Differences between Auxiliaries

Sub-topic: Tense, Aspect, Mood

Required Prior Knowledge: Aspectual auxiliaries; modals; *do*-support

a) For each of the following sentences determine which the auxiliary is and whether it denotes perfective or progressive aspect, voice or mood.

- 1) We were walking in the rain.
- 2) Dan was trusted.
- 3) The enemy had always been cruel.
- 4) They should not promise those things.

b) Complete the table ticking the boxes according to the features of each auxiliary verb.

| Features | do / does/ did | am / is / are / have / has | can / will/ must |
|---|----------------|-------------------------------|---------------------|
| They denote aspect. | | | |
| They are used in the passive. | | | |
| They denote modality. | | | |
| They are always finite. | | | |
| They are followed by a verb in the base form. | | | |
| They do not take third person endings. | | | |

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. p. 147.

Further Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell.

Carnie, A. (2013b) *The Syntax Workbook: A Companion to Carnie's Syntax*. Oxford: Wiley-Blackwell.

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press.

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8.7. Can't have Done it! **

Topic: Dummy *Do*

Sub-topic: *Do*-Support

Required Prior Knowledge: Functional and lexical categories; SAI

- a) How many auxiliary verbs can you count in each sentence? That's right! Two auxiliary verbs co-exist in all sentences but (1), (2) and (4) are grammatical while (3) and (5) are not.
- b) Why do you think this is the case? Can you come up with a possible explanation?
 - 1) Should we have told you?
 - 2) Have they been reading?
 - 3) *Do you can swim?
 - 4) She can't have stolen it.
 - 5) *They didn't have made it.

Notes:

Pay special attention to the type of auxiliary and to the cases when auxiliary *do* is inserted.

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. p. 147.

Further Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell.

Carnie, A. (2013b) *The Syntax Workbook: A Companion to Carnie's Syntax*. Oxford: Wiley-Blackwell.

Haegeman, L. & J. Guéron (1999) *English Grammar: A Generative Perspective*. Oxford: Blackwell Publishers Inc.

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press.

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8.8. Can Mary Play the Drums? **

Topic: [Head Movement](#)

Syntax

Sub-topic: Subject Auxiliary Inversion and *Do*-Support

Required Prior Knowledge: Question formation in English; auxiliaries; aspectual and modal auxiliaries

a) Look at the English statements and questions below and answer the questions:

- 1) (i) Mary can play the drums.
(ii) Can Mary play the drums?
- 2) (i) They have finished their tests.
(ii) Have they finished their tests?
- 3) (i) You speak French.
(ii) Do you speak French?
- 4) (i) She bought a dress.
(ii) Did she buy a dress?

b) What do you notice about the word order in the questions compared to the word order in the statements?

c) What difference do you notice between the auxiliaries *can* and *have* in (1) and (2) and the auxiliaries *do* and *did* in (3) and (4)?

d) Taking SAI into account, can you justify the insertion of *do* and *did* in questions (3) and (4)?

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. pp. 289-313.

Further Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan.

Carnie, A. (2013b) *The Syntax Workbook: A Companion to Carnie's Syntax*. Oxford: Wiley-Blackwell.

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press.

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8.9. Let's Have an Argument! **

Topic: *Wh*-Movement

Sub-topic: Syntactic Argumentation for *Wh*-Movement

Required Prior Knowledge: Types of sentences – declarative, interrogative; embedded clauses; relative clauses; argumentation; SAI

a) Consider the following *wh*-questions:

- 1) What did he buy?
- 2) Who did he see?
- 3) When will he arrive?
- 4) How have you managed?

b) Explain (provide argumentation for) how these questions were formed. Take into account the following items.

- i) movement of *wh*-element
- ii) SAI (subject auxiliary inversion)
- iii) verb complementation and adjunction
- iv) *Do*-support

c) Now provide your own examples in which there is *wh*-movement and the predicates are of the raising and control type. (See also [Exercise 3.8.](#) and [chapter 10.](#))

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. pp. 148-149.

Further Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell.

Carnie, A. (2013b) *The Syntax Workbook: A Companion to Carnie's Syntax*. Oxford: Wiley-Blackwell.

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8.10. Where's the *Wh*? **

Topic: *Wh*-Movement

Sub-topic: *Wh*-Movement in Relative Clauses; Silent *Wh*-Word

Required Prior Knowledge: Embedded clauses; relative clauses; argument structure and thematic roles

- a) Find the predicates and their arguments in the following sentences. Are all the arguments pronounced? Are there any hidden *wh*-words? Has the *wh*-word moved? Account for your answers.
- 1) John kissed the girl he liked.
 - 2) She liked the dress I bought.
 - 3) They think they know the man you introduced to them.
- b) What conclusions can you draw about complementizers and *wh*-words in relative clauses after examining the data?

Notes:

Focus on relative clauses and relative pronouns which are not pronounced. Also think of relative clauses as “embedded clauses with a gap.”

Example or Model Answer(s):

- 1) John kissed the girl he liked.
John kissed the girl [-] [-] he liked [ec].
John kissed the girl [who] [-] he liked [ec].

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. p. 372.

Further Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan.

Carnie, A. (2013b) *The Syntax Workbook: A Companion to Carnie's Syntax*. Oxford: Wiley-Blackwell.

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8.11. Wh-Movement in Trees **

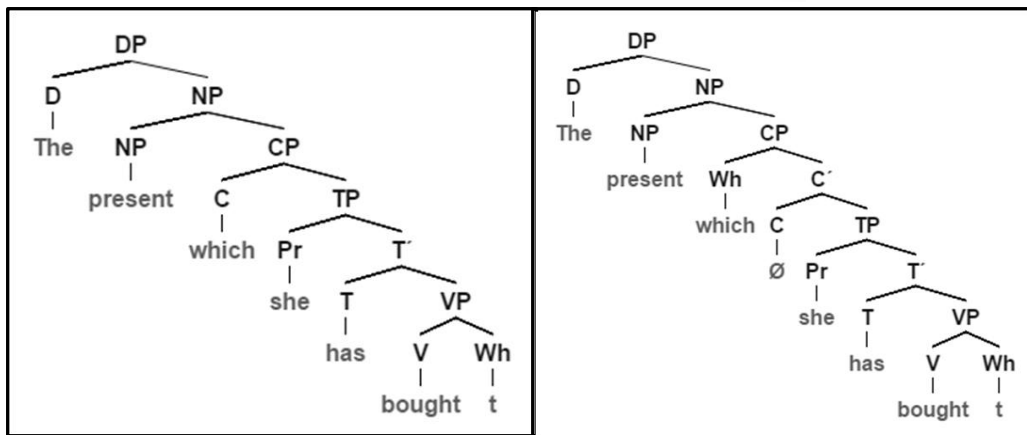
Topic: Wh-Movement

Syntax

Sub-topic: Wh-Movement: Argumentation

Required Prior Knowledge: Types of sentences – declarative, interrogative; embedded clauses; complementizer; functional words; tree diagrams

Compare the two trees below. Which one would you say better represents the structure of the phrase: *The present which she has bought?* Why?



Suggested Reading:

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press.

Carnie, A. (2013b) *The Syntax Workbook: A Companion to Carnie's Syntax*. Oxford: Wiley-Blackwell.

Further Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan.

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell.

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8.12. DP-Movement: Raising and Passives **

Topic: [DP-Movement](#) in [Raising Predicates](#) and Passives

Syntax

Sub-topic: Theta Roles

Required Prior Knowledge: Voice; raising; theta roles; theta grid

- a) Identify the predicates in the following sentences.
- b) Identify the arguments.
- c) Decide what theta-roles the predicates assign to their arguments.
- d) What would you say is unusual with respect to the predicates and the subjects?
 - 1) Jean is likely to come.
 - 2) Mary seems to like candy.
 - 3) The bridge was built by a famous engineer.
 - 4) John is considered to be a genius.

Notes:

Certain DPs can appear in unexpected positions given our theory of theta roles.

Locality Constraint on Theta-Role Assignment: Theta Roles are assigned within the clause containing the predicate that introduces them (i.e., the VP or other predicate).

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. pp. 323-335.

Further Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan.

Carnie, A. (2013b) *The Syntax Workbook: A Companion to Carnie's Syntax*. Oxford: Wiley-Blackwell.

Haegeman, L. & J. Guéron (1999) *English Grammar: A Generative Perspective*. Oxford: Blackwell Publishers Inc.

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press.

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8.13. Can You See the Movement? **

Topic: *Wh*-Movement, Vacuous Movement

Syntax

Sub-topic: “Invisible” Movement

Required Prior Knowledge: Types of sentences – declarative, interrogative; embedded clauses; relative clauses

- a) Draw tree diagrams for the following sentences.
- b) Indicate where elements originate and where they move in the cases where you identify movement.
 - 1) (i) Who brought the cake?
(ii) What did she bring?
 - 2) (i) What do you think she said?
(ii) Who do you think said that?
 - 3) (i) I would like to meet the person who made this sculpture.
(ii) I would like to see the sculpture which she made.

Example or Model Answer(s):

- 1) Who (t) brought the cake?

The *wh*-word is apparently next to its trace. The *wh*-word seems to be in subject position. Is this possible? Is there movement or not? Can a *wh*-word be the subject of a sentence? If there is movement, we need to account for it though it is not evident.

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell.

Carnie, A. (2013b) *The Syntax Workbook: A Companion to Carnie’s Syntax*. Oxford: Wiley-Blackwell.

Further Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan.

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8.14. T → C ***

Topic: Head to Head Movement

Sub-topic: Indirect questions

Required Prior Knowledge: SAI; motivation for SAI; *do*-support; complementary distribution

- a) Look at the following sentences and answer these questions.
- 1) I asked if he had sold his car.
 - 2) She wondered whether he would come.
 - 3) *I would like to know why are you afraid.
 - 4) *They never ask where does she go at that time.
- b) What type of sentences are they: simple, compound, complex?
c) How can you justify the fact that there is no SAI in spite of the embedded clause being interrogative? Why are (3) and (4) ungrammatical?
d) Is there anything in these indirect questions that is not present in direct questions?
e) Can you think of some examples?

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. p. 308.

Notes:

Key: Overt complementizers and T→C are in strict complementary distribution. SAI must be triggered by COMP. See Carnie (2013a, p. 308).

Further Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan.

Carnie, A. (2013b) *The Syntax Workbook: A Companion to Carnie's Syntax*. Oxford: Wiley-Blackwell.

Haegeman, L. & J. Guéron (1999) *English Grammar: A Generative Perspective*. Oxford: Blackwell Publishers Inc.

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press.

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8.15. $V \rightarrow T$ ***

Topic: $V \rightarrow T$

Sub-topic: Parametric Variation in Head-to-Head Movement

Required Prior Knowledge: X-bar theory and tree diagrams

- a) Compare these two sentences in English and French and answer the following questions.
- i) What do you notice about word order in these sentences?
 - ii) What is the syntactic function of the constituents in these sentences?
 - iii) Draw tree diagrams for the sentences showing movement.
 - iv) What does the position of the adverb show about verb movement in each language?
- 1) I often eat apples.
 - 2) Je mange souvent des pommes.
I eat often apples.
I often eat apples.
 - 3) *I eat often apples.
 - 4) *Je souvent mange des pommes.

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. p. 292.

Further Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan.

Carnie, A. (2013b) *The Syntax Workbook: A Companion to Carnie's Syntax*. Oxford: Wiley-Blackwell.

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press.

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8.16. Not That Far! ***

Topic: *Wh*-Movement

Sub-topic: *Wh*-Movement Constraints

Required Prior Knowledge: Types of sentences – declarative, interrogative; embedded clauses

a) Consider the following sentences:

- 1) What did they say they would do about it?
- 2) Which car did he believe she wanted to buy?
- 3) Who would you suggest he might prefer we should meet?
- 4) I wonder when he said he would get here.
- 5) She asked who he had explained would come to meet her.
- 6) *They wonder when he said what she thought.
- 7) We asked if they thought that they knew what we were doing

b) Answer the following questions.

- i) How many clauses are there in each case?
- ii) Where is the *wh*-word?
- iii) Where would you say the *wh*-word would be located in relation to its predicate if this was not a question?
- iv) How would you say it gets there?

Suggested Reading:

Haegeman, L. & J. Guéron (1999) *English Grammar: A Generative Perspective*. Oxford: Blackwell Publishers Inc. pp. 169-175.

Further Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan.

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell.

Carnie, A. (2013b) *The Syntax Workbook: A Companion to Carnie's Syntax*. Oxford: Wiley-Blackwell.

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8.17. Right or Wrong? ***

Topic: *Wh*-Movement

Sub-topic: Islands

Required Prior Knowledge: Types of sentences – declarative, interrogative; embedded clauses

a) Account for the grammaticality or ungrammaticality of the following. For that pay attention to (i) the original position of the *wh*-word, (ii) the position of complementizers, c) how many clause boundaries the *wh*-word must cross.

- 1) *Who do you think that they told me that would come?
- 2) Who do you think that they told me would come?
- 3) *Why do you wonder whether they told me that he would invite her?
- 4) Why did you say that they will invite me?

Suggested Reading:

Haegeman, L. & J. Guéron (1999) *English Grammar: A Generative Perspective*. Oxford: Blackwell Publishers Inc. pp. 182-183.

Further Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan.

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell.

Carnie, A. (2013b) *The Syntax Workbook: A Companion to Carnie's Syntax*. Oxford: Wiley-Blackwell.

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8.18. Some Restrictions ***

Topic: *Wh*-Movement

Syntax

Sub-topic: Restrictions on Movement; Islands

Required Prior Knowledge: Types of sentences – declarative, interrogative; embedded clauses; relative clauses; restrictions on movement

Explain why the following sentences are ungrammatical in relation to *wh*-movement and identify some restrictions that constrain this type of movement.

- 1) *Who did Liz see the person that she had met?
- 2) *When do you think what John bought?
- 3) *What was that the women would mend the clothes?
- 4) *What did you have some cheese and drank?

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell.

Haegeman, L. & J. Guéron (1999) *English Grammar: A Generative Perspective*. Oxford: Blackwell Publishers Inc.

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press.

Further Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan.

Carnie, A. (2013b) *The Syntax Workbook: A Companion to Carnie's Syntax*. Oxford: Wiley-Blackwell.

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8.19. Another Reason for DP-Movement: Case ***

Topic: Case in DP-Movement

Morphology
& Syntax

Sub-topic: Case Marking and Case Checking

Required Prior Knowledge: Case and case assigners; nominative and accusative case; DP-movement.

- a) Do the bracketed DPs check nominative or accusative case?
- b) In what way is Case related to the syntactic position and the function of the DP?

- 1) [Simba] is considered to be the Lion King.
- 2) [Jerry] is always chased by [Tom].
- 3) [Cinderella] seems to have been kissed by [Prince Charming].
- 4) [Shrek] is likely to find [an ogre girlfriend].
- 5) [The job at the quarry] was given to [Fred Flintstone].

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. pp. 335-339.

Further Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan.

Carnie, A. (2013b) *The Syntax Workbook: A companion to Carnie's syntax*. Oxford: Wiley-Blackwell.

Haegeman, L. & J. Guéron (1999) *English Grammar: A Generative Perspective*. Oxford: Blackwell Publishers Inc.

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press.

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8.20. On Rules ****

Topic: *Wh*-Movement

Sub-topic: Principles and Constraints in *Wh*-Movement

Required Prior Knowledge: Types of sentences – declarative, interrogative; embedded clauses; relative clauses

Wh-movement is conditioned by a number of constraints. Let's try to discover them!

- a) Consider the following questions carefully and try to account for their grammaticality or ungrammaticality.
- 1) Who do you believe has won what?
 - 2) *What who do you believe has won?
 - 3) Whose sweater did you lose?
 - 4) *Whose did you lose sweater?
 - 5) What were you talking about?
 - 6) Who were you talking to?
 - 7) *To who were you talking?
 - 8) To whom were you talking?
 - 9) *Whom were you talking to?
 - 10) Where were you going?
- b) How is *wh*-movement constrained?

Suggested Reading:

Radford, A. (1997) *Syntactic Theory and the Structure of English: A Minimalist Approach*. Cambridge: Cambridge University Press. pp. 267-282.

Further Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan.

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell.

Carnie, A. (2013b) *The Syntax Workbook: A Companion to Carnie's Syntax*. Oxford: Wiley-Blackwell.

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9. Relative Clauses



9.1. Guessing Game **

Topic: Defining Relative Clauses

Sub-topic: Defining Relative Clauses as Elements that Narrow down the Scope of [Reference](#) of the Noun

Required Prior Knowledge: Identification of subject; determiner phrases

- a) Compare the subjects of sentences (1) to (4) with the subjects of sentences (5) to (8).
- b) Are their categories the same or not?
- c) In what way are they different?
 - 1) The man was shot in the back four times.
 - 2) The actor was born in 1974.
 - 3) The film is a fantasy romance film.
 - 4) The woman is very good-looking.
 - 5) The man who wrote the song *Imagine* was shot in the back four times.
 - 6) The actor who plays the lead role in *Titanic* was born in 1974.
 - 7) The film which stars Brad Pitt, Anthony Hopkins and Claire Forlani is a fantasy romance film.
 - 8) The woman who is married to Brad Pitt is very good-looking.

Notes:

To fully understand this assignment you need to grasp the notion of reference. When we talk about reference we deal with relationships between language and the world. By means of reference, a speaker indicates which entities in the world are being talked about. The entity that is picked out is called the referent.

Suggested Reading:

Burton-Roberts, N. (2013) *Analysing Sentences: An Introduction to English Syntax* (3rd edition). London & New York: Routledge. Chapter 9.

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9.2. The Girl with a Smile **

Topic: Defining Relative Clauses

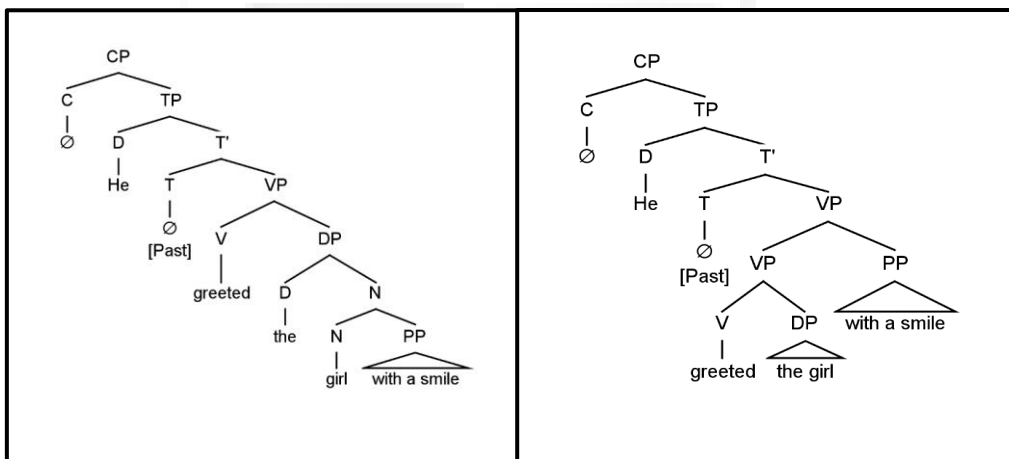
Sub-topic: Defining Relative Clauses as Adnominal Adjuncts; Tree Structures

Required Prior Knowledge: Present Participles as adnominal adjuncts or modifiers of the noun, tree structures

Sentence (1) below can have two possible meanings: (i) and (ii).

- a) Which of the two meanings can be paraphrased by means of a defining relative clause?
- b) Which of the two trees below represents the (ii) meaning?
- c) What can be concluded about the PP and the participle within the DP?

- 1) He greeted the girl with a smile.
- (i) Smiling, he greeted the girl.
- (ii) He greeted the smiling girl.



Suggested Reading:

Radford, A., M. Atkinson, D. Britain, H. Clashen & A. Spencer (2009) *Linguistics: An Introduction* (2nd edition). Cambridge: Cambridge University Press. pp. 330-332.

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press. Chapter 7.

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9.3. Which is Which? **



Topic: Relative Clauses

Sub-topic: Defining Relative Clauses vs. Noun Clauses after a Noun

Required Prior Knowledge: *Wh*-movement in relative clauses

- a) Are the bracketed clauses *that* noun clauses or defining relative clauses?
- b) To be able to decide you need to look at their internal structure.
- c) Ask yourself the following questions:
 - i) Which of the two clauses contains a gap because an element has moved?
 - ii) Which clause can be paraphrased with a *wh*-word on the left periphery?
 - iii) Which clause makes explicit the semantic content of the preceding noun and therefore allows us to insert *be* between the noun and the clause?
 - iv) In which case can we paraphrase the DP using the verb related to the noun (e.g. *propose* instead of *proposal*) so that the clause becomes the complement of that verb?
 - 1) The proposal [that the two companies should merge] was good.
 - 2) The proposal [that one of the CEOs made] was good.

Suggested Reading:

Burton-Roberts, N. (2013) *Analysing Sentences: An Introduction to English Syntax* (3rd edition). London & New York: Routledge. Chapter 9.

Gallego, A. (2006) T-to-C Movement in Relative Clauses. In J. Doetjes & P. González (Eds.), *Romance Languages and Linguistic Theory 2004*. Amsterdam: John Benjamins Publishing Company.

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9.4. Facts, Decisions, Suggestions and Assumptions **

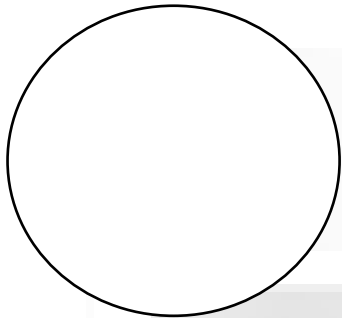
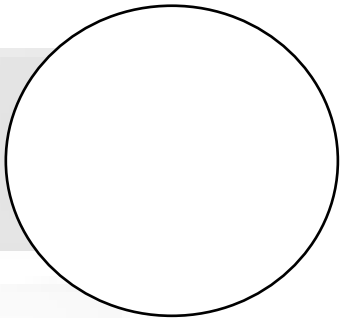
Topic: Relative Clauses

Syntax

Sub-topic: Defining Relative Clauses vs. Noun Clauses as Complements of a Noun

Required Prior Knowledge: *Wh*-movement in relative clauses

- a) Write the number of the bracketed clauses in the corresponding set according to whether they are complements of the preceding noun or adnominal adjuncts.
- b) What criteria did you use to tell one from the other?

| Noun Complement | Adnominal Adjunct |
|---|--|
|  |  |

The following sentences are a summary of the initial frame story of the tales from *The Arabian Nights*:

- 1) King Shahriah is a good king but the fact [that his wife falls in love with another man] makes him so angry that he decides to have her head cut off.
- 2) The decision [that he makes] does not solve any problems because after her execution he feels lonely and miserable.
- 3) Wazir, the chief of his servants, suggests to him that he should remarry. The king agrees to the suggestion [that his servant has made] on condition that his new wife should be executed the morning following the wedding night. This way, he will never be lonely again and the girl will never have the chance to stop loving him.
- 4) Scheherezade, Wazir's daughter, feels sorry for the girls he kills. She decides to marry him and to tell him a story every night which she doesn't finish. Her assumption [that he will spare her life to hear the end of the story] works well.

Suggested Reading:

Burton-Roberts, N. (2013) *Analysing Sentences: An Introduction to English Syntax* (3rd edition). London & New York: Routledge. Chapter 9.

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9.5. The Book that John Bought ***

Topic: Defining Relative Clauses

Syntax

Sub-topic: English Relative Clauses

Required Prior Knowledge: *That* relative clauses; *wh*-relative clauses; zero-relative clauses; left periphery; oblique relatives

- a) Classify the bracketed clauses below according to whether they are:
- i) *Wh*-relatives (relatives in which the *wh*-word is pronounced)
 - ii) *That* relatives (relatives in which the *wh*-word is silent and the complementiser *that* is pronounced)
 - iii) Zero relatives (relatives in which both the *wh*-word and the complementiser *that* are silent)
 - iv) Oblique relatives (relative clauses which display a preposition)
 - v) What do all these types of relative clauses share as regards their internal structure?
- 1) The book [that John bought] is very expensive.
 - 2) The book [which John bought] is very expensive.
 - 3) The book [John bought] is very expensive.
 - 4) The man [John talked to] was drunk.
 - 5) The man [whom John talked to] was drunk.
 - 6) The man [to whom John talked] was drunk.

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. pp. 369-374.

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9.6. El libro que compró Juan ***

Topic: Defining Relative Clauses

Syntax

Sub-topic: Spanish Relative Clauses

Required Prior Knowledge: *That* relative clauses; *wh*-relative clauses and zero-relative clauses

a) Consider the following Spanish sentences.

- 1) El libro [que compró Juan] es muy caro.
- 2) *El libro [cual compró Juan] es muy caro.
- 3) *El libro [compró Juan] es muy caro.
- 4) *El hombre [Juan habló con] estaba borracho.
- 5) *El hombre [quien Juan habló con] estaba borracho.
- 6) El hombre [con quien Juan habló] estaba borracho

b) Can you state two noticeable differences between English and Spanish relative clauses?

c) Complete the following statements:

- i) Zero relatives in English but they in Spanish.
- ii) In Spanish prepositions from their complements because there is no preposition stranding

Notes:

- (i) *Que* and *that* are complementisers.
- (ii) Spanish is a Romance language. Other Romance languages such as Italian and French behave in a similar way to Spanish.

Suggested Reading:

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. pp. 369-374.

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9.7. The Man to Consult is Wilson ****

Topic: Relative Clauses

Sub-topic: Non-Finite Relative Clauses

Required Prior Knowledge: Finite defining relative clauses, PRO, *wh* relative

For each non-finite relative clause bracketed below:

- a) Provide all the possible finite paraphrases.
 - b) Show the movement of the *wh*-relative by means of arrows or by means of a tree.
- 1) The man [to consult] is Wilson.
 - 2) The man [to help you] is Wilson.
 - 3) The book [to read] is *The Blind Assassin*.
 - 4) The first person [to react] was my father.
 - 5) I have no money [to spend].

Notes:

- (i) Notice that the *wh*-relative is silent in Non-finite Relative Clauses.
- (ii) Finite and Non-finite relative clauses have a very similar underlying structure.
- (iii) Consider the following chart:

| | Spec of C | C | S | Tense | V | C/DO | |
|---------|----------------|-----------------|-----|--------|---------|-----------------|------------|
| The man | Whom | that | you | should | consult | whom | is Wilson. |
| | Who | that | you | should | consult | who | |
| | Who | that | you | should | consult | who | |
| | Who | that | you | should | consult | who | |
| | Who | that | PRO | to | consult | who | |
| | | | | | | | |

↑

Wh-movement

Suggested Reading:

Burton-Roberts, N. (2013) *Analysing Sentences: An Introduction to English Syntax* (3rd edition). London & New York: Routledge. Chapter 10.

Further Reading:

Radford, A. (2004) *Minimalist Syntax: Exploring the Structure of English*. Cambridge: Cambridge University Press. pp. 223-234.

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10. Raising & Control



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Banfi, C., J. Durán, C. Gelormini, M.L. Hermida, S. Iummato, y G. Palacio (2016) *Exorcising Grammar: Material for students of English Grammar in Higher Education*. Buenos Aires: IES en LV “J.R. Fernández”.

10.1. Messi is Bigger than Pelé *



Topic: Raising and Control

Sub-topic: Different Categories Triggering Raising and Control Constructions

Required Prior Knowledge: Raising verbs and adjectives

a) Consider the following sentences. For each sentence, say if Messi is the person who is happy, certain, etc. or if the thing that is happy, certain, etc. is the action described by the non-finite clause.

- 1) Messi is ready to play.
- 2) Messi is able to play.
- 3) Messi is likely to play.
- 4) Messi is certain to play.
- 5) Messi is happy to play.
- 6) Messi seems to play badly on purpose.
- 7) Messi is believed to play badly on purpose.

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapter 9.

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10.2. World Cup *

Topic: Raising and Control

Syntax

Sub-topic: Raising and Control Adjectives

Required Prior Knowledge: Argument structure; raising and control

- a) Consider the following pair of sentences.
 - b) In (1), who is the person that is going to play? Who is the person that is eager?
 - c) In (2), who is the person that is going to play? Is there anyone who is likely?
- 1) Messi is eager to play tomorrow.
 - 2) Messi is likely to play tomorrow.

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapter 9.

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. Chapter 15.

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10.3. Stupid *IT* *

Topic: Raising and Control

Syntax

Sub-topic: Relation between Raising and *It* (Non-referring Subject)

Required Prior Knowledge: Argument structure; raising, control; non-referential *it*

Raising verbs typically allow a [pleonastic subject](#).

Example: It is likely that Messi will play.

a) Use this as a test to decide whether the following expressions are raising or control.

- 1) is ready
- 2) is able
- 3) is certain
- 4) is happy
- 5) is believed

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapter 9.

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. Chapter 15.

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10.4. Clausal Subjects **

Topic: Raising and Control

Syntax

Sub-topic: Relation between Raising and [Clausal Subjects](#)

Required Prior Knowledge: Clausal subjects; raising, control

Raising verbs typically allow a clausal subject.

Example: [That Messi is going to play] is likely.

- a) Use this as a test to decide whether the following expressions are raising or control
- 1) is ready
 - 2) is able
 - 3) is certain
 - 4) is happy
 - 5) is believed

Suggested Reading:

Aarts, B. (2013) *English Syntax and Argumentation* (4th edition). Basingstoke: Palgrave Macmillan. Chapter 9.

Carnie, A. (2013a) *Syntax: A Generative Introduction* (3rd edition). Oxford: Wiley-Blackwell. Chapter 15.

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11. Coordination



11.1. X and Y **

Topic: Coordination

Sub-topic: Identification of Coordinating Conjunctions

Required Prior Knowledge: Fronting as a constituency test

- a) Consider the following
 - i) John got up early and he had breakfast.
 - ii) *And he had breakfast, John got up early.
- b) Taking into consideration that it is not possible to move the coordinator and the second conjunct as a unit to initial position, decide if the italicized elements are subordinators or coordinators.
 - 1) John played football *and* Mary played tennis.
 - 2) They are living in England, *or* they are spending a vacation there.
 - 3) He asked to be transferred *for* he was unhappy.
 - 4) He asked to be transferred *because* he was unhappy.
 - 5) She saved money *so that* she could buy a car.
 - 6) John went out *but* Mary stayed at home.
 - 7) He is happy *although* he is poor.

Suggested Reading:

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press. Chapters 6-7.

Quirk, R., S. Greenbaum, G. Leech & J. Svartvik (1985) *A Comprehensive Grammar of the English Language*. Harlow: Longman. Chapter 13.

Further Reading:

Ning Zhang, N. (2009) *Coordination in Syntax*. Cambridge & New York: Cambridge University Press.

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11.2. *Psycho and Socio* **

Topic: Coordination

Sub-topic: Coordination of Elements of the Same Type

Required Prior Knowledge: Lexical and functional categories

- a) Consider the following examples mostly taken from Wilder (1999) and Cowper & Hall (2000) and cited in Ning Zhang (2009).
 - b) State what elements the coordinator *and* is linking.
 - c) Classify the examples according to whether the conjoined elements are phrases, words or morphemes.
- 1) [The boy and the girl] are coming.
 - 2) [In London and in Berlin], it is still cold.
 - 3) I'm going to study [psycho- and socio-] linguistics.
 - 4) Judith [[washed] and [dried]] the towels.
 - 5) [[Can] and [will]] you do this?
 - 6) The events took place [in and around] Toronto.
 - 7) Mary has [[left the country] and [gone to England]].
 - 8) I don't know if [[Mary has left] and [Peter has returned]].
 - 9) [[What do you gain] and [what do you lose]]?
 - 10) He is both the [father and employer] of my friend.
 - 11) We both [[can] and [will]] visit her.
 - 12) Bill [[was] and [is]] the best tennis player in the club.

Example or Model Answer(s):

| Two phrases | Two words | Two morphemes |
|--|---|---------------|
| [The boy and the girl] are coming. (two DPs) | Judith [[washed] and [dried]] the towels. | |

Suggested Reading:

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press. Chapters 6-7.

Further Reading:

Ning Zhang, N. (2009) *Coordination in Syntax*. Cambridge & New York: Cambridge University Press.

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11.3. Angry and in a Filthy Mood **



Topic: Coordination

Sub-topic: Coordination of Elements of Different Types

Required Prior Knowledge: Lexical and functional categories

- a) Consider the following attested examples cited in Ning Zhang (2009, pp. 43-76) and state what elements *and* is linking in each case.
- b) Decide if the following statement is true or false.
 - i) Conjunctions can only link constituents of the same kind of category.
 - 1) The man *and* the woman saw Bill.
 - 2) Mary saw a mouse *and* Martha an elephant.
 - 3) Zoe is a woman, rich *and* in the lucky position of owning a castle.
 - 4) John eats only pork *and* only at home. (Grosu 1985, p. 232)
 - 5) John walked slowly *and* with great care.
 - 6) He is cross with her *and* in a filthy mood. (Radford 2009, p. 60)
 - 7) Pat remembered the appointment *and* that it was important to be on time.

Suggested Reading:

Larson, R. (2010) *Grammar as Science*. Cambridge, MA & London: The MIT Press. Chapters 6-7.

Further Reading:

Ning Zhang, N. (2009) *Coordination in Syntax*. Cambridge & New York: Cambridge University Press.

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Glossary

- Adjunct:** A [constituent](#) within a sentence which is not selected by the [predicator](#). Adjuncts typically specify the time, place or manner of the predication. 🖱️ [Back to 4.1.](#)
- Adnominal adjunct:** A word (e.g. an adjective), phrase (e.g. prepositional phrase) or [clause](#) (a relative clause), forming part of a noun phrase and modifying that noun. Adnominals may also include participial phrases (*wearing jeans*) or prepositional phrases (in jeans) *That girl wearing jeans/in jeans saw the thief.* 🖱️ [Back to 6.6.](#)
- Allomorph:** Variations of the same morpheme in different contexts are said to be allomorphs of that morpheme. For example, the regular plurals of English nouns are formed by adding one of three morphs on to the form of the singular: /s/, /z/, or /iz/ (in the corresponding written forms both /s/ and /z/ are written -s and /iz/ is written -es). In the same way it can be said that the -s of *cats*, the -en of *oxen*, and the zero suffix of *sheep* are allomorphs of the English plural morpheme. 🖱️ [Back to 1.5.](#)
- Ambiguity** Structural ambiguity is the result of the existence of two or more underlying structures. For example, the sentence *He had left at six* is structurally ambiguous. It could mean that the time of the leaving event was 6 o'clock or that at six, he had already left, in which case the leaving event occurred before six. The adjunct *at six* will adjoin to the VP in the first interpretation and to the Aspect Phrase or Auxiliary Phrase in the second interpretation. Ambiguity may also result from the ambiguity of a word as in *I have a bat* (a baseball bat or an animal). In this case we speak of lexical ambiguity. 🖱️ [Back to 1.8.](#)
- A-Movement:** The movement of an [argument](#) from an argument position to another argument position. There is A-Movement in the case of passive sentences (*The bank was robbed*), in the case of [raising predicates](#) (*He seems to be tired*) and in the movement of the subject out of the VP, if the VP-internal subject hypothesis is adopted.
- Ā-Movement:** The movement of an element –an argument or an adjunct– to a non-argument position, i.e. to the left periphery of the clause. It includes *Wh*-Movement but also other movements such as the movement of an argument to become the topic of the sentence (*That book, I haven't read*) and the movement of expressions

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with a negative meaning to the front of the clause, which causes inversion (e.g. *Under no circumstances will I agree to those terms*).

- A-Position:** A position that can be occupied by an argument, but not by a non-argument expression (i.e. not by an adjunct). The argument positions in a sentence are: a) the position of subject, before the [finite](#) verb and b) the position of object, after the lexical verb or after a preposition.
- Argument:** A participant in a [proposition](#), which is selected by a [predicator](#). Arguments are classified into [internal](#) and [external](#). [👉 Back to 3.3.](#)
- Case:** A [feature](#) of nominal phrases such as *the boy* or *he* that expresses the grammatical relationship of such categories to other elements in a certain phrase. The number of overt case-marking features varies from language to language. In English, which is a poorly inflected language, overt case-marking features are probably limited to pronouns. English Pronouns inflect for nominative and accusative – or objective – case, and, for some linguists, also genitive case. Overt case-marking of English nouns is limited to genitive case. [👉 Back to 3.6.](#)
- Category:** A class of words such as noun, verb, conjunction, complementizer; or longer units such as determiner phrase or prepositional phrase, which is characterized by sharing a number of morphological and syntactic features. [👉 Back to 1.1.](#)
- C-command:** Constituent-command. This term refers to an indirect relation between one constituent and part of another [constituent](#). [👉 Back to 6.12.](#)
- Clause:** An expression which minimally contains a *Subject* and *Predicate*. [👉 Back to 2.6.](#)
- Clausal subject:** A clause which functions as the subject of a sentence as: *That he was a traitor surprised everyone.* / *What they need is more training.* There are also clausal objects, which are clauses functioning as object: *He said that he would leave/ She asked if she had to do it.* [👉 Back to 10.4.](#)
- Cleft-sentence:** A structure such as ‘*It is this exercise that I do not want to do*’. It is an emphatic sentence in which the constituent after *be* is the focus or highlighted element. [👉 Back to 3.3.](#)
- Competence:** The system of unconscious linguistic knowledge possessed by native speakers of a language. This term is used to differentiate grammar as a system from language use or behavior –

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[performance](#). This knowledge, which is represented by a mental grammar, explains native speaker linguistic intuitions and creativity. The concept was first introduced by Noam Chomsky as part of the foundations for his generative grammar.

- Complement:** A constituent that is required by a [head](#). For example, in *written several letters*, the complement of the verb *written* is the determiner phrase *several letters*; in the prepositional phrase *in the cinema*, the complement to the preposition *in* is the determiner phrase *the cinema*. [👉 Back to 2.3.](#)
- Complementizer:** A syntactic [category](#) for words that introduce a clause. In English, some complementizers are: *that* (John thinks that Mary is clever), *if* (John wanted to know if Mary was clever), *for* (For John to say such a thing would be unthinkable). [👉 Back to 6.8.](#)
- Complex word:** A word made up of a root and affixes. For example the word *management* is made up of *manage* and *-ment*. [👉 Back to 1.1.](#)
- Constituency Test:** A test that helps us to determine whether a string of words forms a constituent. If one of the tests applies to a string of words, they form a constituent. However, if a test fails to apply to a string of words, it does not show that they do not form a constituent. Among the tests we can mention: movement –fronting or topicalization, clefting, pseudo-clefting, passivisation, extraposition, substitution, deletion. [👉 Back to 3.1.](#)
- Constituent:** A word or string of words that work together as a structural unit which represents one of the structural components of a larger unit such as a phrase or a sentence. [👉 Back to 3.1.](#)
- Control:** The relationship governing the interpretation of non-overt subject expressions such as [PRO](#) in non-finite embedded clauses. For example, in complement clauses after a verb like *try*, the PRO standing for the empty category in subject position is said to be controlled by the subject of the matrix sentence. [👉 Back to 3.8.](#)
- Control Predicate:** One that allows a non-finite clausal complement whose subject is the empty category PRO.
- Copulative Verb:** A linking verb, used to link a subject with a non-verbal predicate. The non-verbal predicate which can follow a copulative verb can be an adjectival phrase (The film is *good*), a quantifier phrase or noun phrase (John is *a doctor*) or a prepositional phrase (John is *in Paris*). The main copulative verbs in English are *be*, *become*, *seem*, *look*, *remain*, among others.

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| | |
|---------------------------|---|
| Data: | The evidence we look for to prove or refute hypotheses.  Back to 6.5. |
| Derivation: | The morphological process whereby a new word is formed from an existing word, usually by adding an affix to the existing word. This process very often – although not necessarily – involves a change in the category of the existing word. For example, the adverb <i>honestly</i> is derived by adding the suffix <i>-ly</i> to the adjective <i>honest</i> . The prefix <i>dis-</i> of the adjective <i>dishonest</i> also involves a derivational process whereby the category of the word is not changed.  Back to 1.1. |
| Descriptive: | The type of grammar which focuses on the description of individual languages through generalization from corpus analysis. In its broader sense, any type of non-prescriptive or non-normative description of different linguistic varieties. |
| Determiner: | A word level category which includes among others the articles <i>the</i> and <i>a</i> , and the demonstratives like <i>this</i> and <i>that</i> .  Back to 2.3. |
| Direct Object: | A term for the complement of a transitive verb which must appear in the accusative case, e.g. <i>Ann made some cakes and Bill ate them</i> . In traditional Grammar the term is extended to clausal structures such as <i>that he would come</i> in <i>He said that he would come</i> . If a verb takes only one object, it is a direct object, e.g. <i>He loves me</i> .  Back to 2.9. |
| Ditransitive Verb: | A verb that requires both a direct object and an indirect object as its internal arguments . For example, the verbs <i>give</i> and <i>tell</i> in <i>She will give me the money</i> and <i>He must tell her the truth</i> are ditransitive verbs. |
| DP Movement: | A syntactic operation by means of which a DP moves, in general, for <i>case</i> reasons. DPs move from positions that do not have Case to positions where they do get Case. A typical example is the passive voice: <i>Max was kissed</i> . <i>Max</i> originates as complement of the verb <i>kiss</i> but it is forced to move to initial position because it cannot get case in that position. If the DP does not move, its Case cannot be checked and so the Case filter would be violated.  Back to 8.12. |
| ECM: | The description of a type of construction in which the logical subject of an embedded clause appears in the objective case. In these constructions the verb of the matrix clause is an exceptional case marker.  Back to 7.3. |
| ECM Verb: | A type of transitive verb which requires a small or verbless clause as a complement. This complement has an explicit |

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subject which gets accusative –or objective– case from the preceding verb: *Max considers them (to be) clever*. The verb *consider* is an ECM verb. More examples are the verbs *expect*, *believe*, *think*, *suppose* and *make*.

- Embedding:** The process by which one clause is included –*embedded*– in another. For example the clause *that we might leave* can be embedded as a complement to the verb *suggest*, the result being *They suggested [that we might leave]*.  [Back to 4.1.](#)
- Empty category:** This expression refers to a silent constituent, one which has no phonetic realization but it can be syntactically identified. For instance, the subject of an infinitive in *He wants to (e) dance* or the null subject in languages like Spanish: *(e) Vino ayer*. Another empty category may be the silent [complementizer](#) as in *He said (e) she was coming* or the null determiner in *(e) Lions are dangerous*.  [Back to 2.8.](#)
- Expletive Subject:** These are words that lack semantic content but which fill the subject position in a clause. Examples of expletive subjects in English are existential *there* and non-referential *it*.  [Back to 10.3](#)
- External Argument:** A participant which occupies the highest argument position of an active transitive verb (e.g. *The dog chased the cat*) or of an unergative verb (e.g. *The baby is crawling*). Unaccusative verbs and passive verbs lack external arguments.  [Back to 4.3.](#)
- Feature:** This term refers to a device used to describe a particular grammatical property. For example, in English nouns have the features of number, gender and case.  [Back to 2.2.](#)
- Finite:** Finite means conjugated, i.e. in a certain tense. In every main clause there must be a finite verb for the sentence to be grammatical. If there are several auxiliary verbs as in *He must have been being beaten*, only the first one, in this case *must*, is finite or conjugated, precisely the element that occupies the Tense position in the tree. All the other italicized elements are non-finite forms.  [Back to 4.7.](#)
- Function:** Terms such as subject, predicate, direct object, indirect object, predicative / adverbial complement, head, adjunct are said to denote the grammatical function which an element fulfils in a particular sentence. The same constituent can have different functions depending on its position in the sentence and some of its grammatical properties such as case or agreement. For example, the DP *the dog* is the subject in *The dog chased the cat* but it is the complement / direct object in *The cat chased the*

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dog. In terms of X-bar Syntax, the functions are [head](#), [complement](#), [specifier](#) and [adjunct](#). 🖱️ [Back to 1.9.](#)

Functional Category: Categories such as determiners, auxiliary verbs, complementizers, negation, which express grammatical meaning. They lack descriptive content and they do not assign theta-roles. They are generally stressless, often clitics or affixes and sometimes phonologically null. They constitute closed classes. They are usually inseparable from their complement. There is some debate as to the status of Tense. 🖱️ [Back to 2.4.](#)

Head: The main element in a phrase, which projects its features onto the whole phrase and which imposes selectional restrictions on its complement. 🖱️ [Back to 2.6.](#)

Head Movement: The movement of a word from a head position to another head position. It includes the movement of an auxiliary from T to C, also known as Subject-Auxiliary Inversion –SAI– (e.g. *Are you coming?*). It also includes the movement of a verb from V to T in languages such as Spanish, and the movement of a noun from one head position to another in nominal expressions in languages such as Spanish or Italian. It is also known as Head to Head Movement. 🖱️ [Back to 8.8.](#)

Hypothesis: It is a proposed explanation for a phenomenon or problem. A scientific hypothesis requires that the claim it makes, or the predictions that are derived from it, can be tested empirically. This requires for the hypothesis to be falsifiable, that is, it should be possible to prove it wrong. 🖱️ [Back to 6.9.](#)

Indirect Object: Bi-transitive verbs, i.e. verbs of giving and verbs of communication, take two objects: a [Direct Object](#) and an Indirect Object. The indirect object is semantically the recipient of the object that moves or of the message. It is always an animate being. For example, *me* is the indirect object in the following sentences: *He gave me the money* and *He told me the truth*.









Inflection: The process that implies a grammatical change in the form of a word such as number in nouns, comparative and superlative degree in adjectives. Inflectional morphemes are suffixes in English. 🖱️ [Back to 1.1.](#)

Internal Argument: An [argument](#) that originates in the innermost structure of a [predicator](#), for example within V-core. 🖱️ [Back to 4.1.](#)

Intransitive Verb: A verb which takes no Direct Object as complement such as *sneeze* in *The dust made him sneeze*. 🖱️ [Back to 2.9.](#)

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- Lexical Category:** Categories such as noun, verb, adjective, adverb and, for some authors, even preposition, which have descriptive or semantic content. With the exception of prepositions, they constitute open classes.  [Back to 2.4.](#)
- Merge:** This is an operation by which two constituents are combined together to form a single [constituent](#). For example, the indefinite article [a] and the noun [girl] merge and form the constituent [a girl].  [Back to 2.7.](#)
- Morpheme:** The smallest unit of grammatical structure that carries either lexical or functional meaning. For example, the English noun *sadness* is made up of two morphemes, namely the adjectival stem *sad* and the derivational morpheme *-ness* that transforms it into an abstract noun. Similarly the verb *listens* is made up two morphemes, namely the verbal stem *listen* and the third-person inflectional suffix *-s*.  [Back to 1.1.](#)
- Morphology:** The study of word structure or the study of how words are formed out of morphemes.  [Back to 1.4.](#)
- Movement:** An operation by which a copy of a constituent is displaced from one position in a given structure to another position in the structure.
- There are three types of movement: a) [A-movement](#) (Argument Movement), b) [Ā-Movement](#) (Non-Argument Movement) and c) Head Movement.  [Back to 3.1.](#)
- Nominalization:** This is a process by which some type of expression is converted into a noun expression. For example, the verb *meet* can become a noun expression by the addition of the suffix *-ing* (and the determiner): *the meeting*.  [Back to 4.9.](#)
- Non-finite:** Non-finite means non-conjugated. The non-finite forms of the verb are the infinitive, the *-ing* form *-gerund* and present participle— and the past participle. Sometimes a distinction is made between the Perfect Participle, which appears in sentences which are in the perfect, e.g. *I have broken my leg*, and the Passive Participle, which appears in passive sentences such as *The National Bank was robbed yesterday*.  [Back to 3.9.](#)
- NPI:** An NPI (Negative Polarity Item) is an item which can only appear in a non-assertive context. It generally depends on another syntactically related constituent.  [Back to 6.12.](#)
- Performance:** This is observable language behavior. It is the use of linguistic competence that a speaker utilizes to produce and understand language. Performance may include mistakes, hesitations, false

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starts, slips of the tongue, and other phenomena. This concept was introduced by Noam Chomsky in the 70's. Later he referred to the same concept as E-language or External Language.

- Phrase:** The set of syntactic elements which form a [constituent](#). Every phrase must be made up of at least one element, which is its [Head](#).  [Back to 2.6](#).
- Pleonastic Subject:** See [Expletive Subject](#).  [Back to 10.3](#)
- Predicate:** In structural grammar, one of the two main syntactic functions that make up a clause, as opposed to *subject*. In modern linguistics, a predicate is a semantic label for the predicator of the clause, that is, the element that specifies the number of arguments that are required to form an acceptable sentence.  [Back to 4.1](#).
- Predicator:** The word – or phrase – that selects its arguments and contributes the most to the meaning of a proposition.  [Back to 5.3](#).
- Prescriptive:** A form of grammatical description with the goal of instruction in the proper use of language and which is influenced by historical, logical and aesthetic considerations.
- PRO:** An empty pronoun which appears as subject of controlled infinitives. It may be controlled by the subject or objects of control verbs. Verbs such as *want*, *prefer*, *try*, *decide*, and others require an infinitival complement whose implicit subject is PRO. It may be controlled by the subject, as in *Max_i wants [PRO_i to dance flamenco]*. It may be controlled by the object, as in *Tom persuaded [Max_i] [PRO_i to dance flamenco]*.
- However, there are cases in which it is not controlled as in *[PRO To dance flamenco] is hard* in which PRO has no antecedent so it does not have specific [reference](#). In cases like this, PRO is said to be arbitrary (not controlled).  [Back to 7.3](#).
- Project (v):** This term means to expand. A projection is a constituent containing a [head](#). For example, a noun phrase such as *teachers of grammar* is a projection of its head noun *teachers*. We can say that the noun *teachers* projects into the noun phrase *teachers of grammar*.  [Back to 2.3](#).
- Proposition:** This term describes the meaning of a sentence or clause. It comprises a referring expression (subject) and a predicative expression (predicate). According to the predicate it has, it may be stative (*know*, *like*) or dynamic (*jump*, *run*).  [Back to 5.1](#).
- Raising:** A process by which the subject of an embedded sentence is raised into the subject or object position of the matrix sentence.

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It is a characteristic of raising constructions that the grammatical subject of the matrix predicate is not the logical subject of the matrix verb, the so-called raising verb/predicate, but only of the embedded predicate. For example, in *Peter seems to read a lot*, *Peter* is not an [argument](#) of the verb *seem* but an argument of the verb *read*. [👉 Back to 3.8.](#)

Raising Predicate: A predicate that allows the subject of its complement clause to be raised to subject position of the matrix clause. [👉 Back to 8.12.](#)

Reference: The relation between a linguistic expression such as *that dog* or *the dog* and whatever entity the expression picks out in a particular situation of language use. The entity picked out is called the referent of the linguistic expression. [👉 Back to 9.1.](#)

Relative Clause: These clauses –CPs– are adjuncts and they form part of a DP: [_{CP} [_{DP} *The film* [_{CP} *that I saw*]] *is amazing*]. They can be introduced by the overt or null [complementizer](#) *that*. They are *wh*-clauses since they always contain a *wh*-relative, which can also be overt or null (e.g. *The poem* [_{CP} *which she wrote ---*] *is amazing*). In relative clauses there is always a gap left by the *wh*-relative when it moves to the left periphery of the clause. This movement is an instance of *wh*-movement. [👉 Back to 3.11.](#)

SAI: Subject auxiliary inversion.

Scientific Method: Method of procedure that has characterized natural science since the 17th century, consisting in systematic observation, measurement, and experiment, and the formulation, testing, and modification of hypotheses.

Semantics: It is the study of the linguistic aspects of meaning. [👉 Back to 5.5.](#)

Specifier: A phrase that is daughter to a maximal projection and sister to an intermediate projection. [👉 Back to 6.3.](#)


Structure: The arrangement of constituents in a syntactic hierarchy. Sentences are not just strings of words. Words are grouped together into constituents forming larger constituents which display a hierarchical structure. [👉 Back to 2.9.](#)


Syntax: The component of a grammar which determines how words are combined together to form phrases and sentences. [👉 Back to 2.1.](#)


Thematic Role: The semantic role played by an argument of a predicator. Although there is no general consensus on the number and definitions of thematic roles, the most common ones are AGENT,


EXPERIENCER, PATIENT, THEME, INSTRUMENT and LOCATION.

 [Back to 4.3.](#)

Transitive Verb: A verb which takes a [direct object](#) as its [internal argument](#) and which checks accusative case with it. In a more general sense, a word such as the preposition *with* is said to be transitive in *I work with her* since it takes the pronoun *her* as its [complement](#) and checks accusative case with it.  [Back to 2.9.](#)

Valency: This refers to the number of [arguments](#) a predicate takes. In the case of the predicate *run* which only requires one argument its valency is one. In the case of the predicate *build* its valency is two because it requires two arguments: the builder (the external argument) and the object which is built (the internal argument). The predicate *give* is three valent since it needs three arguments: the giver ([external argument](#)), the object given ([internal argument](#)) and the person which receives the object (internal argument).  [Back to 4.8.](#)

Voice: This refers to whether the external argument is present or not. In the active voice [transitive verbs](#) always appear with their external argument, for example: *The soldiers destroyed the house* where the NP or DP *the soldiers* is the external argument. In the passive voice this argument is not visible, as in *The house was destroyed*.  [Back to 1.2.](#)

Wh-Movement: One type of [Ā-Movement](#) –Non-Argument Movement. A *wh*-word or phrase –whether [argument](#) or [adjunct](#)– moves to the left periphery of the clause and lands in Spec of CP, a non-argument position. There is *wh*-movement in the case of direct questions (*What are you doing?* / *Why did he do that?*), in *wh*-interrogative noun clauses (*She asked me what I was doing*), in relative clauses (*The house which I bought is in the suburbs*), and in Free Relative Clauses (*What she is looking for is a husband*).  [Back to 8.3.](#)

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