

Answers to Pause and Reflect Boxes for Chapter 5 Syntax

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Pause and Reflect 5.1

The answers may vary somewhat. However, the most commonly expected answers are:

- i. *It is me* is grammatical but some of us have been taught it is not correct according to prescriptive grammars.
- ii. *It is I* is the recommended form according to prescriptive grammars. However, it sounds strange to many people. This intuition is reinforced if we use the plural forms: *It is us* sounds more natural than *it is we*.
- iii. *Me and John went to the movies*. Intuitions may be quite variable in this case. It may be marginal for some people who will prefer *John and I went to the movies*. For others, it may be the most natural way of speaking.
- iv. *Do you can come to the party?* This sentence is ungrammatical for most speakers of English. It is sometimes heard in the speech of second language speakers who have not yet mastered question formation in English. Similar sentences are also found in child language.
- v. *I wanna go*. The contraction of *want* and *to* is quite common in spoken English, although it is not the preferred form in writing. Linguists consider it grammatical.
- vi. *You know something?* The omission of *do* at the left edge of a question is quite common in spoken English. Children go through a phase in which this omission is very common.
- vii. *He doesn't like I*. This sentence would probably be marked with an asterisk, that is, as ungrammatical, by all of us, including second language speakers of English.
- viii. *He don't know nothing*. There is dialect variation regarding sentences such as these. For speakers of some dialects it is grammatical, for others it is ungrammatical. However, there is no reason to prefer one dialect over another, both are valid.

Pause and Reflect 5.2

- i. *Table* as a noun can be pluralized: *on the tables*. *Table* as a verb can appear in the third person, *Mary tables a motion*; in the past, *I tabled a motion*; and in the present progressive, *I am tabling a motion*.
- ii. *Chair* as a noun has a plural, *the chairs in the corner*. *Chair* as a verb can appear in the third person, *Mary chairs the meeting*; in the past, *I chaired the meeting*; and in the present progressive, *I am chairing the meeting*.
- iii. *Worm* as a noun can be pluralized, *they are worms*. It can also take a possessive, *the worm's mouth*. *Worm* as a verb can appear in the third person, *the student worms his way out*; in the past, *I wormed my way out*; and in the present progressive, *I am worming my way out*.

Pause and Reflect 5.3

The summary is found in the following tables.

i The children are playing with their toys.

evidence					
word	lexical	functional	category	morphology	syntax
<i>the</i>		√	D		
<i>children</i>	√		N	child, children children's	D (the/my/these) children
<i>are</i>		√	Aux		
<i>playing</i>	√		V	plays; played; playing	Aux (are) playing; M (can/ should/will) play
<i>with</i>	√		P	None	With their toys, with
					their friends
<i>their</i>		√	D		
<i>toys</i>	√		N	toy, toys, toy's	D (the/my/these) toys

ii. Milk tastes good

evidence					
word	lexical	functional	category	morphology	syntax
<i>milk</i>	√		N	milk's	D (the/my/this) milk
<i>tastes</i>	√		V	taste, tasted, tasting	Aux (is) tasting; M (can/ should/will) taste
<i>good</i>	√		A	good, better, best	very good the good fairy

iii. She wants some help

evidence					
word	lexical	functional	category	morphology	syntax
<i>she</i>		√	Pronoun		
<i>wants</i>	√		V	want, wants, wanted, wanting	Aux (has wanted), M (can/ should/will) want

<i>some</i>	✓	Quantifier		
<i>help</i>	✓	N	help's	D (the/my/this) help

Pause and Reflect 5.4

- i. My mother will buy a pie for dinner.

The underlined words form a constituent. Evidence:

- a. Substitution: My mother will buy a pie for dinner *and I will do so too*.
- b. Question and answer: What will your mother do? *Buy a pie for dinner*.
- c. Coordination: My mother will buy a pie for dinner *and serve it with ice cream*.

- ii. The cat that lives next door drank my dog's water.

The underlined words form a constituent. Evidence:

- a. Substitution: *He/she/it* drank my dog's water.
- b. Question and answer: Who drank your dog's water? *The cat that lives next door*.
- c. Coordination: The cat that lives next door *and the squirrel that lives in a tree* drank my dog's water.

- iii. The neighbors bought a new car.

The underlined words do not form a constituent.

- iv. William ordered a drink before the meal.

The underlined words form a constituent. Evidence:

- a. Substitution: William ordered a drink *then*.
- b. Movement: *Before the meal* William ordered a drink.
- c. Question and answer: When did William order a drink? *Before the meal*.
- d. Coordination: William ordered a drink before the meal *but after the dance*.

- v. I gave a biscuit to the parrot yesterday.

The underlined words do not form a constituent.

Pause and Reflect 5.5

Phrase	Type	Head
old bones	NP	<i>bones</i>
man with the yellow hat	NP	<i>man</i>
often	AdvP	<i>often</i>

quite ripe	AP	<i>ripe</i>
wants a treat	VP	<i>wants</i>

Pause and Reflect 5.6

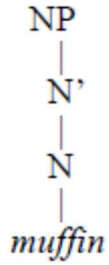
- i. Lucy bought a pumpkin for Halloween.
- ii. The bird in the yellow cage sings beautifully.
- iii. They want some more ice cream.
- iv. The girl that came to the door yesterday said she was our new neighbor.
- v. The glass broke.

Pause and Reflect 5.7

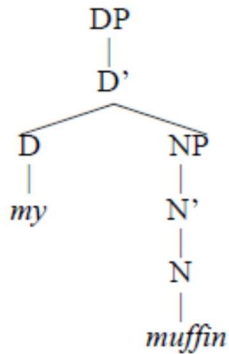
- i. Yesterday, I chose the paint for the bedroom.
 - *Yesterday* is an adjunct, this phrase can be omitted without affecting the grammaticality of the sentence: *I chose the paint* is grammatical.
 - *the paint* is a complement, the verb *to choose* is transitive. **I chose* is incomplete.
 - *for the bedroom* is an adjunct, this phrase can be omitted without affecting the grammaticality of the sentence: *Yesterday, I chose the paint*.
- ii. I want the cake with pink frosting.
 - *with pink frosting* is an adjunct. This phrase can be omitted without affecting the grammaticality of the sentence: *I want the cake*.
- iii. Ursula repaired her bike in the garage.
 - *her bike* is a complement, the verb *to repair* is transitive. **Ursula repaired* is incomplete.
 - *in the garage* is an adjunct, this phrase can be omitted without affecting the grammaticality of the sentence: *Ursula repaired her bike*.
- iv. She brought her pajamas for the sleepover.
 - *her pajamas* is a complement, the verb *to bring* is transitive. **She brought* is incomplete.
 - *for the sleepover* is an adjunct, this phrase can be omitted without affecting the grammaticality of the sentence: *She brought her pajamas*.
- v. I ran along the beach with my brother.
 - *along the beach* is an adjunct, this phrase can be omitted without affecting the grammaticality of the sentence: *I ran with my brother*.
 - *with my brother* is an adjunct, this phrase can be omitted without affecting the grammaticality of the sentence: *I ran along the beach*.

Pause and Reflect 5.8

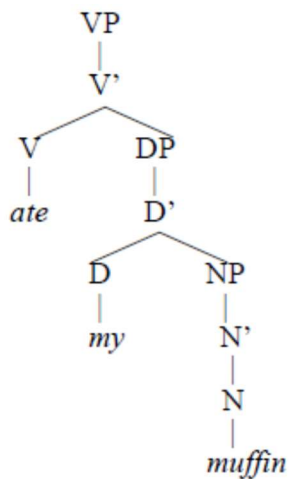
- i. That kid ate my muffin.
a. First, build the phrase for *muffin*. The noun *muffin* projects a NP.



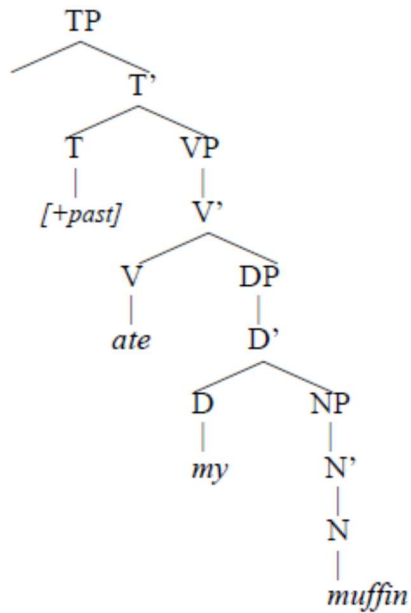
- b. Merge the NP *muffin* as the complement (sister) of D, *my*. Recall that possessives are determiners. Project the full DP.



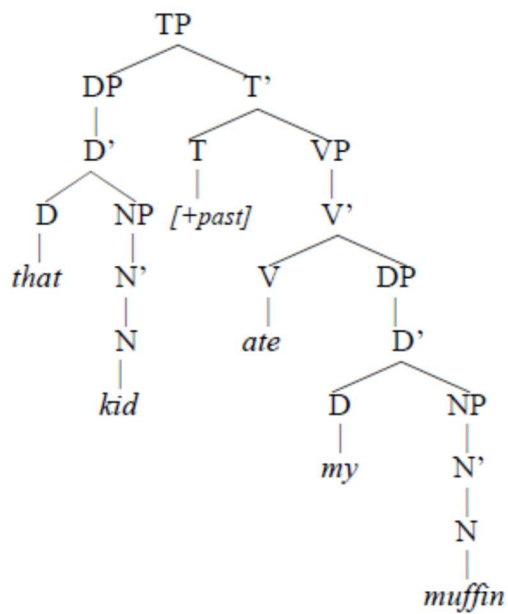
- c. Merge the DP *my muffin* as the complement (sister) of the verb *ate*. Project the VP.



- d. Merge the VP *ate my muffin* with T. Project TP.

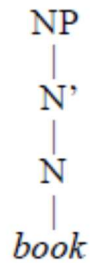


- e. Merge the subject DP *that kid* in the specifier position of T.

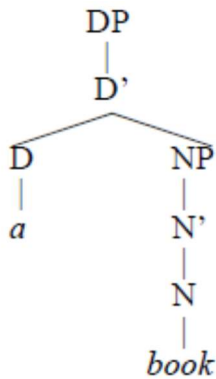


ii. The student reads a book.

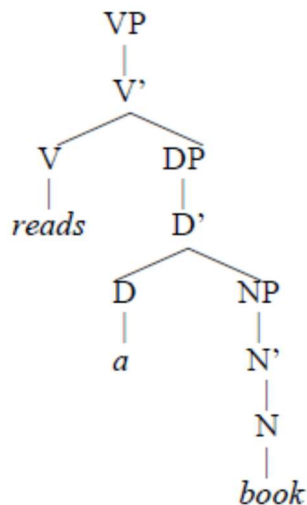
a. First, build the phrase for *book*. The noun *book* projects a NP.



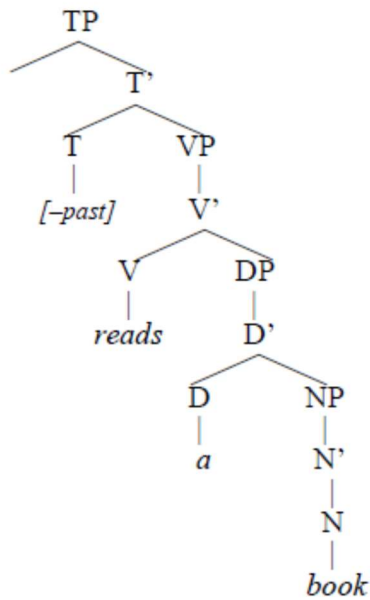
b. Merge the NP *book* as the complement (sister) of D, *a*. Project the full DP.



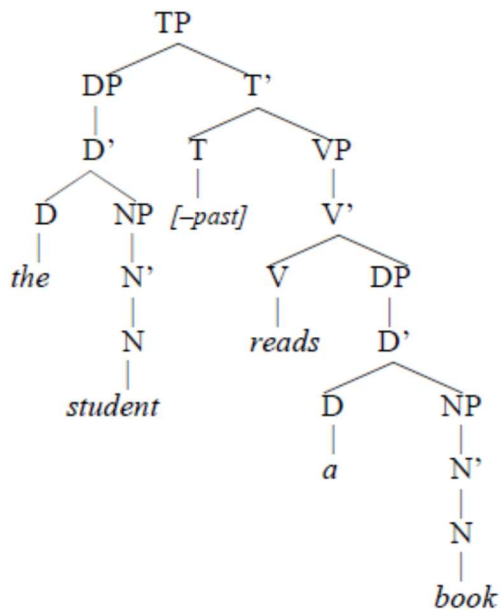
c. Merge the DP *a book* as the complement (sister) of the verb *read*. Project the VP.



- d. Merge the VP *reads the book* with T. Project TP.

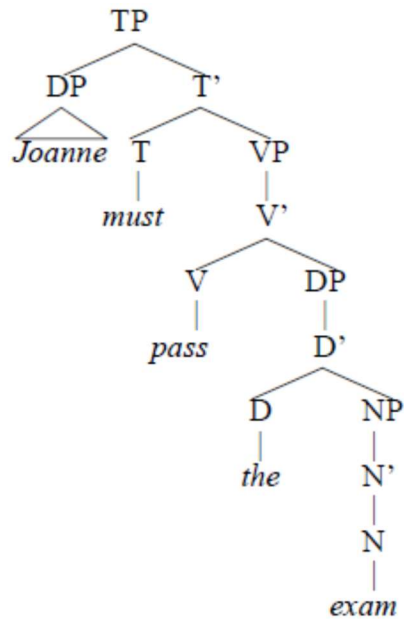


- e. Merge the subject DP *the student* in the specifier of T.

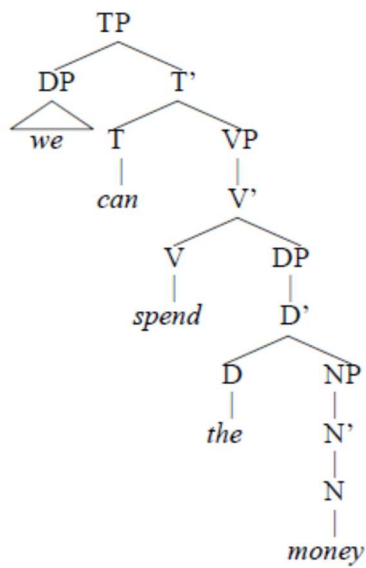


Pause and Reflect 5.9

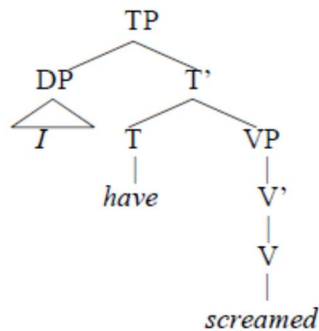
- i. Joanne must pass the exam.



- ii. We can spend the money.



iii. I have screamed.

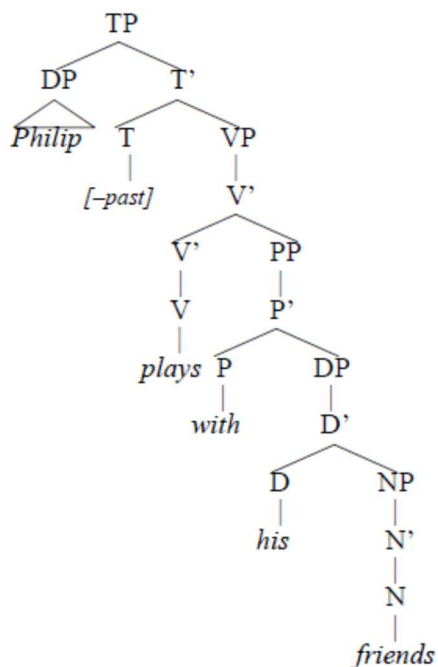


Pause and Reflect 5.10

i. Philip plays with his friends.

The tree diagram is not a true representation of the sentence because the prepositional phrase, *with his friends*, is represented as the sister of the verb *plays*, which would indicate it is the complement of *plays*. It is not a complement because it is not required (i.e., removing it would still leave us with a grammatical sentence), it is an adjunct, and as such must be separated from the head. It is the sister to V'.

The correct tree represents the prepositional phrase as a sister to V', not V:



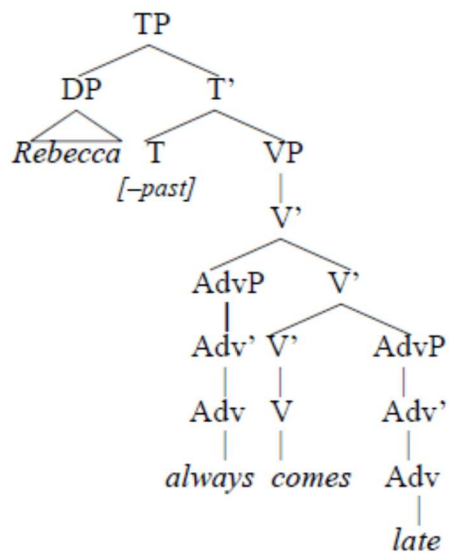
- ii. I changed the channel.

This tree diagram is the correct representation of the sentence. The verb *change* is transitive, *the channel* is the complement and as such it is represented as the sister to V.

- iii. Rebecca always comes late.

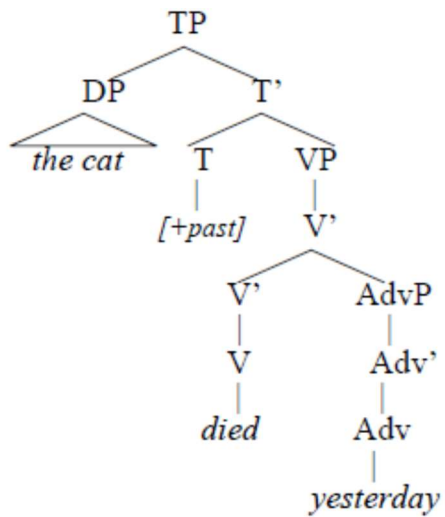
This tree is not the correct representation of the sentence. The adjunct, *always*, should not be represented under T but within the VP, as sister to V', as shown below.

Secondly, the adverb *late* is not the complement of the verb *come*, it is an adjunct. It should not be represented as the sister of V, but as the sister of another V'. There are two adjuncts, one attaching on the left, one on the right.

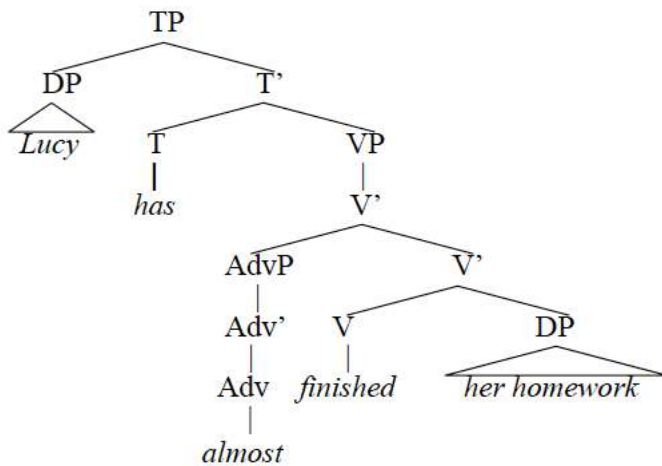


Pause and Reflect 5.11

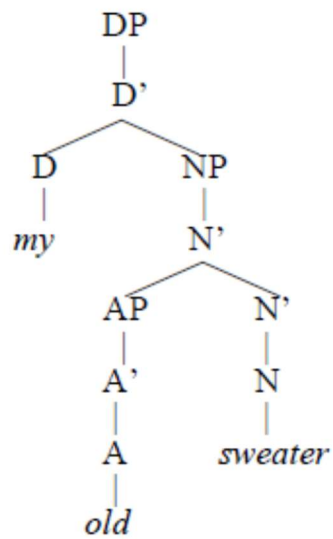
- i. The cat died yesterday.



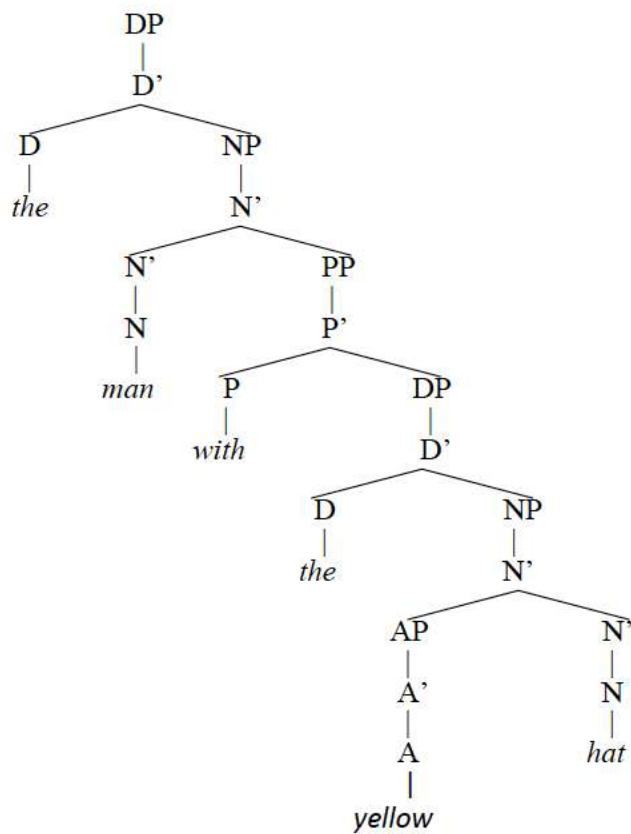
- ii. Lucy has almost finished her homework.



iii. my old sweater

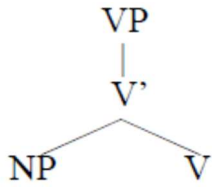


iv. the man with the yellow hat

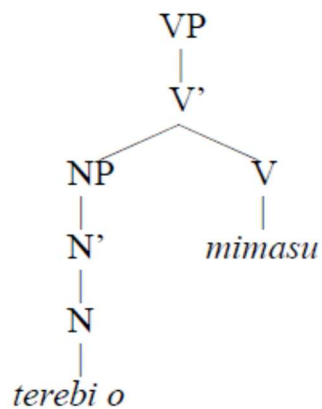


Pause and Reflect 5.12

In English, the complement of the verb follows the verb. In Japanese it precedes it. The VP template is therefore as follows:

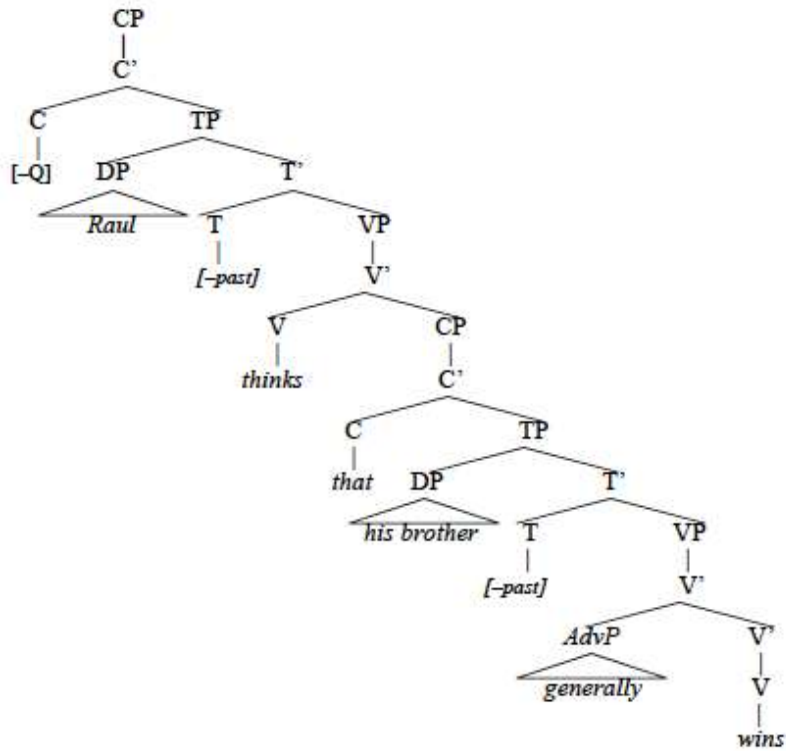


If we apply this to the VP in (ia) the representation is as follows:

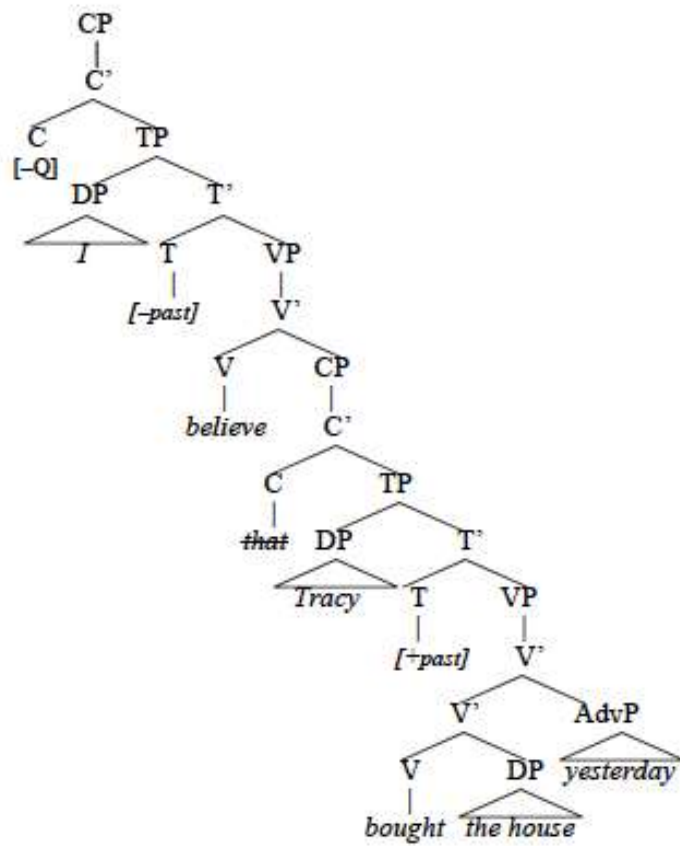


Pause and Reflect 5.13

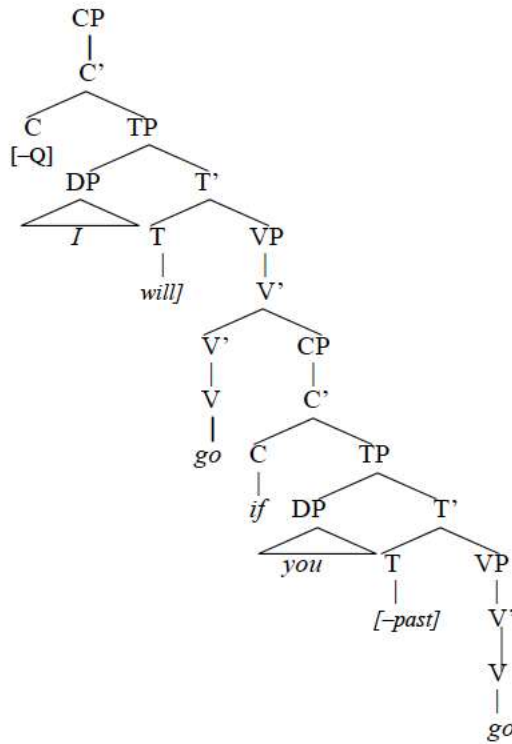
- i. Raul thinks that his brother generally wins.



- ii. I believe Tracy bought the house yesterday.

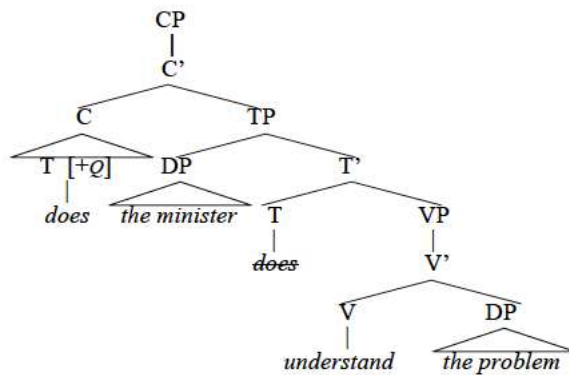


iii. I will go if you go.

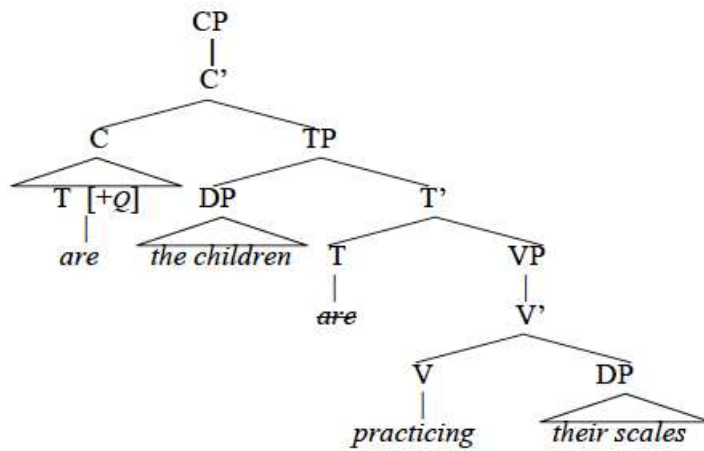


Pause and Reflect 5.14

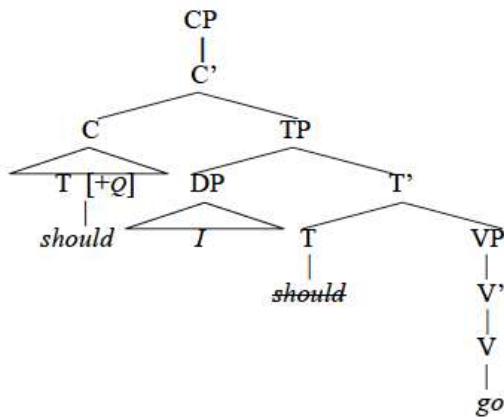
i. Does the minister understand the problem?



ii. Are the children practicing their scales?

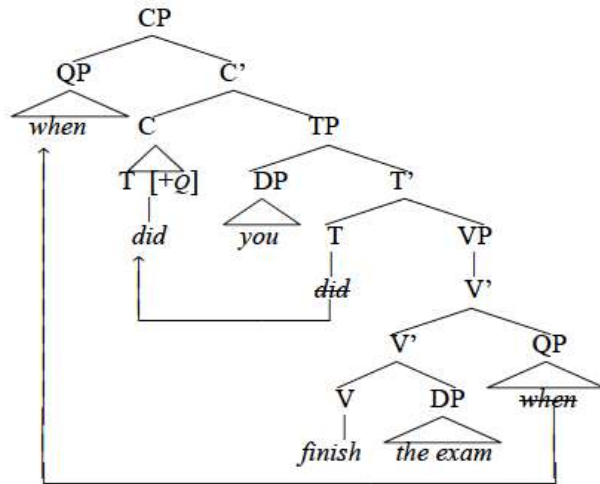


iii. Should I go?

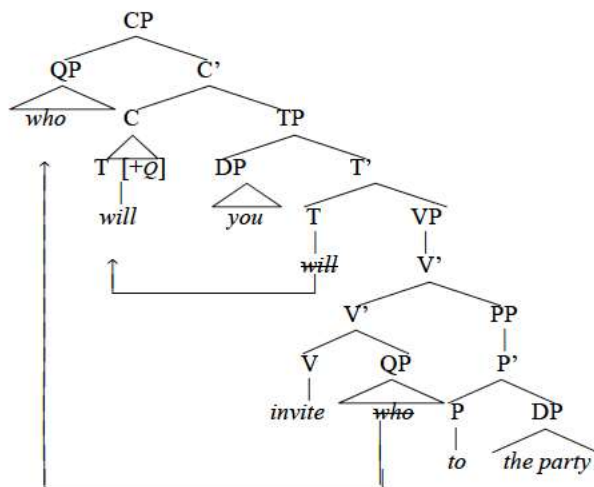


Pause and Reflect 5.15

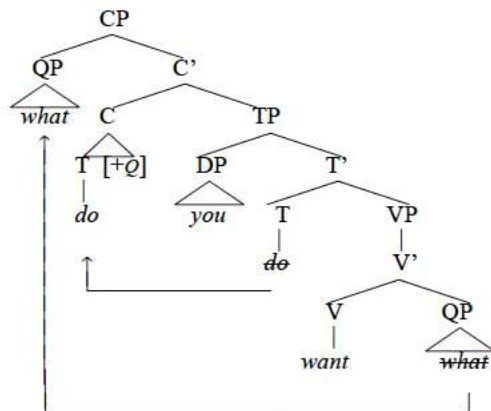
- i. When did you finish the exam?



- ii. Who will you invite to the party

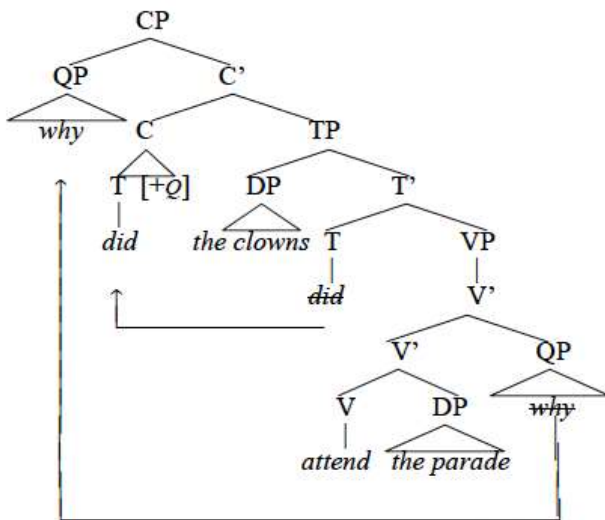


iii. What do you want?

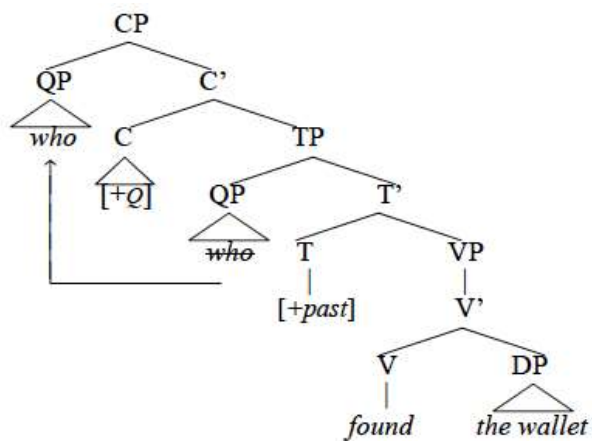


Pause and Reflect 5.16

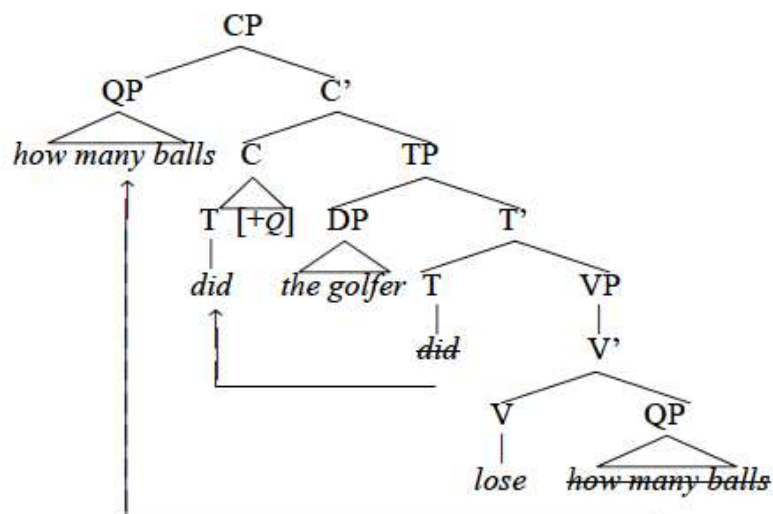
i. Why did the clowns attend the parade?



- ii. Who found the wallet?
 iii.



- iii. How many balls did the golfer lose? (*how many balls* is the complement of *lose*)



iv. Craig wondered who Lucy had seen.

