

## COMMENTS AND KEYS TO EXERCISES IN *ENGLISH WORDS AND SENTENCES*

### CHAPTER 2: WORD CLASSES

Preferably you do all exercises in this chapter. The exercises in this chapter are accompanied by lengthy discussions that more or less give you the correct answers (if there even are such answers). If you still have any questions or comments you are welcome to post them on the Moodle course page.

### CHAPTER 5: PHRASE STRUCTURE 1

- 5.1:** Answers are given in the text.
- 5.2:** (i) What's the head in *Val's cat's tail*? Head = tail  
(ii) Each 's functions as a determiner (or makes the NP function as a determiner): the first one makes *Val's* functioning as a determiner in the NP [Val's cat] = [her/the cat]: the second makes this phrase function as a determiner in the whole NP with *tail* as head: [Val's cat]'s tail = [its/the tail]
- 5.3:** The logic of the question is that you compare *long* to *very* and see that one is dependent on *stripy* (very) and one is not (long).
- 5.4:** Huddleston and Pullum (2005, 120) suggest that these restrictions may apply to senses rather than lexemes, because they often apply only to certain sense of a lexeme. For example, only when *late* means 'deceased' is this adjective restricted to attributive usage, as in *the late king John*. In a less restricted sense *late* can be used predicatively too, as in *I'm always late*. But this does not hold for all adjectives in this category.
- 5.5:** The answer is given in the question.

### CH 6: PHRASE STRUCTURE 2

- 6.1:** i) modal, ii) 'dummy' or pleonastic aux., iii) modal
- 6.2:** Various answers possible here.
- 6.3:** In the sentence *He may have been being shaved*, the form of the word *being* is determined by the preceding verb in the sequence. Just like *may* determines that the verb *to have* must be in its infinitive form, and *have* determines that *to be* must be in its past participle form, the progressive auxiliary *be* in the sentence determines that the following verb *to be* must be in its present participle form (the *-ing*-form). Gerunds are not subject to these constraints.

### CONSOLIDATION 1

- 2.1:** The words underlined with a dotted line were non-words when the author coined them, but have now become part of the English language (according to Eppler & Ozón). When assigning the non-words in *Jabberwocky* to word classes, you used your knowledge of English morphology and syntax to decide which words class/part of speech the non-words might belong to. You, for example, assumed that a word between a determiner and a noun would be an optional adjective, e.g. *the vorpal blade*. And you utilised your knowledge that a word ending in *-ing* is either a gerund or a verb in progressive aspect, and then eliminated the gerund on the basis that *galumphing* is the verb complement of *went*. Using reasoning like this, your longest list ought to be the adjective list with ten types, followed by nouns with nine types, and verbs with five types. If you counted tokens, your noun list will be longer than the adjective list (because of the multiple occurrence of *Jabberwock*). Determiners, prepositions and conjunctions should not be represented in your lists of non-words because they belong to so called closed word classes.

‘Twas brillig, and the slithy toves  
 Did gyre and gimble in the wabe:  
 All mimsy were the borogoves,  
 And the mome raths outgrabe.  
 “Beware the Jabberwock, my son!  
 The jaws that bite, the claws that catch!  
 Beware the Jubjub bird, and shun  
 The frumious Bandersnatch!”  
 He took his vorpal sword in hand:  
 Long time the manxome foe he sought -  
 So rested he by the Tumtum tree,  
 And stood awhile in thought.  
 And, as in uffish thought he stood,  
 The Jabberwock, with eyes of flame,  
 Came whiffing through the tulgey wood,  
 And burbled as it came!

One, two! One, two! And through and through  
 The vorpal blade went snicker-snack!  
 He left it dead, and with its head  
 He went galumphing back.  
 “And, has thou slain the Jabberwock?  
 Come to my arms, my beamish boy!  
 O frabjous day! Callooh! Callay!”  
 He chortled in his joy.  
 ‘Twas brillig, and the slithy toves  
 Did gyre and gimble in the wabe:  
 All mimsy were the borogoves,  
 And the mome raths outgrabe.

**2.2:** Grammatical sentences a) *He blinked his eyes* and *I held my tongue*. All other combinations ungrammatical (N.B. when *hold my tongue* gets its idiomatic interpretation). For b) *She blinked her eyes* and *We held our tongue* (interpretation as in a).

**2.4:** Adjectives: b, c, f, and h; adverbs: a, d, e and g.

**2.5:** *The majority of tropical shores, in contrast, are not backed by dune systems ... but are colonized by fast-growing vegetation ... This may be because the sand is more often kept damp by rain, and hence is in general more stable. In spite of the predominant juxtaposition of sandflats and sand dunes on temperate shores, the two environments have seldom been considered together. The sandflats are regarded as the province of marine biologists, while the dunes are investigated by terrestrial biologists. This unfortunately means that the junction of the two is often neglected. To some extent it must be admitted that this also reflects the relatively sudden change in conditions between flat and dune.* [ICE-GB:W2A-022]

**2.6:** Adverbs: a) around, b) (the last) behind, d) up, All other underlined words are prepositions.

**2.7:** Note that *catch up* and *come up* are not used.

- |                    |                   |
|--------------------|-------------------|
| a. <b>blow up</b>  | e. <b>give up</b> |
| b. <b>sum up</b>   | f. <b>make up</b> |
| c. <b>speed up</b> | g. <b>stir up</b> |
| d. <b>draw up</b>  | h. <b>look up</b> |

**5.1:** There are different ways to analyze compounds (c). Either the compound is considered as one word, i.e. as one head, or as one word modifying the other, i.e. only one of the words is the head. It is only an orthographic convention to spell some compounds separately (look at *doughnut* in a. and *blackboard* in b. where there are no spaces between the two “words”). These words still have a characteristic ‘compound’ intonation.

- |  |                    |
|--|--------------------|
| a. <b>box</b>                                    | e. <b>shot</b>     |
| b. <b>stayed</b>                                 | f. <b>with</b>     |
| c. <b>saxophone player</b> or only <b>player</b> | g. <b>hair</b>     |
| d. <b>to</b>                                     | h. <b>tie, car</b> |

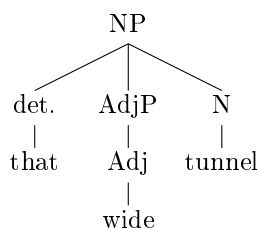
**5.2:** Some of the NPs are modified by PPs which in turn contain another NP. The head in the topmost NP is marked in bold.

- NP[NP[Kate]’s **mum**] is coming NP[**tomorrow**]. — she, *tomorrow* is odd since it’s a noun that functions as an adverbial and we can’t replace it with ‘it’. Sometimes it is analyzed as an adverb.
- Where’s NP[NP[my] beloved **pair** of NP[slippers]]? — it, cf. SV agreement
- NP[The best **things** in NP[life]] are free. — they, cf. SV agreement
- NP[**Mary**] can’t stand NP[**jazz**]. — she, it
- NP[The angry **men** in NP[the pub]] were shouting really loudly. — they

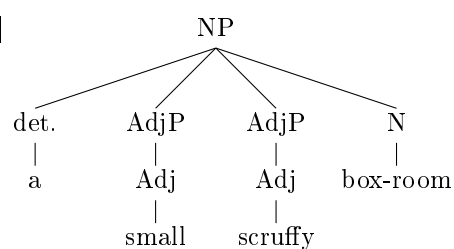
**5.3:** The head of each phrase is in bold. In the bracketed version it might be difficult to see what head goes with what phrase, but in the trees it’s clearer. As you can see, all lexical words head

their phrases, even if they are embedded inside bigger phrases. Chapter 7 has more on trees. The way the adjectives, PPs and the genitive 's are drawn is a very simplified way (but sufficient for this level of syntax). To simplify things we treat the possessive pronoun *her* in e as a determiner, even though it really is a kind of NP. In f and g we see embedded clauses (S/C). Since these are reduced relatives they don't have a subject NP to the left of the VP.

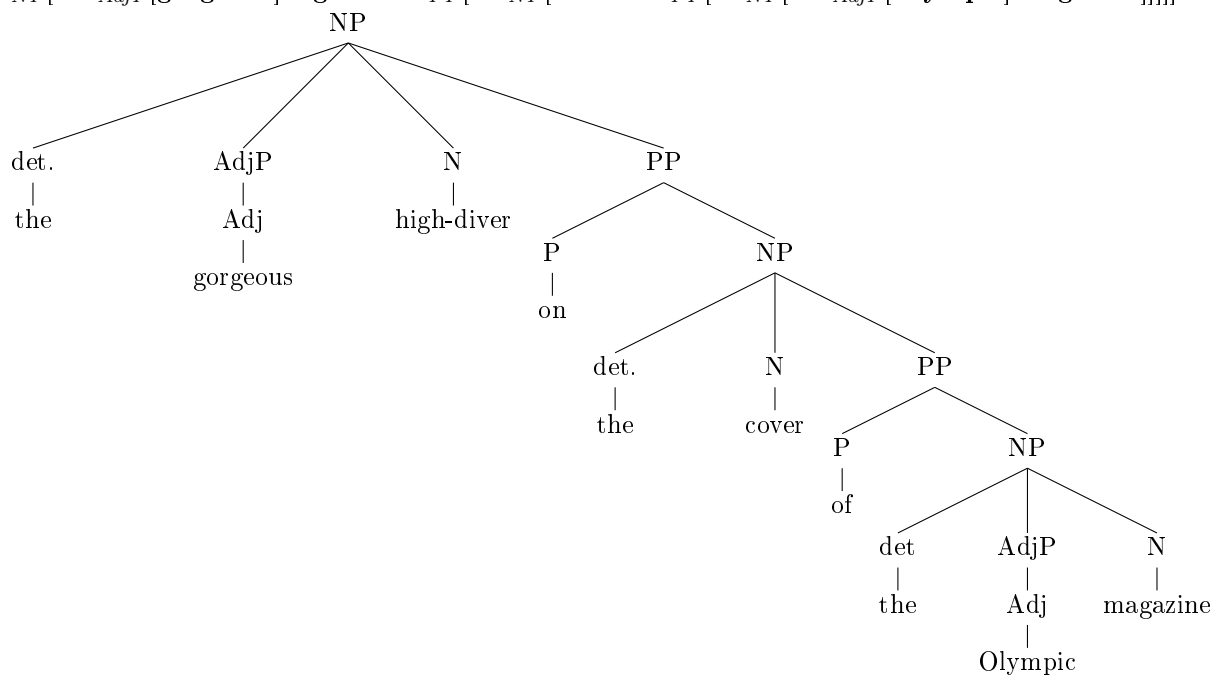
a. NP[that AdjP[wide] tunnel]



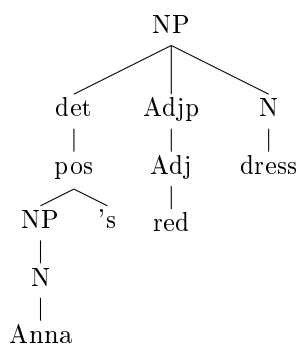
b. NP[a AdjP[small] AdjP[scruffy] box-room]



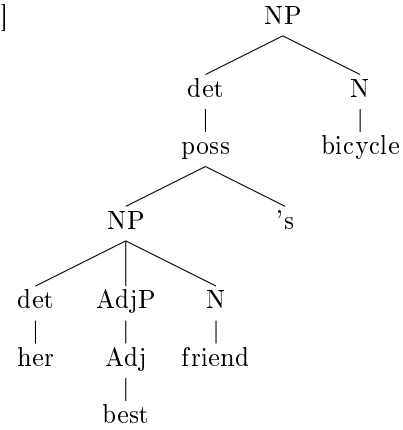
c. NP[the AdjP[gorgeous] high-diver PP[on NP[the cover PP[of NP[the AdjP[Olympic] magazine]]]]]



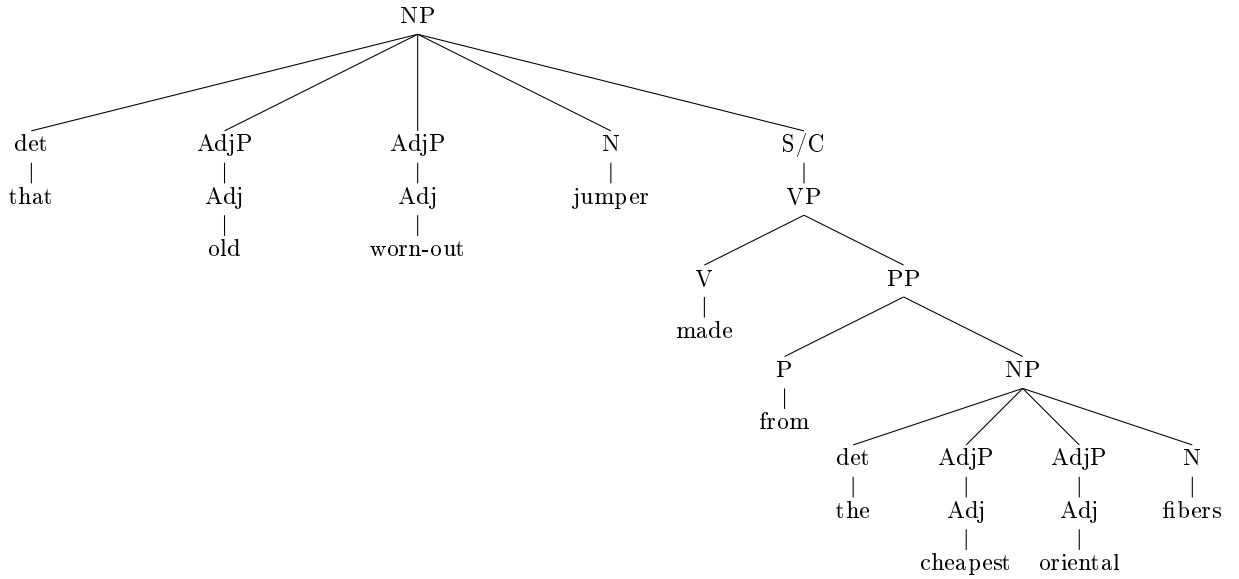
d. NP[NP[Anna]'s AdjP[red] dress]



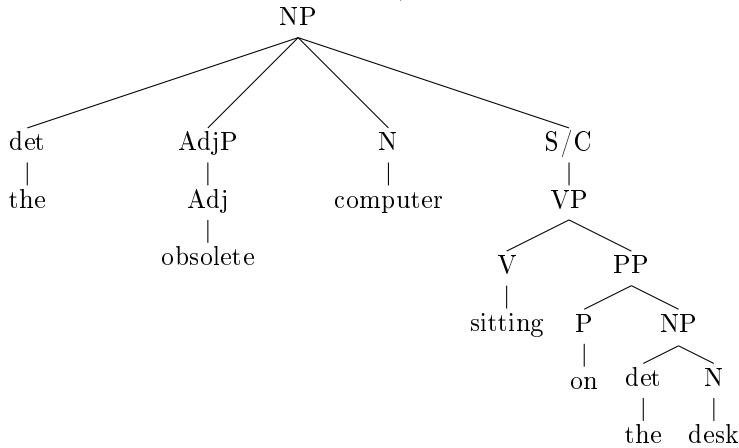
e.  $NP[her\ AdjP[best]\ NP[friend]’s\ bicycle]$



f.  $NP[that\ AdjP[old]\ AdjP[worn-out]\ jumper\ S/C[VP[made\ PP[from\ NP[the\ AdjP[cheapest]\ AdjP[Oriental]\ fibers]]]]]$



g.  $NP[the\ AdjP[obsolete]\ computer\ S/C[VP[sitting\ PP[on\ NP[the\ desk]]]]]$



**5.4:** Modifiers modify heads, so first you must identify the head in the phrase.

- good* pre-modifies *supervisor*
- of distinction* post-modifies *sign*
- harsh* pre-modifies *sun*
- from the sun* post-modifies *protection*
- who suffered from sunstroke* post-modifies *ladies*

**5.5:**

- a. The boy kicked the ball *PP*[through the window]
- b. All those intellectuals *PP*[at the bar] are not drinking beer
- c. The marathon ran *PP*[across six boroughs]

**5.6:** With the right context *this morning* is optional in b (it sounds a bit short without it though).

- a. (This morning) the sun is shining.
- b. He is arriving (this morning).
- c. [This morning] is gloriously sunny.
- d. The game is [this morning].

**6.1:**

- a. It should be a good game.  
MOD
- b. The customer will be staying in her seat.  
MOD PROG
- c. My ideas were being discussed in public.  
PROG PASS
- d. She should have been studying all night.  
MOD PERF PROG
- e. Patricia has had a headache all day.  
PERF
- f. They must have gone by now.  
MOD PERF

**6.2:** Making negative sentences out of positive, declarative ones shows that we need to add dummy *do* to carry the negative particle if no auxiliary of modal is present (see (b) below). Also, the negative form of *will* + *n't* isn't *willn't* but *won't* (e).

- a. Protesters weren't occupying the streets of London.
- b. A wave of indignation didn't sweep over the country.
- c. Revolution hadn't been televised before.
- d. Bankers and financiers wouldn't soon be humiliated.
- e. A new deal won't be arrived at.

**6.3:** In all the sentences the leftmost NP is the subject, and since we do not get inversion if we ask for subjects with a *wh*-word the authors most likely want us to question the rightmost NP (which isn't the subject in any of the sentences).

- a. What is the brain stem responsible for?
- b. What did the manager deal with effectively?
- c. What is essential for flower pollination?
- d. Which are the largest orchids?
- e. What does the florist avoid?

**6.4:**

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| a. held = past participle (-ed form) | f. survive = base                   |
| b. protected = past                  | g. possesses = present (-s form)    |
| c. embalm = base                     | h. arose = past                     |
| d. put = past                        | i. fed = past participle (-ed form) |
| e. have = present (-s form)          | j. were = past                      |

**6.5:**

- |                     |                       |
|---------------------|-----------------------|
| a. should = modal   | f. were = passive     |
| b. been = passive   | g. been = progressive |
| c. has = perfective | h. had = perfective   |
| d. can = modal      | i. can('t) = modal    |
| e. is = progressive | j. am = progressive   |

## CH 7: FUNCTIONAL ANALYSIS

**7.1:**

- Mary had a little lamb.
- Pop goes the weasel.
- Have you any wool?
- The grand old Duke of York had ten thousand men.
- All the King's horses and all the King's men couldn't put Humpty together again.

**7.2:**

- Row your boat.
- Mary had a little lamb.
- Little Jack Horner was eating a Christmas pie.
- Jack and Jill fetched a pail of water.
- If you see a crocodile, don't forget to scream

**7.3:** Some possible adjuncts underlined:

- Fortunately Mary had a little lamb.
- Row your boat if you are cold.
- Three blind mice are running towards the eye clinic.
- Little Jack Horner sat on a fence.
- The grand old Duke of York marched them relentlessly.

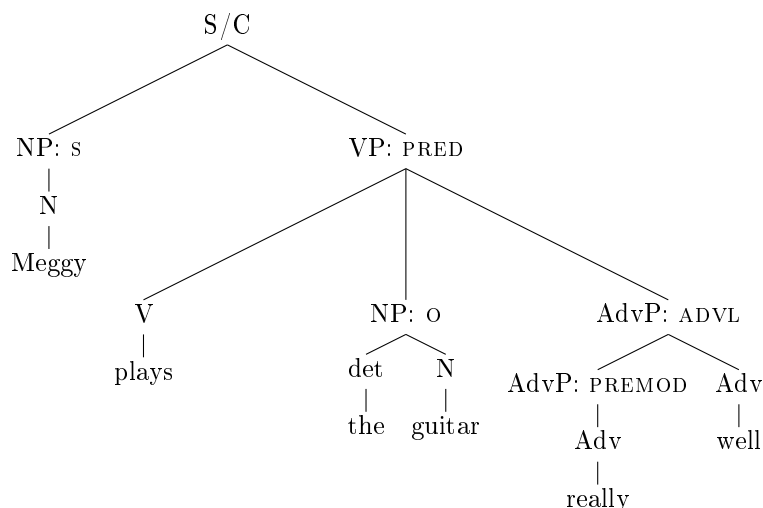
**7.4:**

- bubbles = object
- fly = predicate
- they = subject
- always = adverbial
- everywhere = adverbial

**7.5:** Various possible answers:

- <sub>s</sub>[Little Jack Horner] <sub>v</sub>[ran].
- <sub>s</sub>[Little Jack Horner] <sub>v</sub>[was] <sub>sc</sub>[happy as can be].
- <sub>s</sub>[Little Jack Horner] <sub>v</sub>[made] <sub>do</sub>[the girl] <sub>oc</sub>[happy].

**7.6:** *Meggy plays the guitar really well.* Start by picking out the phrases: *Meggy* = NP (subject), *plays the guitar really well* = VP (predicate), *the guitar* = NP (object), *really well* = AdvP (adverbial). Since *really well* modifies the verb *plays* it should be part of the VP and not S/C. The head in the Adverbphrase (AdvP) is *well*, and *really* is a premodifier (and an AdvP, too)



## CH 8: COORDINATION AND SUBORDINATION

**Important.** On page 180, last 2 lines before Activity 8.6, and the paragraph following it, it says that relative clauses take on the function of the noun phrase they are part of. This is *not* correct. Relative clauses are *always* (in this course, there are exceptions) post modifiers to the noun they modify. They do *not* have a function in the clause, only inside the NP. This means that the answer to Activity 8.6 is postmodifier and nothing else. What the authors do is identifying **the function of the NP the relative clause is a part of**, which is something completely different.

Do exercise 8.2.

## CH 9: CLAUSE TYPES

## 9.1: Subordinate clauses in square brackets:

- a. Ilana always knows [which remedy she should give me].
- b. The porter asked [why my door wasn't locked].
- c. [When Atila would get his glasses] worried her.

## 9.2, 9.3: Answers in the text.

## 9.4: past tense = PT, past participle = PP, adjective = A:

- |                    |                   |                   |
|--------------------|-------------------|-------------------|
| a. frightened = PT | f. satisfied = A  | k. accepted = PP  |
| b. frightened = A  | g. worn out = PP  | l. surprised = PP |
| c. professed = A   | h. disgusted = PP | m. surprised = A  |
| d. annoyed = PP    | i. passed = PT    |                   |
| e. annoyed = A     | j. informed = PP  |                   |

## CONSOLIDATION 2

## 7.3: a) i, b) ii, c) i, d) iii, e) ii.

## 7.4:

- a. *AdvP*[Perhaps] (A) *NP*[a lunatic] (S) *VP*[was (V) *AdvP*[simply] (A) *NP*[a minority of one]] (SC).
- b. *NP*[No news] (S) *VP*[is (V) *NP*[*AdjP*[good] news] (SC), *AdvP*[apparently]] (A).
- c. *NP*[The woman] (S) *VP*[donated (V) *NP*[a kidney] (DO) *PP*[to *NP*[a *AdjP*[complete] stranger]]] (A).
- d. *NP*[His heart] (S) *VP*[leapt (V) *PP*[in his chest]] (A).
- e. *NP*[The cold] (S) *VP*[turned (V) *NP*[the woman] (DO) *AdjP*[blue]] (OC).
- f. *NP*[The youths] (S) *VP*[looked (V) *AdvP*[menacingly] (A) *PP*[at the stranger]] (A).
- g. *NP*[They] (S) *VP*[brought (V) *NP*[him] (IO) *NP*[his food] (DO) *PP*[at lunchtime]] (A).

## 7.5: Adverbial underlined:

- a. The festival was opened a few days after our arrival.

- b. Attendance at the opening ceremony was obviously compulsory.
- c. The ceremony was prepared with military precision.
- d. We arrived in the stadium two hours earlier.
- e. The fireworks were undoubtedly wonderful because of their scale.
- f. The citizens felt fulfilled afterwards.
- g. The whole ceremony up till then had been very impressive.
- h. I am not brave by nature.

**7.6:** The semantically empty /‘repeat’ elements in the sentence below are underlined.

- a. Leg it / Beat it
- b. There is no point in going for a walk when it rains.
- c. Mary smiled a toothy smile.

All semantically empty sentence elements in (a) are direct objects. The semantically empty sentence elements in (b) are subjects. In (c), the sentence elements that cover the same meaning twice are the verb and the head of an object noun phrase, respectively. This type of object is called a cognate object and we find them in Swedish too: *Lisa dansade en tango; Erika drömde en hemsk dröm; Per sjöng en känd sång*.

**7.7:** a) DO, b) IO, c) DO, d) DO.

**8.4:** When these results are broken down according to their occurrence in a written or spoken medium, additional curiosities surface. Written language results are particularly solid. We can still see the tendency noted in previous totals, whereby first elements are informationally new. In the prepositional phrase, given material occurs as often as new. Surprisingly, these predictions are inverted in the case of spoken language, where it is prediction 1 that is confirmed, and 2 that is disconfirmed.

**8.5:** a. infinitive, b) -ing, c) infinitive, d) -ed, e) -ing, f) verbless, g) -ed, h) verbless, i) -ed, j) -ed.

**9.1:** *‘Behaviour’ has now been incorporated into modern evolutionary theory. It is recognised that natural selection acts on phenotypes and not on genotypes, and it is acknowledged that behaviour constitutes a significant part of phenotype expression. It follows that ‘intelligence’ may be considered as an adaptatory set of behaviours which have evolved ... [Many] definitions emphasise what has been called ‘the Evolutionary Analogy’ ... Some writers have hardened the analogy to assert that cognitive development and evolution are the product of identical processes ... It is an approach to evolution that has been fostered by biologists with a particular interest in cognition, intelligence and culture. [ICE-GB:W1A-009]*

**9.2:** These are all in the subjunctive mood.

**9.3:** Many ditransitive sentences have two passive versions, one for every object.

- a. Mary gave Paul a black eye.  
Paul was given a black eye.  
? A black eye was given Paul.
- b. Kathryn showed the students a video.  
The students were shown a video.  
? A video was shown the students.
- c. She sent Paul a new vase.  
Paul was sent a new vase.  
? A new vase was sent Paul.
- d. Tara made Jeremy a sandwich.  
Jeremy was made a sandwich.  
? A sandwich was made Jeremy.

Indirect objects make better passive subjects, as you can see from the sentences above. This has been accounted for because subjects as well as indirect objects tend to be animate (consider Mary and Paul in example a, Kathryn and the students in example b, and the rest of them). In short, indirect objects are better subjects in that they share many properties normally associated with the role of subject (subjects are doers/agents, which is closely connected with animacy. There

is also dialectal variation and in Swedish most speakers accept both types of passives. Since passives are often used for information structural reasons, they usually require a different context from active sentences.

**9.5:** A.

**9.6:** a, c and e.

**9.7:** There is no right or wrong answer to this task. Still, most people use *will/won't*.

**9.8:** This type of 'tags' are curious in that they invert the order of the referential expressions in the construction. Whereas the subject in a regular tag is a pronominal replica of the subject of the clause it is attached to, in examples (a) and (b) we can see that it is the subject in the main clause which is pronominal, and refers forward to the subject of the tag question.

**9.9:** a) wh, b) Y/N, c) alternative, d) wh, e) declarative, f) Y/N, g) Y/N, h) Y/N.

Post any questions or comments you might have on the Moodle course site.

#### REFERENCES

Huddleston, Rodney, and Geoffrey Pullum. 2005. *A student's introduction to English grammar*. Cambridge: Cambridge University Press.