

## Exercises

1. Place an asterisk next to any of the sentences that are ungrammatical for you. Can you figure out what makes these sentences ungrammatical?
  - a) The instructor told the students to study.
  - b) The instructor suggested the students to study.
  - c) The customer asked for a cold beer.
  - d) The customer requested for a cold beer.
  - e) He gave the Red Cross some money.
  - f) He donated the Red Cross some money.
  - g) The pilot landed the jet.
  - h) The jet landed.
  - i) A journalist wrote the article.
  - j) The article wrote.
  - k) Jerome is satisfied of his job.
  - l) Jerome is tired of his job.
2. Indicate the category of each word in the following sentences. (It may help to refer back to Section 1.1.)
  - a) That glass broke.
  - b) A jogger ran toward the end of the lane.
  - c) These tall trees are blocking the road.
  - d) The detective looked through the records.
  - e) The peaches never appear quite ripe.
  - f) Jeremy will play the trumpet and the drums in the orchestra.
3. Each of the following phrases consists of a specifier and a head. For each example, draw a tree structure that complies with the X' Schema. (See Section 1.2.)

a) the zoo	f) this house
b) always try	g) very competent
c) so witty	h) quite cheap
d) perhaps pass	i) never surrender
e) less bleak	j) those books
4. The following phrases include a head, a complement, and (in some cases) a specifier. For each example, draw a tree structure that complies with the X' Schema, following the same abbreviatory conventions adopted in the chapter. (See Section 1.2.)
  - a) into the house
  - b) fixed the printer
  - c) full of mistakes
  - d) more toward the window
  - e) a film about pollution
  - f) always study this material
  - g) perhaps earn the money
  - h) that argument with Owen
  - i) the success of the program

5. Drawing on the X' Schema, draw trees for each of the following sentences. (See Section 1.3.)
- Those guests should leave.
  - Maria never ate a brownie.
  - That shelf will fall.
  - The glass broke.
  - The student lost the debate.
  - The manager may offer a raise.
  - The judge never jails shoplifters.
  - The teacher often organized a discussion.
  - A psychic will speak to this group.
  - Marianne could become quite fond of Larry.
6. Apply the substitution test to determine which of the bracketed sequences in the following sentences form constituents. (See Section 1.4.)
- [The news] upset the entire family.
  - They hid [in the cave].
  - The [computer was very] expensive.
  - [The houses] will be rebuilt.
  - Jane will [leave town].
  - The goslings [swam across] the lake.
7. Apply the movement test to determine which of the bracketed sequences in the following sentences form constituents. (See Section 1.4.)
- We ate our lunch [near the river bank].
  - Steve looked [up the number] in the book.
  - The [island has been] flooded.
  - I love [peanut butter and bacon sandwiches].
  - The environmental [movement is gaining momentum].
8. Lexical categories are divided into subcategories on the basis of their complements. For each of the following words, two potential complement options are given. (See Sections 2.1 and 2.2.)
- For each word, determine which one of the two options better matches its subcategorization requirements.
  - Justify your choice by creating a sentence using that complement option.

<i>Verb</i>	<i>Options</i>	<i>Verb</i>	<i>Options</i>
a) expire	Ø or NP NP	e) clean	NP PP <sub>for</sub> or NP NP
b) destroy	NP or Ø	f) mumble	NP or NP NP
c) observe	NP or PP <sub>to</sub> PP <sub>about</sub>	g) throw	Ø or NP PP <sub>loc</sub>
d) discuss	NP or Ø	h) paint	NP PP <sub>to</sub> or NP PP <sub>for</sub>
<i>Noun</i>	<i>Options</i>		
i) debate	PP <sub>of</sub> PP <sub>to</sub> or PP <sub>with</sub> PP <sub>about</sub>		
j) hammer	Ø or PP <sub>with</sub> PP <sub>about</sub>		
k) success	PP <sub>of</sub> PP <sub>to</sub> or PP <sub>of</sub>		
l) transfer	PP <sub>with</sub> PP <sub>about</sub> or PP <sub>of</sub> PP <sub>to</sub>		
m) sickness	Ø or PP <sub>with</sub> PP <sub>about</sub>		

<i>Adjective</i>	<i>Options</i>
n) strong	$\emptyset$ or PP <sub>about</sub>
o) sick	NP or PP <sub>of</sub>
p) happy	PP <sub>with</sub> or PP <sub>of</sub>
q) knowledgeable	PP <sub>to</sub> or PP <sub>about</sub>
r) small	PP <sub>of</sub> or $\emptyset$

9. The following sentences all contain embedded clauses that function as complements of a verb. Draw a tree structure for each sentence. (See Section 2.3.)
  - a) The reporter said that an accident injured a woman.
  - b) The fishermen think that the company polluted the bay.
  - c) Bill reported that a student asked whether the eclipse would occur.
10. The derivations of the following sentences involve the Inversion transformation. Draw tree structures for the deep structure and the surface structure for each sentence. (See Sections 3.1 and 3.3.)
  - a) Will the boss hire Hillary?
  - b) Can the dog fetch the frisbee?
  - c) Should the student report the incident?
  - d) Must the musicians play that sonata?
  - e) Might that player leave the team?
11. The following sentences involve the rules of *Wh* Movement and Inversion. Draw the trees to show the deep structure and the surface structure for each of these sentences. (See Sections 3.2 and 3.3.)
  - a) Who should the director call?
  - b) What can Joanne eat?
  - c) Who will the visitors stay with?
  - d) What might Terry sing?
  - e) What could Anne bring to the gathering? (Hint: See Figure 5.13.)
  - f) Who should call the director? (Hint: See Figure 5.21.)
12. The following data illustrate the formation of *yes-no* questions in German.
  - a) Das Kind wird die Schwester lehren.  
the child will the sister teach  
'The child will teach the sister.'
  - b) Wird das Kind die Schwester lehren?  
will the child the sister teach  
'Will the child teach the sister?'
  - c) Der Mann liebt die Frau.  
the man loves the woman  
'The man loves the woman.'
  - d) Liebt der Mann die Frau?  
loves the man the woman  
'Does the man love the woman?'

Assuming that German makes use of the same Inversion operation as English (i.e., "Move T to the C position"), what do the above data tell us about whether German employs the Verb Raising operation? (See Section 4.1.)

13. Draw the tree structure for the following sentences, each of which contains one or more modifiers. (Because no movement is involved in any of these sentences, the deep structure and surface structure will be alike.) (See Section 5.1.)
- a) The efficient workers finished very quickly.
  - b) A very clever engineer designed this new car.
  - c) The large tiger suddenly leapt into the tree.
14. Each of the following phrases contains a relative clause. Draw the deep structure and the surface structure for each. (See Section 5.2.)
- a) the girl who Jane befriended
  - b) the girl who Millie talked to
  - c) the cyclist who the hiker met
  - d) the cyclist who met the hiker
  - e) the tree which the President stood under



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## For the Student Linguist

### BACKWARDS

Sometimes poetry frustrates me because of all the seemingly nonsensical sentence bits I get after my brain automatically inserts a dramatic pause at the end of each line. Because I'm stuck, waiting for my eyes to get to the next line as I try to figure out what's so incredibly significant about a line consisting of "Eskimo" or "his amber eyes" or "detritus" and nothing else. But I really like Lesléa Newman's work because the line divisions actually seem meaningful and because she seems to be having so much fun arranging these sentence bits.

#### Tiff and I\*

Tiff and I sit  
in Tompkins Square Park  
reading poetry  
under a sky  
full of clapping pigeons.  
He calls them flying rats  
but I think  
the pink and green circles  
around their necks  
like greasy oil puddles are  
beautiful.