The textbook used for the seminar: BESE = Newson, M., et al. (2006): *Basic English Syntax with Exercises (=BESE)*. Budapest; ELTE Bölcsész Konzorcium. Available at Múzeum krt 4, Jegyzetellátó. Chapters 1-4 (pp. 1-151; 313-364). Also available at: http://primus.arts.u-szeged.hu/bese/ or www.arts.u-szeged.hu/bese/index.htm.

CHAPTER 1

Unit 1 Word categories

-- Language – internal (**I-language**), external (**E-language**).
   The term **grammar.**
-- Linguistic study, with hypotheses (theory) which have to be made explicit.
-- Words and the lexicon; idiosyncratic (unpredictable, individual) features of words
-- **Word categories = parts of speech** (szófajok)
   On what basis? **i) Meaning**
                          ii) Morphological properties
1) Ns: *boy, boys* (= boy+Plural),
        hippopotamus, hippopotami (= hippopotamus+Plural)
   Vs: *take, takes, took* (= take+Past), *taking, taken*
    Inflectional morphemes (e.g. Plural, Past, etc.);
    Derivational morphemes (e.g. *-ness* in *happiness*)
                      iii) Distribution, complementary distribution
2)a. Dogs chase birds.
   b. Birds chase cats.
   c. Mary likes Peter.
   d. *Mary smiles Peter.
        Different subcategories of the category Verb

-- Eight basic word categories:
    thematic or non-functional (–F) (see Units 2 and 3)**:**
        Noun = N, Verb = V, Adjective = A, Preposition = P
    functional (+F) (see Unit 4)**:**
        Determiner = D, Inflection = I, Degree-word = Deg, Complementiser = C
        N.B.: 1. The traditionally distinguished Adjective and Adverb have been conflated into A.
             2. The I includes modal auxiliaries, see Unit 4 below.
-- and four further classes, **unspecified for F** (see Unit 5)**:**
        Measure/Group noun, Non-modal auxiliary, Postdeterminer, 'Empty' preposition

The 12 (8 basic + 4 further) parts of speech can be characterised by means of **binary categorial features**, as shown in (3):

3) Thematic   Functional
   categories   categories
   $[–F,+N,–V] = N$ $[+F,+N,–V] = D$ $[+N,–V] = N_{meas/gr}$ Measure/Group noun
   $[–F,–N,+V] = V$ $[+F,–N,+V] = I$ $[–N,+V] = Aux_{n.m.}$ Non-modal auxiliary
   $[–F,+N,+V] = A$ $[+F,+N,+V] = Deg$ $[+N,+V] = Postd$ Postdeterminer
   $[–F,–N,–V] = P$ $[+F,–N,–V] = C$ $[–N,–V] = P_{empty}$ 'Empty' preposition

Unit 2 Thematic (–F) categories (V, N, A, P); Part i.

NOUNS, **VERBS**, **ADJECTIVES**:
0)a. *happy* prince   b. Jack is *rich*/running   c. the *rich*/running boy
PREPOSITIONS:
0)d. *with*/see them   e. It was Sally [that Sam saw]   f. It was *underneath* [that I found the treasure].
N.B. The constructions in (0e) and (0f) are called **cleft** sentences.

Predicates, arguments (functioning as subject and complements), adjuncts
1)[Peter] *hit* [Jack].   (2-place predicate)
2)a.[Peter] *placed* [a book] [on the desk].   (3-place predicate)
   b.[Peter] *gave* [Mary][a book]./[Peter] gave [a book] [to Mary]
3) [Peter] *slept*.   (1-place predicate)
4)a.[Peter] *saw* [Jack].   (2-place predicate)
   b.[Peter] *thinks* [Mary left].
   c. [Peter] *performed* [passionately].
   d. [Peter] *looked* [mean].
   e. [Peter] *saw* [Jack] [in the garden] [last week]
-- One argument is the **subject**, the others are **complements**.
-- Arguments play certain roles, assigned to them by their predicates = **thematic roles**
   (theta-roles, Θ-roles): agent, patient, experiencer, theme, location,
    beneficiary=goal, proposition, instrument, manner, attribute, etc.
-- The Θ-roles that the predicates's meaning determines are part of the predicate's
    lexical entry: they constitute the predicate's **theta-grid** (Θ-grid). (These are
    represented between angled brackets: < >.)
-- A predicate is a word that determines the number and nature of arguments
    associated with it. Predicates assign Θ-roles to their arguments **in D-structure** (see
    Units 10 and 11).
-- Constituents that are not required by the predicate and express optional information
    about place, time, manner, purpose, etc. are not arguments (i.e. not subject or
    complements) but **adjuncts**. For instance, *in the garden* and *last week* are adjuncts
    in (4e).
-- Predicates are prototypically Vs.

5) Θ-grids of the verbs in (1-4)
    sleep <agent>   *give* <agent, goal, theme>
    hit <agent, patient>   *see* <experiencer, theme>
    place <agent, theme, location>   *think* <experiencer, proposition>
    look <theme, attribute>   *perform* <agent, manner>

51)   ⎧ hit   ⎫
        ⎪ is hitting   ⎪
  Joe ⎨ has hit   ⎬ Pete.
  (Ag.)⎪ can hit   ⎪ (Pat.)
        ⎩ has been hitting   ⎭

-- However, predicates can be not only Vs, but also As, Ns, Ps when they assign Θ-
    roles to their arguments. It is the thematic (i.e. –F) categories that can be predicates
    (= that can have Θ-grids), hence their name "thematic".

6) Peter is *tall*. 7) Peter is *fond* of Mary. 8) *tall* <theme>, *fond* <experiencer, theme>
9) Peter is a *postman*.   10) Picasso's *painting* of Mary
11) *postman* <theme>   *painting* <agent, theme>
12) Peter is *in* the room. 13) *in* <theme, location>

-- The **Theta Criterion** (see Unit 11).

Unit 3 Thematic (–F) categories (V, N, A, P); Part ii.

1)a. Peter *awaited* his trial.   b. Peter *waited* for his trial.

Both *await* and *wait* are verbs having the same Θ-grid, but *await* subcategorises for (=
'selects') a nominal phrase, *wait* subcategorises for a prepositional phrase. So the
lexical entries of predicates must contain subcategorisation features, too. These
constitute the predicate's **subcategorisation frame**.

2)a Peter awaited his trial.   b. Peter waited for his trial.
    await categ.: [–F,–N,+V]   *wait* categ.: [–F,–N,+V]
          Θ-grid: <agent, theme>   Θ-grid: <agent, theme>
          subcat.: [nominal]   subcat.: [prepositional]
  c. P. slept.   d. P. gave Mary a book/P.gave a book to M.
    sleep categ.: [–F,–N,+V]   *give* categ.: [–F,–N,+V]
          Θ-grid: <agent>   Θ-grid: <agent, goal, theme>
          subcat.: [0]   subcat.: [nominal, nominal] or
                                                     [nominal, prepositional]
    e.P. placed a book on the desk.   f. P. thinks Mary left.
     place categ.: [–F,–N,+V]   *think* categ.: [–F,–N,+V]
          Θ-grid: <agent, theme, locat.>   Θ-grid: <experiencer, proposition>
          subcat.: [nominal, prepositional]   subcat.: [sentential]
  g. P. looked mean.   h. P. performed passionately
     look categ.: [–F,–N,+V]   *perform* categ.: [–F,–N,+V]
          Θ-grid: <theme, attribute>   Θ-grid: <agent, manner>
          subcat.: [adjectival]   subcat.: [adverbial]
21)a. Peter gave Mary a book.   b. Peter gave a book to Mary.

3)a. Peter's *belief* in Father Christmas   *belief* categ.: [–F,+N,–V]
                                                      Θ-grid: <experiencer, theme>
                                                      subcat.: [prepositional]
  b. Peter's *fight* with the dragon   *fight* categ.: [–F,+N,–V]
                                                      Θ-grid: <agent, theme>
                                                      subcat.: [prepositional]
  c. Peter's *detonation* of the bomb   *detonation* categ.: [–F,+N,–V]
                                                      Θ-grid: <agent, patient>
                                                      subcat.: [prepositional]
  d. Peter's *expectation* that I left   *expectation* categ.: [–F,+N,–V]
                                                      Θ-grid: <experiencer, proposition>
                                                      subcat.: [sentential]
  e. Peter's *cat*   *cat* categ.: [–F,+N,–V]
                                                      Θ-grid: <0>
                                                      subcat.: [0]

N.B. 1. Possessor (*Peter's* (3e)) is not an argument.
      2. Ns can't take nominal complements. When they are not asssociated with a particular preposition, *of* is inserted, as in (3c).

4)a. Peter is *regretful* of the decision.   *regretful* categ.: [–F,+N,+V]
                                                    Θ-grid: <experiencer, theme>
                                                    subcat.: [prepositional]
   b. Peter is *hopeful* that he'll win.   *hopeful* categ.: [–F,+N,+V]
                                                    Θ-grid: <experiencer, proposition)>
                                                    subcat.: [sentential]
   c. Peter is *ill*.   *ill* categ.: [–F,+N,+V]
                                                    Θ-grid: <experiencer>
                                                    subcat.: [0]

N.B.: Adjectives can't take nominal complements. When they are not associated with a particular preposition, *of* is inserted, as in (4a).

5)a. He is *from* the village.   *from* categ.: [–F, –N, –V]
   b. It is *from* under the bridge.   Θ-grid: <theme, location>
                                                    subcat.: [nominal] or [prepositional]

Unit 4 Functional (+F) categories (D, I, Deg, C)

DETERMINER, also known as Central Determiner (**D**): [+F,+N,–V], i.e. "functional N", a rather mixed bag, which traditionally includes:
-- Articles (*a[n]*, *the*, *0*)
-- Demonstratives (*this, those,* etc.)
-- Some quantifiers (*some, any, no, enough, another, each, either, neither*)
-- Possessives (*my, your,* etc.)
-- Some interrogative WH-words (*which, what, etc.*)
-- Personal pronouns (*you* guys, *we* linguists, *I* Claudius)

1)a. *the* categ.: [+F,+N,–V]   b. *this* categ.: [+F,+N,–V]
        subcat.: [nominal]   subcat.: [(nominal)]
   c. *my* categ.: [+F,+N,–V]   d. *she* categ.: [+F,+N,–V]
        subcat.: [nominal]   subcat.: [(nominal]

N.B.: Some traditionally recognised determiners will be re-analysed in Unit 14.

INFLECTION (I): [+F,–N,+V], i.e. "functional V"
Incflections occupy a position in the sentence (= the I position), in which the finite tense/agreement inflection is placed.

(i) Tense/agreement inflections: the suffixes *-s* and *-0* in the present tense, and the suffix *-ed* in the past tense. (There are only 2 tenses in English: present and past.)
       These suffixes are treated as lexical items (words!) occupying the I position in the sentence, preceding a verb and eventually joined with the verb, as shown in (2).
2)a. He *-ed* smile. → He smile-*ed* --   (Past tense)

   b. He *-s* smile. →   He smile-*s* --
                                                    (Present tense)
   c. They *-0* smile. → They smile-*0* --

The presence of a tense/agreement inflection in a clause makes the clause finite. A finite clause has a verb inflected for tense/agreement and has a subject in the nominative case (e.g. *he* in (2a,b,c)).

(ii) Modal auxiliaries (= auxiliaries that can be followed by the base form of another verb): *will, would*; *shall, should*; *can, could*; *may, might*; *must*, etc.
        These occupy the same I position as the tense/agreement suffixes do and merge with the latter in situ, i.e. neither the suffix nor the modal has to move, see (3).
3)a. He can+*ed* swim. → He could swim.   (Past tense)
    b. He can+*s* swim . →   He can swim.
                                              (Present tense)
    c. They can+*0* swim.→ They can swim.

Since the modal auxiliaries are always inflected for tense/agreement, they always occur in finite clauses.

(iii) The infinitival particle *to* occurs in nonfinite clauses, in the same I position as the tense/agreement suffixes do in finite clauses (4a, b). Therefore the infinitival *to* is also regarded as an inflection word.
4)a. I think [that he *would* see me].   b. I'm anxious [for him *to* see me].

In a nonfinite clause there is no verb inflected for tense/agreement, and the subject is either physically missing (e.g. PRO in (4c): unpronounced pronoun subject of a non-finite clause) or is in the accusative case (e.g. *him* in (4d)).
4)c. I want [PRO to go home].   d. I want [him to go home].

The lexical entries for Inflections (e.g. *-ed, will, to*) are all alike, see (5):
5) categ.:   [+F, –N, +V]
    subcat.: [verbal]

DEGREE WORD (Deg): [+F,+N,+V], i.e. "functional A"
        i) Adverbs that can appear alongside an adjective followed by a clause
6)a. *so* fat [that he couldn't bend down]   b. *too* far [to walk]
        ii) The adverb *very*
        iii) Comparative and superlative adverbs (*more, most* in periphrastic comparative and superlative constructions)
        iv) Comparative and superlative suffixes (*-er,-est*) !!!
7) *-er* tight → tight er

N.B. The comparative and superlative suffixes are treated as words!

8)a. *so* categ.: [+F,+N,+V]   b. *more* categ.: [+F,+N,+V]   c. *-est* categ.: [+F,+N,+V]
        subcat.: [adjectival]   subcat.: [adjectival]   subcat.: [adjectival]

COMPLEMENTISER (C): [+F,–N,–V], i.e. "functional P"
        these determine the finiteness /non-finiteness of the clause which they introduce (i.e. can be +FIN or –FIN), and also the (illocutionary) force of the clause which they introduce (i.e. can be +WH or –WH).
81)a. I know [*that* they like tea]. b. I wonder [*if* they like tea].
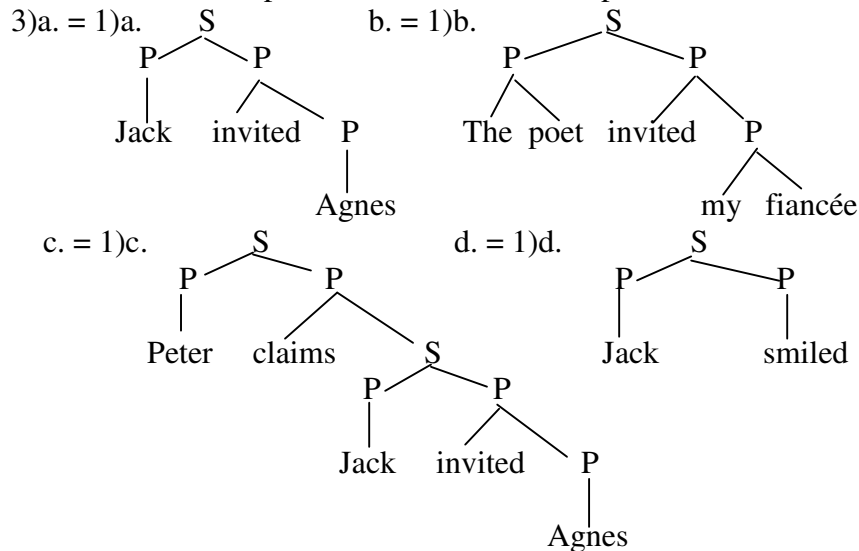   c. I'm anxious [*for* them to like tea].

9)a. *for* categ.: [+F,–N,–V]   b. *that* categ.: [+F,–N,–V]   c. *if* categ.: [+F,–N,–V]
        subcat.: [sentential]   subcat.: [sentential]   subcat.: [sentential]
        features: [–WH, –FIN]   features: [–WH, +FIN]   features: [+WH, +FIN]

Both prepositonal phrases (PPs) and clauses (Ss) with a complementiser may undergo
        postposing (= **extraposition**):

10)a. [Lies [PP about Jack]] were circulated →
        [Lies ___] were circulated [PP about Jack]

    b. [A book [S that no one had read]] got the first prize. →
        [A book ___] got the first prize [S that no one had read]

N.B.: In your later studies a S (clause) introduced by a complementiser (C) will be reanalysed as CP (=
        Complementiser Phrase).

Unit 5 Functionally unspecified categories

Non-functional, non-thematic Ns: **MEASURE AND GROUP NOUNS** [+N,–V],
1) a *bottle* of wine, a *cup* of coffee, a *group* of tourists
2) *bottle* categ.: [+N,–V]
        subcat.: [prepositional]

Non-functional, non-thematic Vs: **PRIMARY AUXILIARIES** [–N,+V],
3) *have*$_{perf}$ (aspectual-perfective *have*), *be*$_{progr}$ (aspectual-progressive *be*), *be*$_{pass}$
(passive *be*): I *have* seen it. John *is* coming. The bridge *was* built last year.
4) *have*$_{perf}$ categ.: [–N,+V]
            subcat.: [verbal]

Non-functional, non-thematic As: **POSTDETERMINERS** [+N,+V],
5)a. quantifiers: the *three* boys, the *third* boy, the *many* boys, the *few* boys,
                the *little* milk, my *several* weaknesses
   b. general ordinals: my *next / last / other* book, his *further* assumptions
6) *much* categ.: [+N,+V]
        subcat.: [(nominal)]

N.B.: Quantifiers like *three* are **cardinal**, quantifiers like *third* are **ordinal numerals**.

Non-functional, non-thematic Ps: **EMPTY PREPOSITIONS** [–N, –V],
7)a. a picture *of* Mary. b. regretful *of* the decision. c. The letter was received *by* Lucy.
        d. A bottle *of* wine
8) *of* categ.: [–N, –V]
        subcat.: [nominal]

CHAPTER 2

Unit 6 Structure, representation, terminology

Structure
1)a. Jack invited Agnes.   b. [The poet] invited [my fiancée].

c. Peter claims [Jack invited Agnes].   d. Jack smiled.
> N.B.: The terms *sentence* and *clause* can be used synonymously.

Recursivity

2) Mary believes [that she has heard [that Peter claims [Jack invited Agnes]]].

If sentence = S and phrase = P, then we can represent the sentences of (1) as:

3)a. = 1)a.   S   b. = 1)b.   S
                P   P   P   P
                | |
             Jack   invited   P   The poet invited   P
                              | |
                            Agnes   my fiancée

   c. = 1)c.   S   d. = 1)d.   S
               P   P   P   P
               | | |
            Peter   claims   S   Jack   smiled
                            P   P
                            |
                         Jack   invited   P
                                          |
                                        Agnes

N.B.: All representations in this course are strictly provisional!

Constituent, **immediate constituent**. **Tree diagrams**, nodes, branches, mother, daughter, sister. **Domination**. If a string of words is a constituent, there has to be a node in the tree which dominates (='contains') these words and only these words.

Bracketing as an alternative way of representing syntactic structure.
4)a. = 1)a. [s [p Jack][p invited [p Agnes]]]
   b. = 1)b. [s [p The poet][p invited [p my fiancée]]]
   c. = 1)c. [s [p Peter][p claims [s [p Jack][p invited [p Agnes]]]]]
   d. = 1)d. [s [p Jack][p smiled]]

The string *at the rally* is also a phrase because it can be replaced by e.g. *there*.
5)a. The poet ridiculed a journalist [at the rally].
   b. The poet ridiculed a journalist [there].

Not all phrases are equivalent to each other, e.g. the phrase *at the rally* has a different distribution from the phrase *the poet*.
6)a. [*The poet*] is old but rich. vs. * [*At the rally*] is old but rich.
   b. I adore [*the poet*].   vs. * I adore [*at the rally*].
   c. I listen to [*the poet*].   vs. * I listen to [*at the rally*].

Phrases have certain key elements = **heads**. The head in *the poet* and *a journalist* is a Determiner, so these are Determiner Phrases = DPs, see Units 13, 14 and 15. The head in *at the rally* is the Preposition, so this is a Prepositional Phrase = PP. Similarly, we have VPs, APs, NPs, IPs, CPs, DegPs. So the labelled tree diagram for (5a) is:

7) = 5)a.
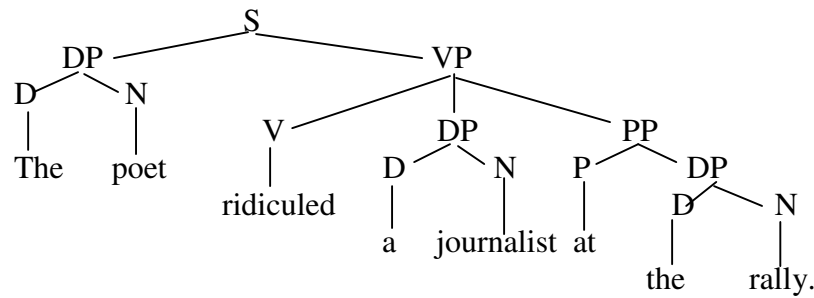
And the labelled bracketing is:

8)[s [DP [D The][N poet]] [VP [V ridiculed] [DP [D a][N journalist]] [PP[P at][DP[D the][N rally]]]]

Rewrite rules:

9) S → DP VP
   VP → V DP PP
    PP → P DP
    DP → D N

Of course, this is a partial set of rules, not covering a number of possible structures, e.g. the DPs in (10):

10)a. [DP this]   b. [DP the happy prince]   c. [DP the diagnosis [that she had flu]]

Unit 7 Constituent tests

Substitution: if a string of words can be replaced by a single word and the sentence remains grammatical, then it is a constituent, and both the string of words and its single-word replacement belong to the same phrasal category.

1)a. [DP *The professor that just left*] was hiding a gun in his suitcase.
  b. [DP *He / Jack*   ] was hiding a gun in his suitcase.
  c. The professor that just left   [VP *was hiding a gun in his suitcase*].
  d. The professor that just left   [VP *disappeared*].
2)a. [VP was [VP *hiding a gun in his suitcase*]]
  b. [VP was [VP *smiling*   ]]
3)a. [VP was [VP hiding [DP *a gun*] in his suitcase]]
  b. [VP was [VP hiding [DP *it*] in his suitcase]]
4)a. [VP was [VP hiding a gun in [DP *his suitcase*]]]
  b. [VP was [VP hiding a gun in [DP *it*   ]]]
5)a. *[In his suitcase] disappeared.
  b. [VP was [VP hiding a gun [PP *in his suitcase*]]]
  c. [VP was [VP hiding a gun [PP *there*   ]]]
6)a. [DP The [NP *professor that just left*]]
  b. [DP The [NP *impostor*   ]]
7)
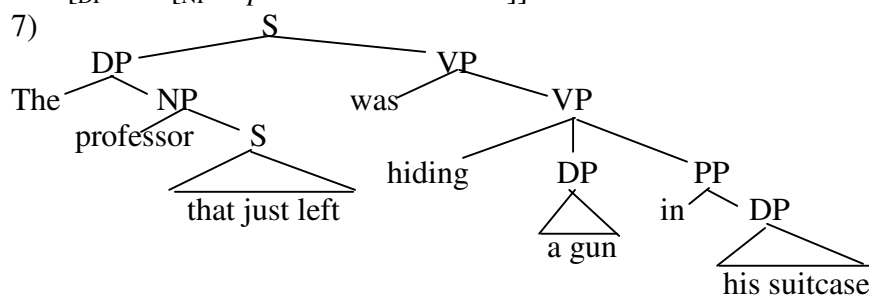
8) The professor [VP *hid his gun*] and his assistant [*did so*] too.
9) This [NP *robbery of the bank*] was more successful than that [*one*].
10) The professor was [AP *guilty*] and [*so*] was his assistant.
11)a. They say [S *the professor robbed the bank*] but I don't believe [*it*].
   b. They say [S *the professor is dangerous*] but I don't think [*so*].

Movement: if a string of words can move, it is a constituent.
12)a. The policeman searched [the professor].
   b. [The professor], the policeman searched ___   TOPICALISATION

> N.B.: Unmarked topic: subject in subject position, Marked topic: non-subjct in pre-subject position.

13) The policewoman searched the assistant, but) *the professor, the policeman searched*.

14) [What] did he find ___?   WH-MOVEMENT

> N.B.: The wh-element in an English WHQ has a dual function: (a) indicates the interrogative status of the sentence, (b) has a grammatical function in the clause.

Coordination: putting two (or more) constituents of identical function side by side to produce a higher-ranking constituent of the same function. Usually identity of categorial status, too, as in (15), but this can be overridden by functional identity, as in (16).

15)a. [DP [DP *these boys*] and [DP *those girls*]]
   b. [DP these [NP [NP *boys*] and [NP *girls*]]]
   c. [VP [VP *have sung*] and [VP *are now dancing*]]
   d. [S [S *the boys have sung*] and [S *the girls are now dancing*]]
16)a. He takes the medicine [AP *regularly*] and [PP *under proper medical supervision*].
   b. He is [PP *in a pickle*] and [AP *very worried*].

Unit 8 Grammatical functions

Subject, the argument to the left of the verb, an immediate constituent of the sentence. An "external argument" of the verb.
1)
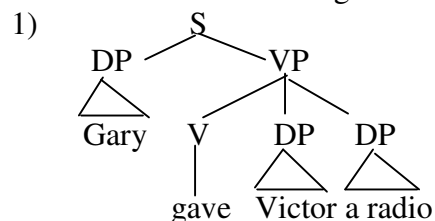
In a finite sentence in English there is agreement between subject and verb (in terms of person and number):
2)a. *I/ you/ we/ they* smile-*0* .
   b. *He/ she/ Mary* smile-*s*.
   c. *I/ you/ he/ she/ Mary/ we/ they* smile-*ed*.
   d. *You/ we/ they* are / were at home.
   e. *I* am / was at home.

f. *He/ she/ Mary* is / was at home.

The subject of a finite clause is the only position where a **nominative case** pronoun can appear (3a). In all other positions the pronoun occurs in the **accusative case** form, see Unit 12.

3)a. *I/he/ she/ we/ they* will consider the problem.   = subject of finite clause

   b. Robert recognised *me/ him/ her/ us/ them.*   = complement (object) of verb

   c. Lester never listens to *me/ him/ her/ us/ them.* = complement (object) of preposition

   d. Conrad considers [*me/ him/ her/ us/ them* to be dangerous]. = subject of non-finite
                                                               clause

N.B.: The subject of the non-finite (to-infinitive) clause in (3d) is in the accusative case!

The subject of a finite clause is always present. If there is no semantic need for a subject, its position is filled by a **pleonastic (= expletive) pronoun** subject:

4) *It* seems [that Roger ran away].

The subject is a specific argument of the verb, with <agent> (5a) and <experiencer> (5b) being the most typical Θ-roles, but other Θ-roles (5c-e) are also possible:

5)a. *Mary* hit Thomas.   b. *Jack* sensed the problem.

   c. *The letter* arrived late.   d. *The window* broke.

   e. *The key* opened the door.   f. *The path* swarmed with ants.

Subjects can be not only DPs but other kinds of phrases and even clauses, too.

6)a. [PP *Under the bed*] is a good place to hide.

   b. [S *That I don't know the answer*] is not surprising.

   c. [AP *Ill*] was how I was feeling at the time.

   d. [VP *Run away*] is what I advise you to do. (pseudo-cleft construction)

Object, another grammatical function. Typically a DP complement which follows the verb immmediately. An "internal argument" of the verb.

7)a. The cobra killed [DP *the rat*].

   b. Gary gave [DP *the voucher*] [PP to the attendant].

It is able to undergo **passive movement** (= passivisation):

8)a. The teacher saw [Wendy].   ACTIVE

  b. [Wendy] was seen ____ (by the teacher).   PASSIVE

  c. *It was seen [Wendy]

Verbs and Prepositions have nominal phrase complements (objects), but Nouns and Adjectives do not.

9)a.   see [DP the castle]

   b. to [DP the castle]

   c. * a picture [DP his mother] → a picture *of* his mother

   d. * regretful [DP his deeds] → regretful *of* his deeds

The object (when not moved by passive movement) appears in the accusative Case:

10)a. I saw *him/ her/ them*, etc.   b. I looked at *him/ her/ them*, etc.

Prepositional objects may also undergo passive movement (if the PP is a complement):

11)a. The doctor looked at [*her*].
   b. [She] was looked at ___ (by the doctor).

But the DPs in adjunctive PPs cannot undergo this process:

12)a. The patient stood near [the doctor].
   b. * [The doctor] was stood near___ by the patient.

N.B.: The PP *near the doctor* is an adjunct, see Unit 2.

The clausal complements of certain verbs have some properties in common with objects. In passive structures they may optionally undergo movement (13b) but they don't have to (13c):

13)a. Everyone believes [that Bill belly-dances].
   b. [That Bill belly-dances] was believed ___ by everyone.

   c. It was believed [that Bill belly-dances]. (Compare (8c).)

We'd better not regard such clauses as objects because (a) they cannot get case, and (b) real objects MUST move in a passive structure, cf. (8b), (11b).

Indirect Object is the name of yet another grammatical function. It occupies the position immediately after the verb in a **double object construction**, cf. (14a). The indirect object is typically assigned the <goal (= beneficiary)> Θ-role by the verb.

In a double object construction only the indirect object can undergo passive movement, the direct object cannot, cf. (14b).

14)a. Lucy lent [*Larry*] a lasso.
   b. [Larry] was lent ___ a lasso (by Lucy).

   c. * A lasso was lent Larry ___ (by Lucy).

The direct object can undergo passive movement here if the goal argument is expressed as a PP, i.e. in a **dative construction**:

15)a. Lucy lent [a lasso] to Larry.
   b. [A lasso] was lent ___to Larry (by Lucy).

The grammatical functions of subject and object can be defined as positions in the English sentence, and any element that sits in those positions will be interpreted as subject and object respectively, no matter if this makes sense or not.

16)a. Eddy ate his dinner.
   b. ?His dinner ate Eddy.

CHAPTER 3

Unit 9 X-bar theory

1) **Complement Rule:** X' → X (*YP*)
2)

$$\begin{array}{c} \text{X'} \\ \diagdown \\ \text{X} \quad (YP) \end{array}$$
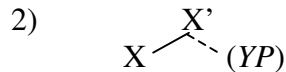
The category of the complement is determined by the head.
3)

V'	N'	P'	D'
V PP	N PP	P DP	D NP
speak *to me*	King *of Spain*	on *the right*	the *shame of it*
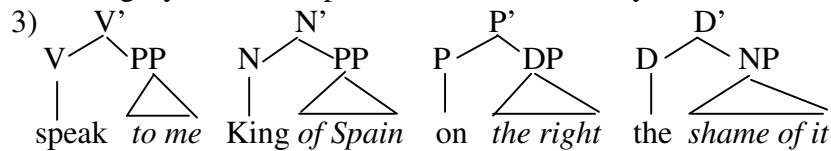
N.B. 1. The head is a word-level constituent; words are inserted into head positions from the lexicon.
     2. The complement is a phrase of any possible category, and in English it follows the head.
     (English is a head-first language.)

4) **Specifier Rule:** XP → (*YP*) X'
5)

$$\begin{array}{c} \text{XP} \\ (YP) \diagup \diagdown \text{X'} \end{array}$$

6)

VP
DP   V'
the bubbles   rise to the surface
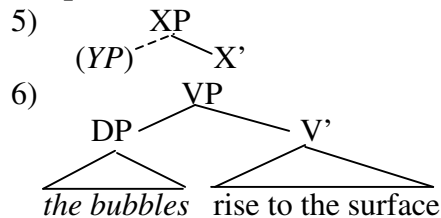
N.B.: The specifier is a phrase of any category, and in English it precedes the X-bar.

7) Projection:

VP
DP   V'
V   PP
the children fall   over
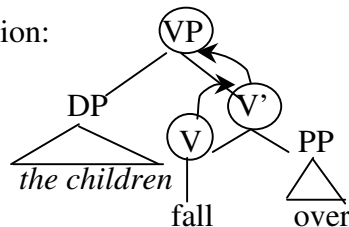
N.B. In (6) and (7) the subject DP originates as the specifier of VP. This is always so when the subject plays the Θ-role of theme.

X (= X^0)   Zero-level projection: Head (= word), X zero bar
X'   Intermediate projection, X (single) bar
XP (= X'')   Maximal projection (= phrase), X double bar

All phrases are **endocentric**.
Although the clause (sentence) may seem exocentric, in reality it is also endocentric.
(This will be proved in the advanced syntax course.)

8) Peter drank the wine.
9)a. Drink the wine.   b. Drink the wine by yourself. ('You alone should drink it.')
Imperative sentences have an unpronounced subject *you*.

N.B.: *yourself* is a **reflexive pronoun** which needs an antecedent. A pronoun which needs an antecedent for its interpretation is an **anaphoric pronoun**. Reflexive pronouns (e.g. *yourself*) and reciprocal pronouns (e.g. *each other*) are anaphoric pronouns.

10) **Adjunct Rule:** $X^n \rightarrow X^n$; *Y/YP*   (optional rule)

11)
$$X^n = \begin{cases} X \ (= X^0) \\ X' \\ XP \ (= X'') \end{cases}$$

N.B.: 1. X^n means an X with any number of bars: zero, one or two.

     2. The adjunct itself is either a head (word: Y), when it is adjoined to a head (word: X), or it is a maximal projection (YP), when it is adjoined to an X' or to an XP.

     3. The semicolon between the two elements on the right hand side of the arrow means that those elements may come in either order, i.e. the Y/YP can either follow or precede the X^n.

     4. The adjunct rule is recursive.

Adjunction to X (= to "head"):
12) Adjunct is a word, adjoined to N (head), result = higher N.
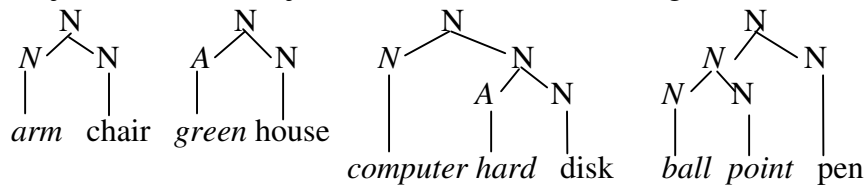
N.B.: While only heads can adjoin to heads, phrases can adjoin to any constituent larger than a head.

Adjunction to X-bar (= to "intermediate projection"):
13) Adjunct is an AP, left-adjoined or right-adjoined to N', result = higher N'.
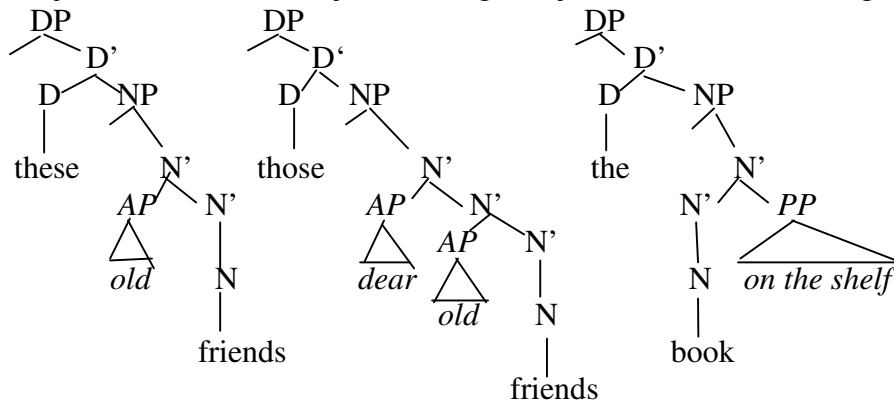
Adjunction to XP (to "maximal projection"):
14) Adjunct is a Clause (a Complementiser Phrase or CP, as you will see in your later syntax studies), right-adjoined to NP, result = higher NP.

14)

which is the capital of Hungary

N.B.: The modifying clause here is a **non-restrictive** (or **non-defining**) **relative clause**, see Unit 14.
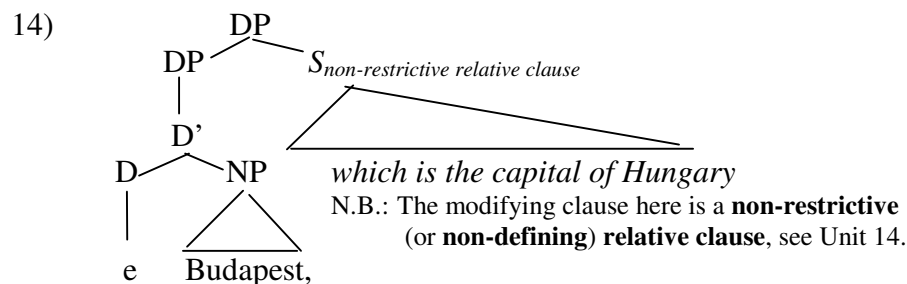
In the light of all this, Diagram 7 in Unit 6 (p. 8) should be redrawn as (15):

15)

```
                         S
         DP _____/ _____ VP
          |                    VP ___/ \___ PP
          D'                 V' /\              P'
        D'/\NP             V'    DP          P'/\DP
       D /  \ NP          V      DP         P    DP
       |      |           |       |         |     |
      The    N'        ridiculed D'        at    D'
              |                    |               |
              N              D'/\NP          D /\ NP
              |             D     NP        the    N'
            poet           |      |                 |
                           a      N'                N
                                   |
                                   N              rally.
                               journalist
```

OR:

```
                      S
       DP _____/ _____ VP
        |                         V'
        D'                      V' /\
      D'/\NP                  V'    PP
     D /  \ NP              V    DP   P'
     |      |              |      |    P'/\DP
    The    N'           ridiculed D'  P    DP
            |                      |   at    D'
            N               D'/\NP            |
            |              D     NP        D /\ NP
          poet           |      |        the   N'
                         a      N'              |
                                 |              N
                                 N
                            journalist       rally.
```
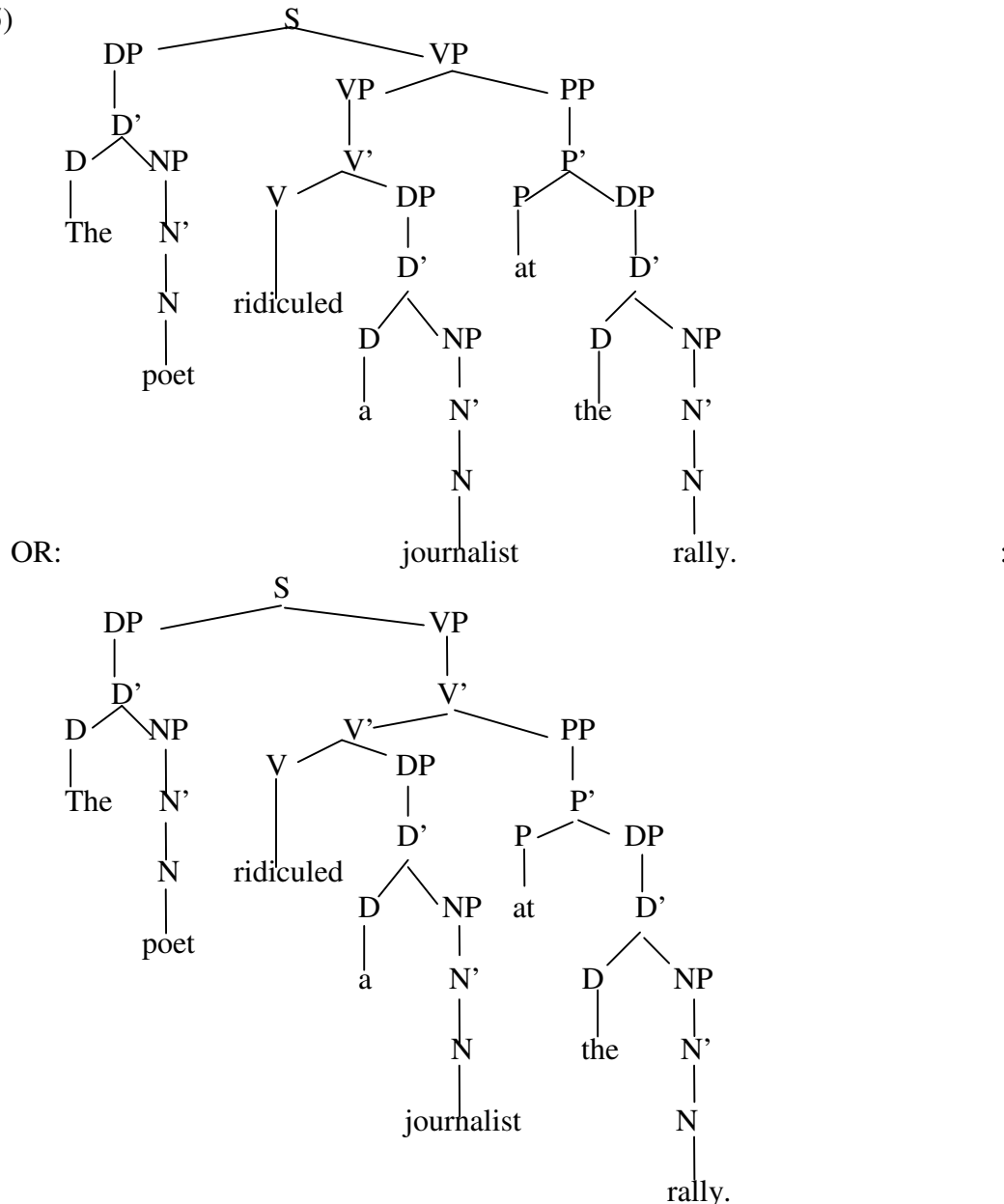
N.B.: These representations are still preliminary: it will be revealed in your later studies that the node S cannot be maintained. But at least the DPs, VPs and PPs are now represented in accordance with standard X-bar theory.

Unit 10 Movements, D-structure, S-structure

1)a. [Who] does Harry hate ___?   WH-movement

   b. [The water] was wasted ___.   Passive DP movement

   c. [Is] this ___ the end?   Subject-Auxiliary Inversion (= SAI)

   d. (Suddenly we caught sight of a boat.)
       [This boat], noone had seen ___ before.   Topicalisation

   e. [In the park], Mary met Mark ___.   Preposing

f. The plans ___were released [for the new car park]. Extraposition

g. (I promised to punish them and)
   [punish them] I will ___   VP-fronting

A first approximation:
2) **Move α**
   Move anything anywhere
Restriction:
3) **Structure Preservation Principle**
   No movement can alter the basic X-bar nature of sentences
4)

```
              VP
       DP ───────V'
       │      V ──── VP
       e           DP ──── V'
           was    ╱───╲      │
                 the water    V
                              │
                            wasted
```
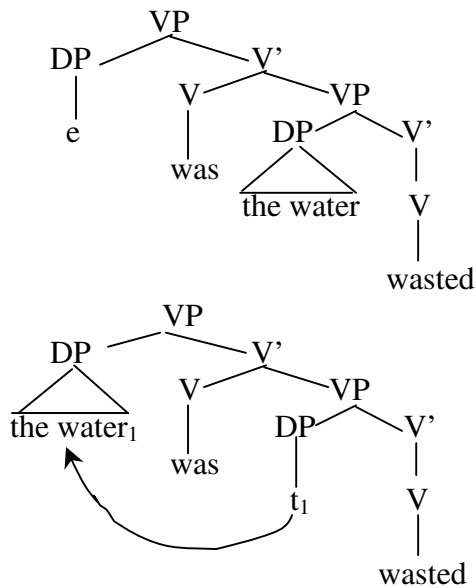
```
              VP
       DP ───────V'                         trace
      ╱──╲    V ──── VP                      extraction site, landing site
  the water₁       DP ──── V'
            was     │       │
                    t₁      V
                            │
                          wasted
```

5) **Projection Principle**
   Structures are projected from the lexicon at all levels
   N.B.: Once lexical information has been inserted into the structure, it cannot be lost or changed in
   the course of movement operations.

6) **Two levels of description** of any sentence:
   a level before movement = **D-structure**
   a level after movement = **S-structure**

When the moved element moves to an empty position, we speak about **substitution**,
cf. (4). When the moved element is added to an X^n with which a higher X^n is created,
we speak about **adjunction**, cf. (7).

7) D-str.

```
            S                              S-str.        S
    DP ────── VP                                 PP ────── S
   ╱─╲    VP ──── PP          →          ╱────╲   DP ──── VP
  Mary  ╱────╲   ╱──╲              in the park₁  ╱─╲   VP ── PP
       met Mark in the park                     Mary ╱──╲    │
                                                   met Mark  t₁
```
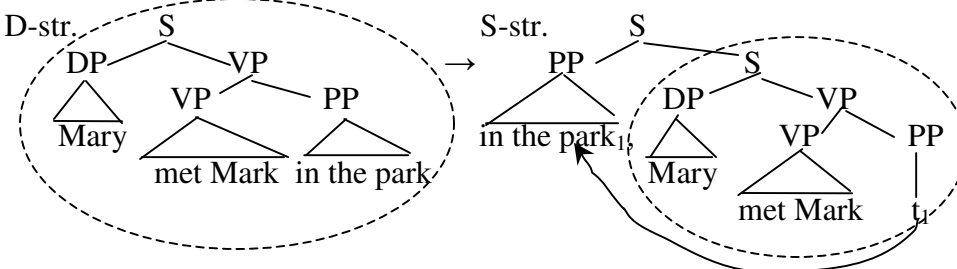
Subject raising:

8)a. D-str.: [e]   seems   [Fiona to favour dancing].

S-str.: [Fiona]$_1$ seems [t_1 to favour dancing].

8)b. D-str.: [e]   seems   [[e] to be believed [[e] to be unlikely [Stan to steal money]]].

S-str.: [Stan]$_1$ seems [t_1 to be believed [t_1 to be unlikely [t_1 to steal money]]].

head of chain   foot of chain

Unit 11 D-structure and Theta Theory

9) **The Theta Criterion**
    a. each Θ-role of a predicate must be assigned to an argument
    b. each argument must receive a Θ-role from the predicate

10)a. [an unexpected package] arrived

Θ-role
    b. [Melanie] mended [the car]

Θ-role Θ-role

But some predicates allow certain arguments to remain implicit, see (101-103):
101)a. John is eating a hot meal.   John is eating.
      b. John is smoking a cigar.   John is smoking.
      c. He is writing a novel.   He is writing.
      d. He drinks a lot of wine.   He drinks.
102)a. The lion devoured a deer. b. * The lion devoured.
103)a. The teachers kissed the students
        The teachers kissed (each other). (O= reciprocal pronoun)
    b. The children are washing their dolls.
        The children are washing (themselves). (O= reflexive pronoun)

11) Θ-role Θ-role

    [Sophie] suspects [that [Linda] loves [Peter]]
            Θ-role Θ-role

12) **The Locality Restriction on Theta-role Assignment**
    A predicate assigns its Θ-roles to its complement and/or to its specifier

            XP
    YP   X'
        X   ZP
    Θ-role
            Θ-role

13) **The Uniform Theta-role Assignment Hypothesis (= UTAH)**
    The argument to which a particular Θ-role is assigned sits in the same structural

position in all structures in which that Θ-role is present

14)a. VP
         DP   V'
        [a visitor]   V
                       arrived
           theme

b. VP
         DP   V'
        [the book]   V   PP
                    fell   off the shelf
           theme
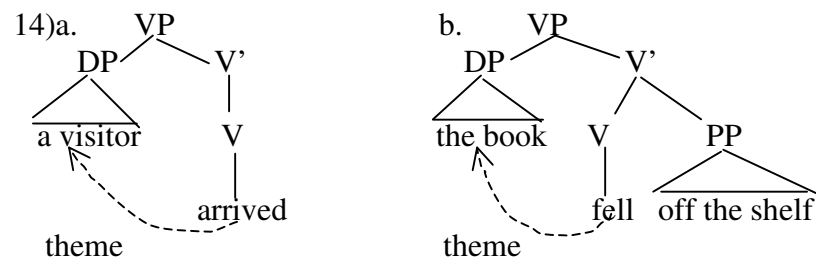
Theta-theory, i.e. (9) + (12) + (13), accounts for the distribution of arguments at D-structure, see Unit 10.

Unit 12 S-structure and Case Theory

- Subject of finite clause: nominative case, cf. (15a, 16a)
- Complement of verb: accusative case, cf. (15a, 16a)
- Subject of non-finite clause that is the complement of a verb: accusative case, cf. (15b, 16b)
- Complement of preposition: accusative case, cf. (15c, 16c)
- Subject of non-finite clause that begins with the complementizer *for*: accusative case, cf. (15d, 16d).

15)a. *He*$_{nom}$ helps *them*$_{acc}$.
   b. *He*$_{nom}$ considers [*them*$_{acc}$ to be unkind].
   c. *He*$_{nom}$ spoke to *them*$_{acc.}$
   d. [For *them*$_{acc}$ to be ready on time] would be a miracle.

16)a. *John*$_{nom}$ has helped *the boys*$_{acc}$.
   b. *John*$_{nom}$ considers [*the boys*$_{acc}$ to be unkind].
   c. *John*$_{nom}$ spoke to *the boys*$_{acc.}$
   d. [For *the boys*$_{acc}$ to be ready on time] would be a miracle.

N.B.: a) **Morphological case** (e.g. *he*$_{nom}$ ~ *him*$_{acc}$, see (15)) vs. **Abstract case** (=**Case**, e.g. *John*$_{nom}$ ~ *John*$_{acc}$, see (16)).
   b) In this unit we are not discussing where cases come from and how they are assigned.. We only state that cases must be assigned by the time S-structure is reached, i.e. (17).

17) The **Case Filter**
   All overt DPs must be assigned case by the time S-structure is reached

CHAPTER 4

Unit 13 Earlier analysis of nominal phrases

In earlier versions of generative syntax it was assumed that nominal phrases are Noun Phrases = NPs , i.e. pure lexical projections, without any functional material, as exemplifed in (1)

1)

where
- Pred = predeterminer,
- D = (Central) determiner,
- Postd = postdeterminer

all   the   nine   Greek students   of Physics
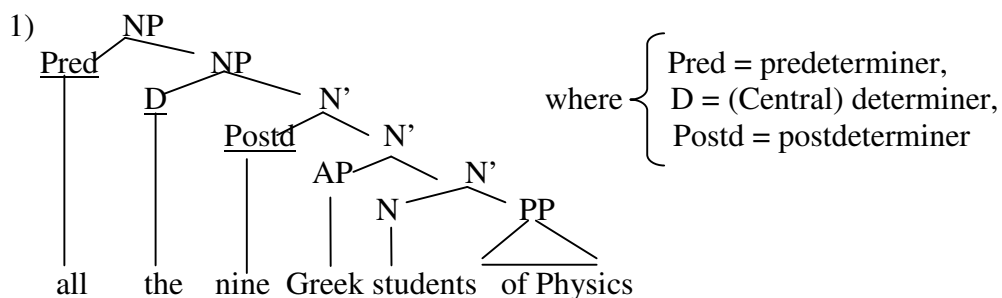
Several problems, e.g. (a) If the predeterminer is left-adjoined to NP, then in principle there can be any number of predeterminers in a nominal phrase, whereas in reality there can be only one!

(b) The specifier of the lower NP is occcupied by a determiner, which is a word-level (zero-bar level) head, but a specifier should be a maximal (double-bar level) projection!

(c) While articles and demonstratives form closed systems, possessives form an open class, and yet all of them are treated as central determiners, see (2):

2)   [*Mary's*] house
　　 [*my friend's*] house
　　 [*the woman next door's*] house
　　 [*the teacher of history's*] house
　　 [*Mary and Bill's*] house
　　 [*the new doctor's*] house
　　 [*her*] house

Unit 14 The DP analysis of nominal phrases, Central Determiners

Therefore a new analysis emerged, based on the DP hypothesis. The DP hypothesis regards nominal phrases as DPs (= Determiner Phrases) and analyses them as shown in (4). D is a **central determiner**; it is a functional head. The DP is a functional projection.

3) Central determiners (Ds) [+F, +N, –V]
　　 a. Articles: *the*, *a(n)*, $0_{[-\text{def}]}$, $0_{[+\text{def}]}$
　　 b. Quantifers: *some, any, no, enough, another, each, either, neither,* etc.
　　 c. Demonstratives: *this, these, that, those*
　　 d. Certain wh-words: *which, what,* etc.
　　 e. Personal pronouns: *I, we, you, he*, etc.
　　 f. Traditionally, possessives like *my, your, her,* etc. also belong here, but we shall
　　　　 refute this assumption.
　　 g. Genitive (= Possessive) 's

N.B.: i) Since central determiners make a contribution to the phrase (e.g. project such properties to the phrase as definiteness / indefiniteness, cf. *a house* vs. *the house*), treating them as heads is justified.

ii) We have good reason to believe that personal pronouns are central determiners (consider phrases such as *we linguists, I Claudius, you fool,* and consider the fact that pronouns don't tolerate another determiner: * *the we*).

iii) The word *some* is pronounced [səm] when it means 'a certain qantity of' before a plural countable noun (e.g. *some books*) and before a singular uncountable noun (e.g. *some wine*), but it is

pronounced as [sʌm] when it means 'a certain' or 'remarkable' before a singular countable N (e.g. *some book*).

4)

a. *the / a*   visitor
    $0_{[-def]}$ horses / water
    $0_{[+def]}$ Mary
b. *some / any / no*   students
c. *this*   picture
    those   boys
d. *which / what*   pen
e. *we / you*   linguists / guys
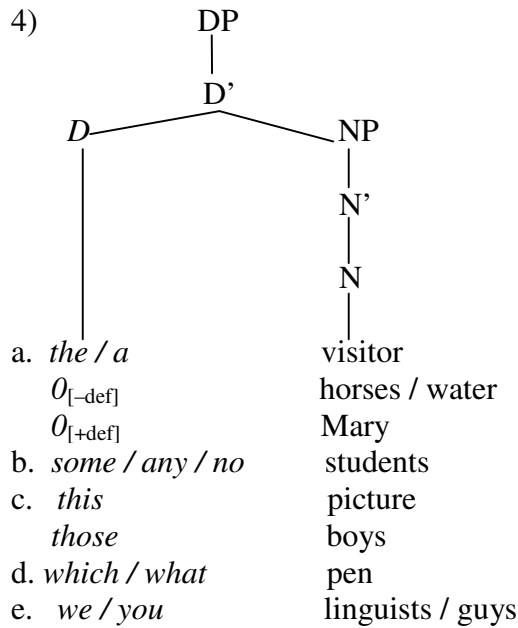
Adjuncts are left- or right-adjoined to N-bar, with which they form a higher N-bar.

5) a.   b.   c.
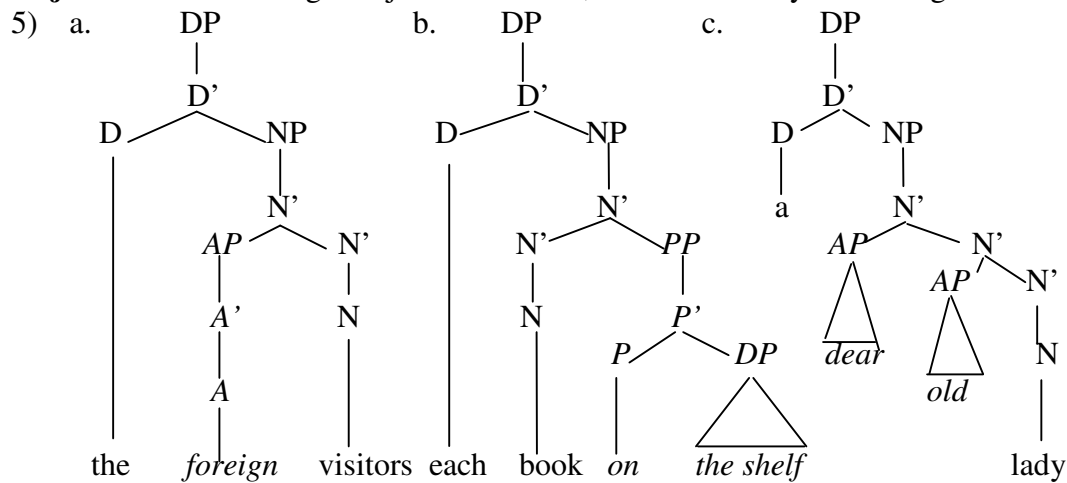
The N can have a PP **complement**:

6)   7)

a. the invasion *of*   *Ruritania*
b. some students *of*   *French*
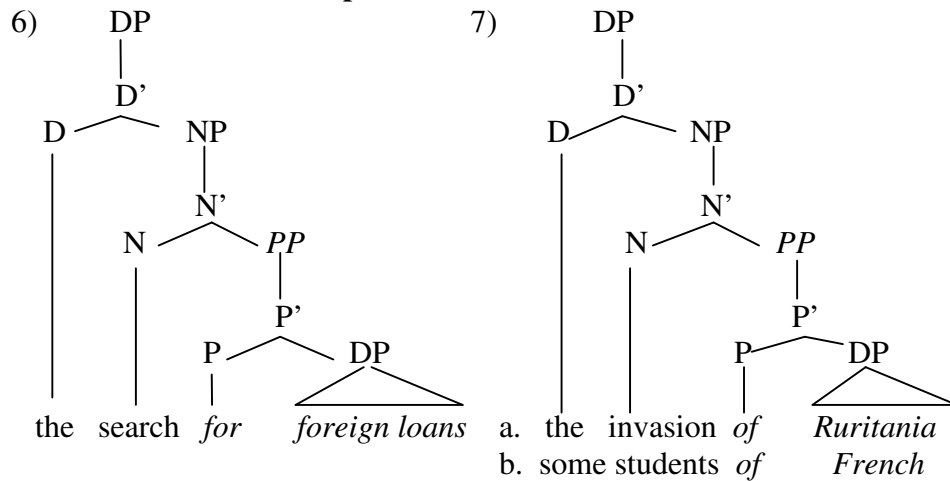
The NP (i.e. the complement of the D) may be missing, and then the D is used as an independent pronoun:

8) DP
    |
    D'
    |
    D
    |

 a. *you*   (I love *you*.)
 b. *some* [sʌm]   (I want *some*.)
 c. *that* (I like *that*.)

Following BESE (pp. 138-142), **the problem of possessives** can be solved if we assume that the possessive is a DP in the specifier position of a higher DP, in which the D position is occupied by the genitive morpheme *'s*.

9)a. [DP *Mary's*] car   b. [DP *Peter and Mary's*] daughter

10)

    a. Mary   's   car   *Mary* 's₁   t₁   car
          contraction

    b. P. and M 's daughter = *P. and M.'s* daughter
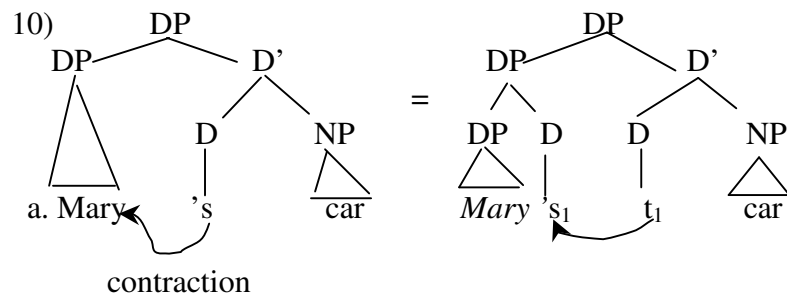
Since the *'s* morpheme in (10) is the D itself, there cannot be another determiner, cf.

11)a. *Mary's the car   *b.* *Peter and Mary's a daughter

The *'s* morpheme is then adjoined to, and phonologically contracted with, the preceding DP. This is like the contraction of an auxiliary to a preceding DP in e.g. *Mary'll disagree.*

But then, if (10) is right, a DP containing an attributive pronominal possessor, e.g. *her* or *their* in (12), should be analysed as (13). That is to say, the combination of *she* and the *'s* morpheme, or of *they* and the *'s* morpheme, yield the words *her* and *their*, respectively, just like the combination of *goose* and the plural morpheme yields *geese*.

12)a. *her* car   b. *their* daughter

13)

    a. she   's₁   car   = *her*₍₁₎ t₁   car

    b. they   's₁   daughter = *their*₍₁₎ t₁   daughter
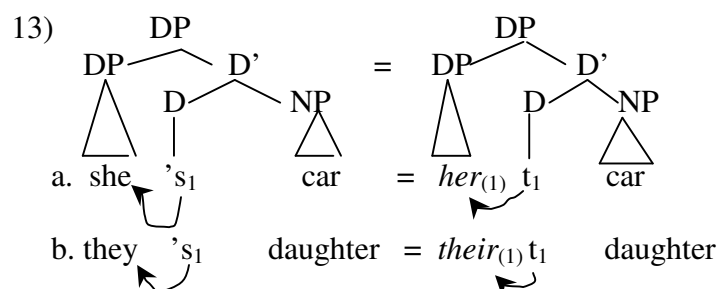
However, when the NP is empty, the combination of personal pronouns and the *'s* morpheme is realised differently, cf. e.g. *hers* and *theirs* in (14). The analysis is provided in (15):

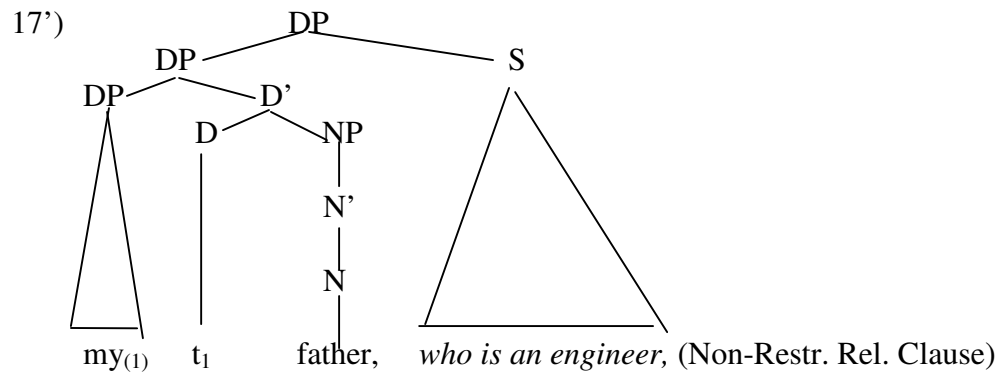14)a. (Whose car is it?) *Hers*.   b. (Whose daughter is she?) *Theirs*.

15)
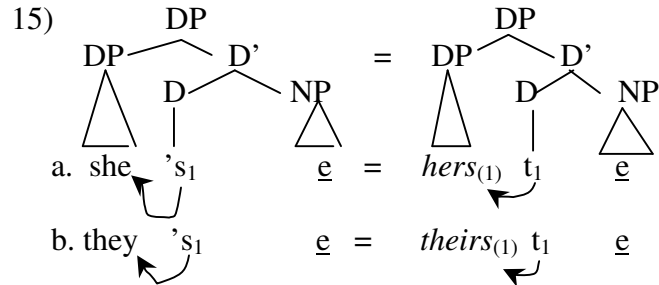
Syntax	Phonological realisation	
	attributive	independent
I's	my ...	mine
you's	your ...	yours
he's	his ...	his
she's	her ...	hers
it's	its ...	its
we's	our ...	ours
they's	their ...	theirs
who's	whose ...	whose

Relative clauses are postmodifiers within DPs and are analysed as adjuncts right-adjoined to N-bar when the relative clause is **restrictive** (= defining), as in (16), and to NP when the relative clause is **non-restrictive** (= non-defining), as in (17), cf. BESE (p. 265).

16)

'az a barátom, aki elment'

17)

'apám, aki mérnök'
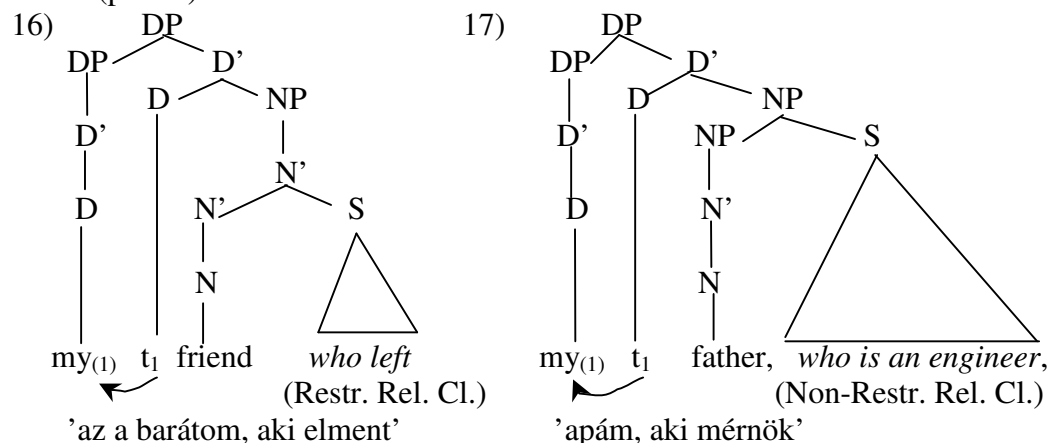
However, because of prosodic facts (the pause between *father* and *who*) I suggest analysis (17') instead of (17) for DPs containing Non-Restrictive Relative Clauses:

17')

```
                      DP
           DP ―――――――――――――― S
     DP ――――― D'                  △
      |      D ――― NP          /    \
      |      |      |         /      \
      |      |      N'       /        \
      |      |      |       /          \
      |      |      N      /_____\
    my(1)    t1   father,  who is an engineer, (Non-Restr. Rel. Clause)
```

Unit 15 Postdeterminers

18) Postdeterminers: = [+N,+V], no F specified! (Cf. (5) and (6) in Unit 5.)
    a. numerals: cardinal: *three, four*,...;   ordinal: *third, fourth*...
    b. other quantifiers: *many, few, much, little, several*, *every*, etc.
    c. general ordinals: *next, last, further, other*, etc.

According to BESE (p.145), Postdeterminers occupy the specifier position of NP, see
(20):

```
              DP
               |
              D'
      D ――――――――― NP
      |      PostdP ――― N'
      |        |         |
      |      Postd'      N
      |        |         |
      |      Postd       |
      |        |         |
     the   few/many/   students
            three
```
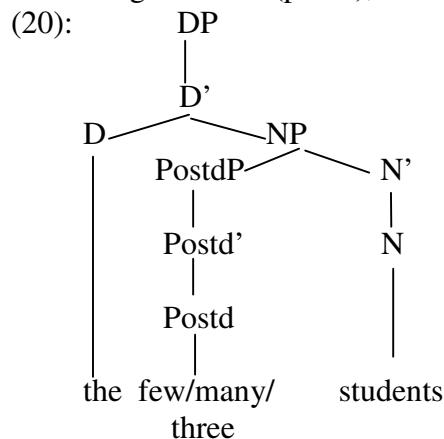
        N.B.: This is problematic: BESE ignores the fact that there can be more than one
        Postdeterminer in a phrase, as in e.g. my *last two* books. This fact would actually call for an
        analysis in which a postdeterminer is left-adjoined to N-bar, just like APs are in (5).

When the DP contains a quantifier which is followed by an *of*-phrase, we assume that
the *of*-phrase is the complement of an empty N head. In (22a) this quantifier is a so-
called Postdeterminer, in (22b) it is a Central Determiner.

22)a.

```
        DP                                          DP
        |                                           |
        D'                                          D'
       /  \                                        /  \
      D    NP                                     D    NP
    PostdP   N'                                        |
      |     /  \                                       N'
    Postd'  N   PP                                    /  \
      |          |                                   N    PP
    Postd   N    P'                                        |
      |     |   /  \                                        P'
      |     P   P   DP                                      /  \
      |     |   |   /\                                     P    DP
      e    few  e  of  his enemies            some   e   of    /\
                                                              his students
```
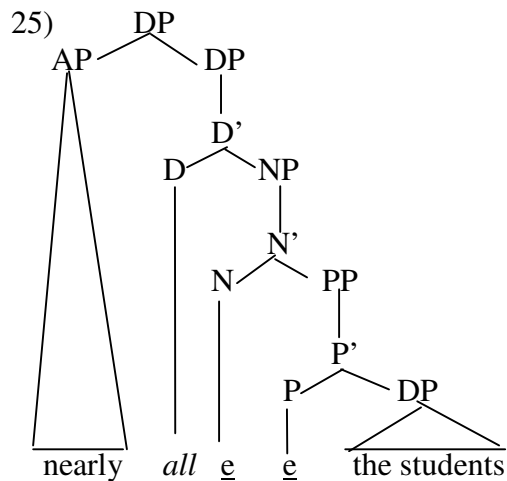
b.
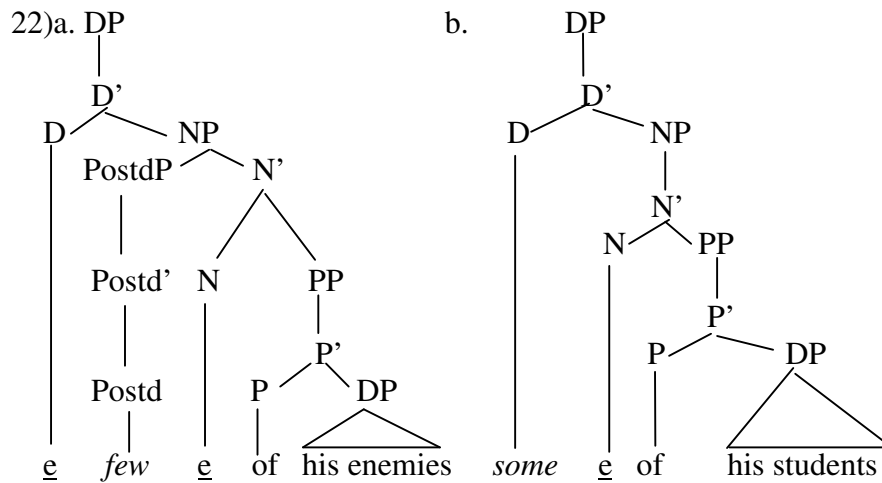
Unit 16 Predeterminers

23) Predeterminers traditionally include
(a) certain quantifiers: *all, both, half*, as in *all my friends, both these houses, half the time*;
(b) frequentatives: *twice, double, three times*, etc. as in *twice my salary, double the amount*;
(c) fractions: *one-third*, etc. as in *one third the time*; and
(d) others: *many, rather, such* as in *many a happy day*, *what / rather / such* as in *what / rather / such a mess*, etc.

BESE (pp. 143-148) suggests that the quantifying Predeterminers *all, both, half*, when followed by a DP, should be analysed as Central Determiners complemented by an NP that has an empty head complemented by an of-phrase, cf. (24a), in which the preposition may be empty (24b):

24)a.

```
        DP                    b.        DP                  c.        DP
        |                               |                            |
        D'                              D'                           D'
       /  \                            /  \                         /  \
      D    NP                         D    NP                      D    NP
            N'                              N'                           N'
           /  \                            /  \                          |
          N    PP                         N    PP                        N
                P'                             P'                        |
               /  \                           /  \                       |
              P    DP                        P    DP            all    students
     all  e  of  the students      all  e   e   the students
```
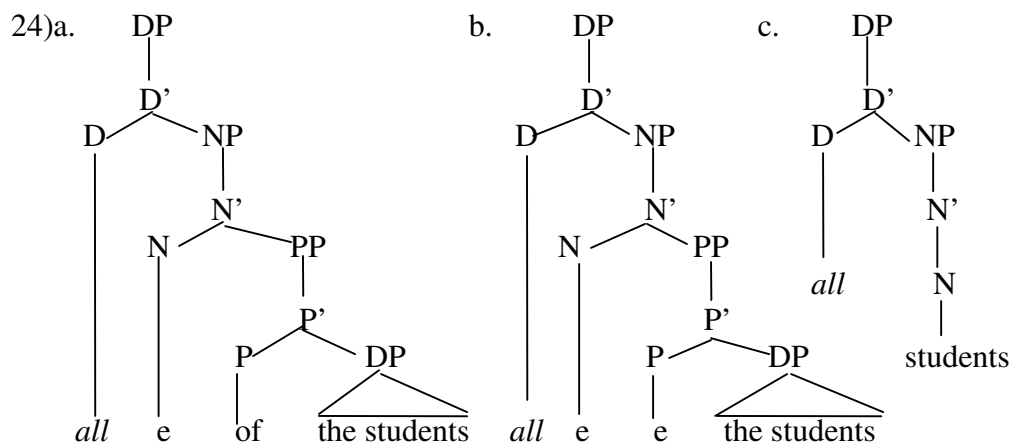
N. B.: In this way the Predeterminers *all, both, half* do not need to be treated separately from Central determiners.

Adverbs which modify quantifiers are analysed as being left-adjoined to the DP level, cf. (25):

25)

```
            DP
        AP╱    ╲DP
       ╱ │       │
      ╱  │      D'
     ╱   │    D╱  ╲NP
    ╱    │    │     │
   ╱     │    │    N'
  ╱      │    │  N╱ ╲PP
 ╱       │    │  │    │
╱        │    │  │   P'
│        │    │  │  P╱ ╲DP
│        │    │  │  │   ╱╲
nearly  all   e  e  the students
```

BESE doesn't say anything about the other predeterminers. I suggest that, apart from fractions, they should be placed in the specifier position of DP:

26)

```
              DP
       PredP╱   ╲D'
         │     D╱  ╲NP
       Pred'   │    ╱╲
         │     │   ╱  ╲
       Pred    │  ╱    ╲
         │     │
   a. twice   the   amount
   b. many     a    happy day
   c. what     a    mess
```
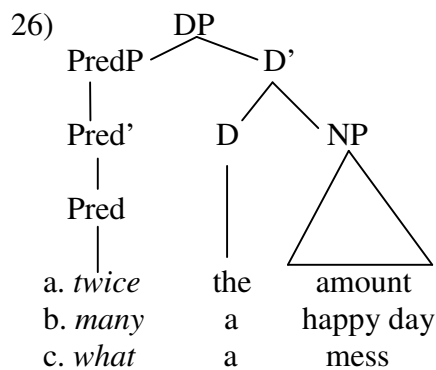
I suggest that fractions should NOT be treated as Predeterminers at all. Instead, the numerator ('számláló') should be treated as a Postdeterminer, and the denominator ('nevező') as a Noun, see (27):

27)

```
            DP
            │
           D'
        D╱   ╲NP
        │   ╱    ╲
        │ PostdP  N'
        │   │   N╱ ╲PP
        │  Postd' │   │
        │   │     │  P'
        │  Postd  │ P╱ ╲DP
        │   │     │ │   ╱╲
  a. a         third  of   this money
  b. e   one   third  of / e  the time
  c. e   two   fifths of / e  my salary
```
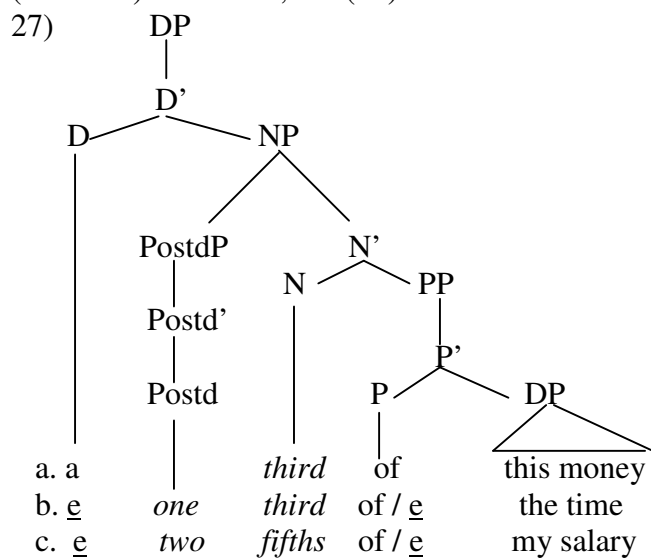
N.B. There is still a lot of debate about the internal structure of DPs and much of the discussion here has been tentative. Nevertheless, there is consensus today that the topmost label for nominal phrases should be DP rather than NP.

EXERCISES for the BBN-ANG-252 Syntax Seminars
Ch. 1 (BESE pp. 51-56)

1 (BESE 1/51). (i) Chop up the sentences below into their parts functioning as *subject, grammatical / logical predicate, direct object, indirect object, adverbial, prepositional complement*, divide the sentences into even smaller units. (ii) Identify the arguments and their Θ-roles. (iii) Identify the adjuncts.
a. Peter met Mary in the park yesterday. b. He gave Mary flowers when she greeted him. c. Mary put the flowers into a vase at home. d. The man who lives next door saw that they met. e. That Peter and Mary met surprised everyone. f. The curtains extended to the floor. g. He hasn't finished reading the book she lent him. h. Mary has become a teacher. i. Peter lives in Paris. j. Mary is in Paris at the moment.

2. (BESE 2/52) ((i) Identify the arguments and their Θ-roles in the following sentences. (ii) Identify the adjuncts.
a. Peter left his family. b. Peter left after dinner. c. Peter and Mary met in the park. d. Mary suddenly noticed that her purse was missing. e. Before leaving the house she checked her bag. f. The purse was on the kitchen table. g. Peter considers Mary beautiful. h. John knew that Peter and Mary met in the park in the afternoon. i. John knows Mary. j. Peter wanted John out of the room. k. They treated their guests kindly during their stay. l. Peter wrote a letter to Mary the other day. m. Peter sent her a box of chocolates, too. n. Peter called Mary yesterday. o. John called Peter a liar.

3. (BESE 3/52) Label the arguments in the sentences below, using the labels *agent, theme, patient, experiencer, beneficiary / goal, source, location, proposition, instrument.* Identify the adjuncts.
a. Peter loves Mary. b. Peter knows Mary well. c. The door opened. d. The purse was stolen. e. Mary wrote a letter to John the following day. f. John received a letter from Mary. g. Mary cut the cake with a knife. h. There arrived some visitors. j. Mary was cooking dinner when they entered. k. Peter has broken his leg. l. Peter has broken a vase. m. It surprised everyone that the visitors arrived. n. They wondered what to do. o. Mary is beautiful. p. John is in Paris. q. That the purse was stolen shocked everyone.

5. (BESE 6/53) Identify the thematic and functional categories in the foll. sentence and give the feature matrix of each item by making use of the foll. features [±F], [±N] and [±V]:N.B.: Perfective *have*: aspectual auxiliary = [–N, +V]
The boy in the neighbourhood may have made a big mistake.

9. (BESE 10/55) Identify the word categories in the foll. sentences and give the lexical entries of the verbs, auxiliaries, and degree adverbs as well.
a. The pretty girl will surely go for a luxury holiday in Haiti with a very tall young man. b. His excellent idea about trade reform can probably change the economic situation of African countries. c. A very big picture of old buildings has been sent to the former president of the electric company in Southern France. d. The spokesman announced that the most modern houses may have been built in the centre of London for a year. e. The ancient ruins might have been destroyed by the biggest earthquake of the century.

10. (BESE 11/55) (i) Identify the embedded clauses in the foll. sentences. (ii) Classify them according to whether they are finite clauses or non-finite clauses.
a. I think that John saw Hugh. b. John was anxious for Hugh to see him. c. They are anxious for they got bad news from their daughter today. d. My father asked me to go to the shop and get him tobacco. e. You will not get any tobacco from me for you are only a child. f. The buyer wanted me to buy the horse from the seller. g. The horse I bought yesterday belonged to my brother's best man. h. The landlady will go upstairs to clean the rooms. i. We saw John and Hugh going into their friend's house a while ago. j. Did you see the woman that I was talking about? k. That Mary has a headache every day does not surprise anyone. l. I asked you to go. m. For him to stay would be unwise. n. To leave the party was very smart.

11. (BESE 12/55) Provide the lexical entry (including the category, theta-grid, subcategorization frame) for each underlined predicate in the foll. sentences:
a. My brother ate a lot of chocolate. b. John is keen on wild animals. c. John gave a book to his friend. d. He always parks his car near a nice old hotel. e. I love Vermeer's painting of the young girl. f. Jane broke the vase. g. The vase broke. h. Everybody got a letter from the Prime Minister.

12. (BESE 13/56) Give the lexical entries of each logical predicate of the foll. sentences:
a. The inspector realised that the key could not open the box. b. The baby crawled from her mother to her father. c. Jack thought that the storm broke the window. d. Shannon travelled from Paris to Rome. e. Lucy cut the bread with a knife. f. My friend wrote to me that John loved Eve. g. John told a story to Peter. h. John told her that his mother was afraid of spiders. i. Sarah is proud of her sons. j. Young people are often keen on sciences. k. Mrs Smith is always angry at her neighbours. l. Some astrologists have always held the belief that the Sun moves around the Earth.

Ch. 2 (BESE p. 85)

13. (BESE 1/85) (i) Convert this tree into a bracketing representation. (ii) List the rewrite rules used in generating the following structure.
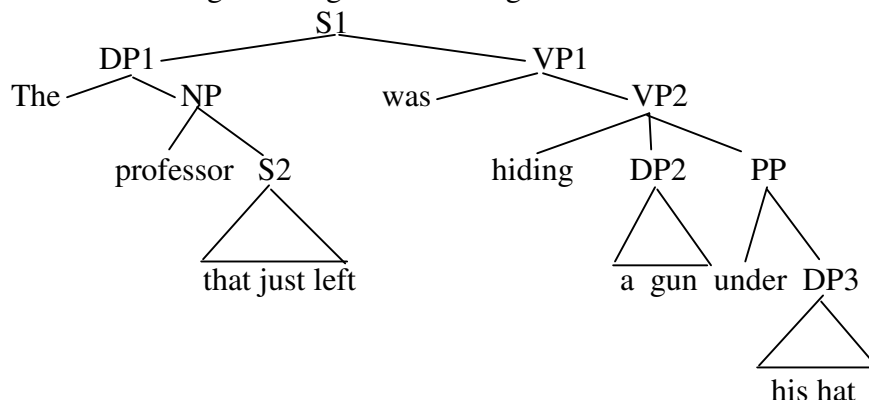
(iii) What are the immediate constituents of S1, DP1, VP1, VP2, NP, PP?
(iv) Are the following strings constituents: (a) the professor, (b) professor that just left, (c) the professor that just left was, (d) the professor that just left was hiding, (e) hiding a gun under his hat, (f) hiding a gun under, (g) hiding a gun under his, (h) hiding a gun, (i) under his hat

14. (BESE 2/58) Identify the constituents in the following sentences:
a. The postman lost his key yesterday. b. The student who has just passed the exam is very happy. c. This theory of language acquisition is easy for students who understand mathematics.

15. (BESE 3/85) Account for why the following sentences are ungrammatical.
a. * Yesterday I met Paul and with Peter. b. *Whose did you see favourite film?
c. *Mike invited the woman with long hair, Jamie inivited the she/her with short hair.
d. *The student, I haven't seen of Physics lately.
e. * She can paint with her mouth and with pleasure.

Ch. 3 (BESE pp. 121-127)

16. (BESE 1/121) Identify those tree diagrams that exemplify possible configurations. State what the problem is with those that contain impossible configurations.

17. (BESE 3/123) Decide what the syntactic head of the foll. compounds is and where it is in the structure. Comment on whether the meaning of the compounds may be composed of the meanings of its elements.
a. *passer-by*   b. *greenhouse*   c. *redneck*   d. *coffee table*   e. *attorney general*   f. *catwalk*
g. *brother-in-law*   h. *day job*   i. *double sheepshead knot*   j. *mousetrap*

18. (BESE 4/123) Comment on how the Theta Criterion can account for the grammaticality or ungrammaticality of the sentences below:
a. Peter drinks. b. * Peter Mary met John. c. *Peter met.   d. *Peter gave Mary, e. *Peter gave flowers. f. *John put the book.   g**.** *John put on the table.   h. Peter wrote a letter to Mary. i. Peter wrote a letter. j. Mary washed k. Mary wondered what the time was. l. That they stole the diamonds surprised the police.

19. (BESE 5/123) Compare the grammatical functions and theta roles of the DPs in the pairs of sentences below. Comment on changes in either.
1.a. Peter gave Mary flowers.   b. Peter gave flowers to Mary.
2.a. The postman delivered the letters.   b. The letters were delivered.
3.a. That he left surprised us.   b. It surprised us that he left.
4.a. Peter noticed the scar on her ankle.   b. The scar on her ankle appeared small.
5.a. Mary is easy to please.   b. Mary tries to please everybody.
6.a. Who do you want to meet?   b. Who do you want to help?
7.a. He took a shower.   b. He showered.
8.a. He made the ball roll down the hill.   b. He rolled the ball down the hill.

20. (BESE 6/124) Below you can find an abstract sentence where small letters symbolize the words of the sentence while capital letters stand for larger units. Construct a tree diagram equivalent to the bracketed structure.
[I [H a b] [J c [K d [L e f]]]]

21. (BESE 7/124) Below you will find the tree structure of an abstract sentence. Small letters represent words while capitals stand for larger units. Give an equivalent bracketed structure.
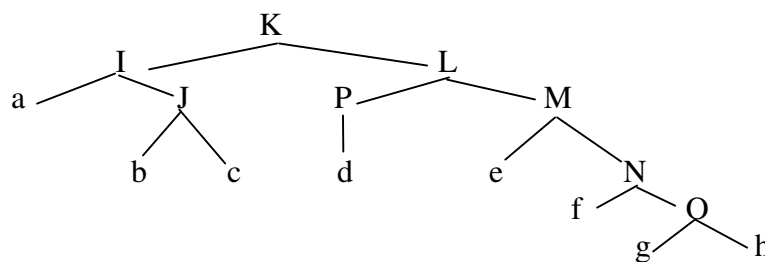
22. (BESE 8/124) Identify the category of each word in the following sentence.
The little boy may think that he will get a very expensive present for his birthday.

23. (BESE 10/125) Identify the adjuncts in the sentences below:
a. The little boy gave a nice drawing to his mother for her birthday.
b. The teacher wanted to know whether the new students would know what to do
        when they arrive.
c. Why do you ask me whether I want to buy a new computer next year?
d. The new guest professor of Mathematics from Germany will probably arrive at the
        recently renovated railway station at 2:15.
e. How can you decide whether a loaf of bread on the shelf is fresh or not?

f. Jack and Jane saw a very interesting new film at the cinema in the city centre.
g. Sometimes it is difficult for students to find the adjuncts in sentences like this.
h. The mayor of the city said that the river is unlikely to flood the city.
i. The workers didn't believe that they don't have to work on the following week.

24. (BESE 11/125) Decide whether the phrases in italics are adjuncts or complements of the verb. a. David wrote a letter *on the desk*. b. David put a letter *on the desk*. c. Mary slept *in the bed*. d. Mary stayed *in the bed*. e. Jill arrived *at the station*. f. Jill waited *at the station*.

25. (BESE 12/126) Observe the contrast between the sentences in each pair. Explain why sentences (a) are correct while sentences (b) are incorrect.
(i)a. Julie met the student of Physics from France and I met the one from Spain.
   b. *John knows the student of Physics from France and I know the one of English from Spain.
(ii)a. Julie met a student of Physics of considerable intelligence.
   b. * Julie met a student of considerable intelligence of Physics.
(iii)a. Julie met a student of Physics and of Mathematics.
   b. * Julie met a student of Physics and of considerable intelligence.

27. (BESE 14/126) Explain how the X-bar theory can account for the ungrammaticality of the following sentences. (The ungrammaticality is due to the phrases in italics.)
a. *The teacher from France of English* likes going to open lectures.
b. *Mary often *drives too fast her car*.
c. * *Every student in Cambridge of Physics* gets an excellent job.

28. (BESE 15/126) Give the tree diagram of the following phrases:
a. a big house   b. a little brown jug c. this incredible story d. a tall handsome student of physics e. a funny little thing f. those pretty women from Europe g. Irish beer   h. Jackie i. American history   j. funny little things   k. essays l. you

29. (BESE 16/126) Give the internal structure of the following compound nouns:
a. *car park* b. *floppy disk* c. *bicycle race winner* d. *micro wave oven* e. *petticoat*
f. *second hand shop* g. *orange juice cocktail* h. *hot water heater* i. season ticket *holder* j. *petrol station owner* k. *heavy metal band*

30. (BESE 17/127) Why are these sentences ill-formed?
a. *Penny promised. b. *The boys slept a car. c. * Garry gave Greg. d. * Gave a cent to Marion. e. * Adam ate an apple for Anne. f. * Daniel danced Dora.

31. (BESE 18/127) Identify the thematic roles assigned by each predicate and identify the Case of the DPs as well.
a. Who do you think Izzy will invite?   b. Terry thinks that the car has been stolen.
c. Frank will fly from New York to Amsterdam. d. Sally seems to be selected by the committee. e. I expect this girl to rewrite her essay. f. For Chuck to choose from these chicks will be hard.

Ch. 4 (BESE pp. 149-151)

33. (BESE 1/149) Determine the internal structure of the following DPs by giving their tree diagram:
1. all the small things 2. few of the blond boys 3. nearly every clever student of American history 4. almost all of these young animals 5. any of you 6. any possible solution for this exercise in English syntax 7. few blond boys

34. (BESE 2/149) The DP *the new students of Mathematics from London* is ambiguous: it can mean (a) 'those students of Mathematics from London who are new', or (b) 'those new students of Mathematics who are from London'. Try to disambiguate it by giving it two different tree diagrams.

35. (BESE 3/150) Identify all the DPs in the following sentences, bearing in mind that one DP may have another DP as a constituent (usually a non-immediate constituent).
a. My colleagues like the idea that the researchers invented the most dangerous
       weapon ever been made.
b. Some students who study linguistics hate parasitic gaps.
c. One very good reason for giving her a second chance is that she did a very good job
       two years ago in Paris.

36. (BESE 4/150) Using DP analysis, draw labelled tree diagrams for the following DPs: a. the President's speech in the Congress b. some of the most recent assumptions about life c. the most interesting books on Physics d. all essays on the theory e. a magnificent Gothic building

37. (BESE 5/150) What problem does the grammaticality of the Italian DP *il mio libro* or the Hungarian DP *az én könyvem* raise for the analysis of determiners and possessive pronouns?

38. (BESE 7/151) Using DP analysis, provide labelled tree diagrams for the following ambiguous DP: *an analysis of sentences with several mistakes*

39. (BESE 8/151) The following DP is ambiguous: *one of the children's books.* Disambiguate it by giving it two different tree structures.

40. (BESE 9/151) Determine the ambiguities of the following sentence, using an appropriate constituency test for each meaning:
Jane wanted to try on a pair of jeans in the shop window.

Other exercises

41. (R 6/107) Discuss the syntax of the italicised proforms as they are used in the sentences below: a. I don't know whether the President will retire next year, but I certainly hope *so*. b. They say he's extremely intelligent, and *so* he may be. c. The junkies stashed the hash in the trash-can, but the fuzz found out about *it*. d. You should see Paris, if you've never been *there*. e. If the Chairman is in Paris, how do we contact *him there*?

42. (HG 4/146) Discuss the problems raised by the paired sentences below.
1.a. I have eaten a hot meal.   b. I have eaten.
2.a. She is smoking cigars.   b. She is smoking.
3.a. She is writing a letter to her friends.   b. She is writing to her friends.
4.a. She is writing a novel.   b. She is writing.
5.a. The lion devoured the deer.   b. *The lion devoured.
6.a. She drinks a lot of wine.   b. She drinks.
7.a. She abandoned the project.   b. *She abandoned.
8.a. She is expecting visitors.   b. She is expecting.
9.a. The teachers kissed the students.   b. The teachers kissed.
10.a. The children are washing their dolls. b. The children are washing.
11.a. John and Mary met Jane in the park . b. John and Mary met in the park.
12.a. John is deserting his post.   b. John is deserting.

43. (HG 3/146) Discuss the argument structure of the foll. sets of sentences.
1.a. I told John that he should buy the bicycle.   b. I told John to buy the bicycle.
2.a. I expect that John will return.   b. I expect John to return.
3.a. I want my coffee to be piping hot.   b. I want my coffee piping hot.
4.a. That Mary has left is rather surprising. b. It is rather surprising that Mary has left.
5.a. I consider that it is rather surprising that Mary has left.
   b. I consider it to be rather surprising that Mary has left.
   c. I consider it rather surprising that Mary has left.