

Balogné Bérces Katalin: Az angol nyelv szerkezete

(The Structure of English)

Kiegészítés a kézírathoz

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Key to the exercises

These are the suggested answers and solutions to the questions and exercises in the x.3 chapters.

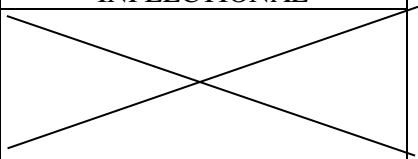
1.3 Practice exercises

1. *boy/ish, dis/regard/ing, grad/ual, hard/ship, in/cred/ible, rain/bow/s, short/est, sub/mit(t)/ed, system/atic/all/ity*

ROOT MORPHEMES	
FREE	BOUND
<i>boy, regard, hard, rain, bow, short, system</i>	<i>grad, cred, mit</i>

(it is possible to analyse *regard* as *re/gard*, in which case *gard* is a bound root¹)

AFFIXES (all bound):

	DERIVATIONAL	INFLECTIONAL
PREFIX	<i>dis-, in-, sub-</i>	
SUFFIX	<i>-ish, -ual, -ship, -ible, -atic, -al, -ity</i>	<i>-ing, -s, -est, -ed</i>

(it is possible to analyse *regard* as *re/gard*, in which case *re-* is a derivational prefix)

2. (all affixes are bound, so this is not separately indicated)

sub/consci/ous: affix, prefix, derivational, class-maintaining | bound root | affix, suffix, derivational, class-changing

re/spons/ibil/iti/es: affix, prefix, derivational, class-maintaining | bound root | affix, suffix, derivational, class-changing | affix, suffix, derivational, class-changing | affix, suffix, inflectional²

¹ Arguments for analysing *gard* as a (bound) root: (i) it is stressed, while *re-* isn't, so phonologically it is treated as the dominant, stronger part of the word; (ii) *re-* recurs in other derivatives as a prefix, e.g., *receive, resign, recur* (even though its meaning is not always transparent) – but if *re-* is a prefix, what it attaches to has to be a root.

² Arguments for analysing *re-* and *-spons(e)* as two separate morphemes: *re-* recurs in other derivatives as a prefix (cf. fn. 1); *-spons(e)* (or rather, its related form *-spond*, cf. *respond*) recurs in other derivatives as a root, e.g., *despondent, correspond*.

holi/day: bound root | free root (the pronounced forms of words are primary to the written forms, and as it is pronounced, *holi-* is not found as a free form)
anti-/de/press/ant: affix, prefix, derivational, class-maintaining | affix, prefix, derivational, class-maintaining | free root | affix, suffix, derivational, class-changing³
in/creas/ing/ly: affix, prefix, derivational, class-maintaining | bound root | affix, suffix, derivational, class-changing | affix, suffix, derivational, class-changing (*increasing* is an adjective here, so (this) *-ing* is derivational)
un/eat/able: affix, prefix, derivational, class-maintaining | free root | affix, suffix, derivational, class-changing
in/ed/ible: affix, prefix, derivational, class-maintaining | bound root | affix, suffix, derivational, class-changing
Japan/ese: bound root | affix, suffix, derivational, class-changing (the pronounced forms of words are primary to the written forms, and as it is pronounced, this root is not found as a free form)
shame/less/ness: free root | affix, suffix, derivational, class-changing | affix, suffix, derivational, class-changing

3.
 - a. *linger, singer, stronger*: *linger* is monomorphemic, *singer* and *stronger* are root+suffix, but the *-er* in *singer* is derivational, the *-er* in *stronger* is inflectional
 - b. *bedroom, mushroom*: *bedroom* is a compound (root+root), *mushroom* is monomorphemic
 - c. *hardship, battleship*: *hardship* is root+affix (derivational), *battleship* is a compound (root+root)
 - d. *longer*: 1. the comparative form of *long* (root+inflectional suffix); 2. somebody who longs (for something) (root+derivational suffix). In pronunciation, the comparative form of the adjective has the /g/ sound pronounced; in the noun there is no separate /g/, it merges with the /n/.
4. Besides its intricate pattern of (0)...*connections*... (CONNECT) to other languages and its (1)...*dominant*... (DOMINATE) status on the (2)...*linguistic*... (LANGUAGE) map of the world, English is very special in at least one more respect. Due to a series of (3)...*historical*... (HISTORY) events, a (4)...*discussion*... (DISCUSS) of which is beyond the present purposes, English has developed two standard (5)...*varieties*... (VARY), that is, two forms, both of which are (6)...*equally*... (EQUAL) accepted by the societies of their (7)...*respective*... (RESPECT) countries. One is Standard British English in England, the other is Standard American English in the USA.
5. *app*: clipping (from *application*); *autocorrect*: clipping (from *automatic*) + conversion (of *correct* to noun); (*to*) *e-mail*: prefixation (*e-* clipped from *electronic*) + conversion (of *e-mail* to verb); *emoticon*: blending (*emotion* + *icon*); (*to*) *google*: eponym formation + conversion (to verb); *Instagram*: blending (*instant camera* + *telegram*); *internet*: prefixation or blending (*international* + *net(work)*); *iPhone*: prefixation + clipping (from *telephone*); *microblogging*: prefixation + clipping (from *weblog*, which is originally a compound) + conversion (to verb, taking the *-ing* suffix); *motherboard*: compounding; *pdf*: acronym formation (*portable document format*); *Pinterest*: blending (*pin* + *interest*); *re-tweet*: prefixation; *spam*: eponym formation; *unfriend*: prefixation + conversion (to verb); *USB*: acronym formation (*universal serial bus*); *winchester*: eponym formation; *yolo*: acronym formation (*you only live once*)

2.3 Practice exercises

1. 1. *shloock*: (main) verb; 2. *purphy*: adjective; 3. *brungies, whirg*: nouns; 4. *brötty, klunk*: nouns; 5. *flenya*: adjective
2. *She can't bear children*: lexical
He waited by the bank: lexical

³ Arguments for analysing *de-* and *press* as two separate morphemes: *de-* recurs in other derivatives as a prefix, e.g., *deceive, design, deprive, devoid*; *press* recurs in other derivatives as a root, e.g., *suppress, compress, repress, impress*.

He watched the man with a telescope: structural (*with a telescope* modifies either *man* or *watched*)
Is he really that kind?: lexical and structural (*that kind* is either Det+N or (Degree)Adv+A)
He is an American history teacher: structural (*American* modifies either *history* or *teacher*)
Flying planes can be dangerous: lexical and structural (*flying planes* is either V+N(P) or A(P)+N)
The parents of the bride and the groom were waiting: structural (*the groom* is coordinated either with *the bride* or *the parents of the bride*)

3. 1. *They decided on the boat*: *on the boat* is either complement (object) or adjunct (place adverbial) of *decide*
2. *Mary laughed at the ball*: *at the ball* is either complement (object) or adjunct (place adverbial) of *laugh*
3. *Mary seems very keen on the boat*: *on the boat* is either complement of *keen* or adjunct (place adverbial) of *seem*
4. *They may meet with scepticism*: *with scepticism* is either complement (object) or adjunct (manner adverbial) of *meet*

4. *She laughed at the clown*: complement; *She laughed at 10 o'clock*: adjunct (time adverbial)

5.

	category	function
1. <i>I want to ride my bicycle</i>	NP	subject
2. <i>I want to ride <u>my bicycle</u></i>	NP	(direct) object
3. <i>I want <u>to ride my bicycle</u></i>	clause	(direct) object
4. <i>We found <u>love</u> in a hopeless place</i>	NP	(direct) object
5. <i>We found love <u>in a hopeless place</u></i>	PP	(place) adverbial
6. <i><u>Yesterday</u> all my troubles seemed so far away</i>	AdvP	(time) adverbial
7. <i>Yesterday <u>all my troubles</u> seemed so far away</i>	NP	subject
8. <i>I can see <u>clearly</u> now the rain is gone</i>	AdvP	(manner) adverbial
9. <i>I can see clearly <u>now</u> the rain is gone</i>	AdvP	(time) adverbial
10. <i>I can see clearly now <u>the rain is gone</u></i>	clause	(direct) object

3.3 Practice exercises

1. 1. *could, may, should, will, want* [main verb; the others are (modal) auxiliaries]
2. *are, can, has, be, was* [modal; the others are non-modals]
3. *me, every, ours, someone, they* [determiner; the others are pronouns]
4. *after, at, during, into, upwards* [adverb; the others are prepositions]
5. *and, because, or, too, when* [adverb; the others are conjunctions]
6. *college, class, grammar, learn, teacher* [verb; the others are nouns]
7. *angry, hungry, lonely, obviously, silly* [adverb; the others are adjectives]
2. In (i) *have* is used as a (non-modal) auxiliary, in (ii) it is used as a main verb.
3. In (a) *be* is a main verb (copula), in (b) it is the progressive (non-modal) auxiliary, in (c) it is the passive auxiliary. In all cases it takes the same position in word order and performs the same operations, i.e., it shows the same syntactic behaviour, viz., that of non-modal auxiliaries.

4. a.

central			relative	interrog.	demonst.	indefinite			
personal	reflexive	possessive	<i>which</i>	<i>which</i>	<i>this</i>	positive			negative <i>no one</i>
<i>me</i>	<i>himself</i>	<i>ours</i>				universal	assertive	nonassertive	
						<i>everybody</i>	<i>something</i>	<i>anyone</i>	

(*which* can function as either a relative pronoun or an interrogative pronoun)

b.

Person	personal			reflexive	possessive	
	number and gender	nominative	accusative			
1 st	singular		<i>I</i>	<i>me</i>	<i>myself</i>	<i>mine</i>
2 nd			<i>you</i>	<i>you</i>	<i>yourself</i>	<i>yours</i>
3 rd		masculine	<i>he</i>	<i>him</i>	<i>himself</i>	<i>his</i>
		feminine	<i>she</i>	<i>her</i>	<i>herself</i>	<i>hers</i>
	neuter*	<i>it</i>	<i>it</i>	<i>itself</i>	<i>its</i>	
1 st	plural		<i>we</i>	<i>us</i>	<i>ourselves</i>	<i>ours</i>
2 nd			<i>you</i>	<i>you</i>	<i>yourselves</i>	<i>yours</i>
3 rd			<i>they</i>	<i>them</i>	<i>themselves</i>	<i>theirs</i>

(*yourself* and *yourselves* are highlighted because this is the only case in present-day English when a formal distinction is made between singular and plural in second person)

1. *This* (pronoun) used to be *my* (determiner) playground
2. I've looked at clouds from *both* (determiner) sides now
3. It takes *two* (pronoun), baby
4. You could be *mine* (pronoun)
5. *All* (pronoun) I want for Christmas is you
6. *Some* (pronoun) say that we are players, *some* (pronoun) say that we are pawns
7. *What* (determiner) a feeling!
8. *Every* (determiner) time we kiss I swear I could fly

4.3 Practice exercises

(in the comic strip: *feed my baby turtles* is ambiguous, it is either *feed [my baby turtles]* (V+O_d, monotransitive verb) or *feed [my baby] [turtles]* (V+O_i+O_d, ditransitive verb))

1. (finite verb forms are boldfaced)

1. ***Run*** (infinitive for the imperative) like you ***are*** *being chased* (*be*_{PROGR}+*be*_{PASS}+ppt)
2. *These wings* ***are*** *made* (*be*_{PASS}+ppt) to *fly* (infinitive)
3. I ***have*** *seen* (*have*_{PERF}+ppt) that face before
4. I ***have*** *been thinking* (*have*_{PERF}+*be*_{PROGR}+*-ing* participle) about you
5. Old McDonald ***had*** (preterite) a farm
6. I ***wish*** (plain present) it ***had*** *been* (*have*_{PERF}+ppt) a dream
7. What to *expect* (infinitive) when you ***are*** *expecting* (*be*_{PROGR}+*-ing* participle)

1. *made*: the first is finite (preterite), the second is non-finite (ppt, in the passive construction)
2. *play*: the first is finite (plain present), the second is non-finite (bare infinitive)
3. *accompanied*: the first is finite (preterite), the second is non-finite (ppt, in an (operator-less, reduced) passive construction)
4. *swimming*: both are *-ing* participles (the first has the properties of nouns – traditionally called gerund –, the other is purely verbal and expresses progressive – traditionally called present participle)

3. Both contain the ppt of the verb that follows the (perfect or passive) non-modal (*have* or *be*, resp.).

4. All three contain the base form of a verb.
5. No; it is the preterite form expressing the (so-called second) conditional for a *present* condition.
6. (Students supply their own examples. The ones given here are hints only.)

verb	stative sense	dynamic sense
have	Jon <u>has</u> a cat	Garfield <u>is having</u> lasagne for breakfast
see	I haven't <u>seen</u> this film	I <u>am seeing</u> the dentist this afternoon
consider	They <u>consider</u> Jim the boss	She <u>is considering</u> quitting her job
be	Garfield <u>is</u> the laziest cat in the world	The kids <u>are being</u> naughty now that Mum is out
think	I don't <u>think</u> you should buy that car	I <u>am thinking</u> of asking for some help

7.
 1. It will take years to **really** master this subject
 2. We are about to **boldly** go where no one has gone before
 3. She used to **secretly** admire him
 4. You have to **really** understand this to be able to **properly** answer the questions

8. (Students supply their own examples.)

9.
 1. It was 9 am: copular verb + AI
 2. The postman came: intransitive verb
 3. He rang the doorbell: monotransitive verb + O_d
 4. The sound of the bell woke up Garfield: monotransitive (phrasal) verb + O_d
 5. This made him awfully angry: complex-transitive verb + O_d + C_o
 6. He didn't let the postman in: complex-transitive verb + O_d + AI
 7. So the postman couldn't hand Garfield his birthday cards: ditransitive verb + O_i + O_d

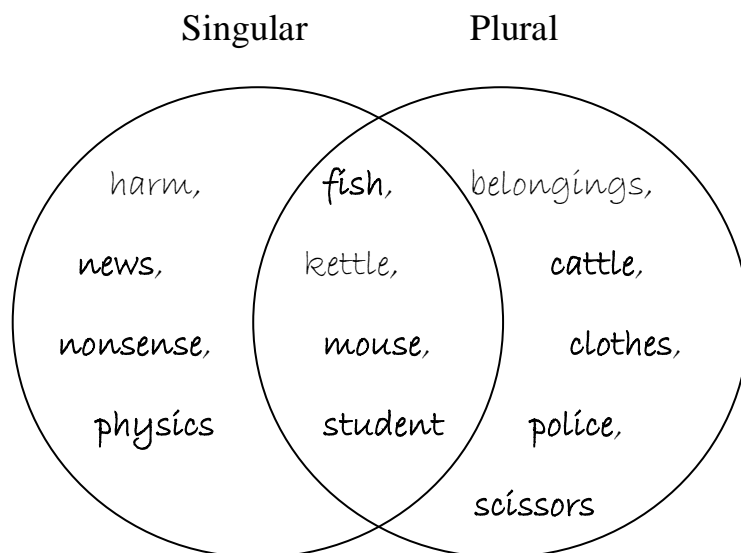
10. In 1, 2 and 4, the base form shows no agreement with the third person singular subject. In 3, the plural form (*were*) is used with a (first person) singular subject. In 5, a preterite form makes reference to present time.

5.3 Practice exercises

1. (subjects of finite clauses are always nominative (NOM), complements of transitive verbs (= O(bjects)) and of prepositions (C_P) are accusative (ACC))
 1. Mrs. Smith (*she* – NOM, subject) *is jealous of* Jack (*him* – ACC, C_P) *and* Jill (*her* – ACC, C_P), plus: Jack and Jill (*them* – ACC, C_P)
 2. For this overweight guy wearing jeans (*him* – ACC, C_P) *to win* all the races (*them* – ACC, O) *would be surprising*
 3. Susan (*she* – NOM, subject) *expected* her husband (*him* – ACC, O) *to be angry with* her (ACC, C_P) *because of* the shoes (*them* – ACC, C_P)

4. Our new boss ((s)he – NOM, subject) suggested that you (NOM, subject) and I (NOM, subject) be somewhat more attentive to the customers (them – ACC, C_P), plus: you and I (we – NOM, subject)
5. Fred (he – NOM, subject) watched the girl with the binoculars: ambiguous VP; with the binoculars is either attribute to girl (watched the girl with the binoculars – her – ACC, O) or adverbial (of instrument) to watch (watched the girl (her – ACC, O) with the binoculars); the binoculars is ACC, C_P (them) in both cases

2.



3.

DETERMINERS	NOUNS		
	<i>student</i>	<i>students</i>	<i>information</i>
<i>a(n)</i>	✓	-	-
<i>two</i>	-	✓	-
∅	-	✓	✓
<i>many</i>	-	✓	-
<i>much</i>	-	-	✓
<i>few</i>	-	✓	-
<i>little</i>	-	-	✓
<i>both</i>	-	✓	-

4. *The jury haven't yet reached a decision: jury is singular in form but plural in grammar, so the verb after it is plural (it is a collective noun).*

- 5.
1. *I'm afraid I've got **some** bad news.*
 2. *I wrote **an** e-mail to John telling him all the latest news.*
 3. *Friends expressed shock **at** the news of his death.*
 4. *There **is** brighter news on the romantic front for my sisters.*
 5. *She was delighted by this **piece** of news.*
 6. *The first **item** of news was the fire at the palace.*
 7. *Did you see Tony Blair **on** the news last night?*
 8. *The election results **are** terrible news for social welfare programs.*

9. *You think she likes you? Well, I've got news **for** you. She doesn't!*
 10. *Jack says he's borrowing your car tomorrow. "That **is** news to me!"*

6.3 Practice exercises

1. 3. *The meeting was cancelled because [of [Jack's illness]]*
 4. *One of [our neighbours] threw their television out [of [the window]]*
 5. *Everybody is looking forward [to [reading the latest Garfield comic strip]]*
 6. *There are a lot of [theatre tickets available from [the man standing in [front of [the hotel]]]]*
 7. *The bookshop is past [the post office], between [the bank and the chemist's], opposite [the cinema]*

2. The following words can be used as prepositions: *during, as, beside, besides, despite, than*

3.

	gradable	non-gradable
ordinary	<i>intelligent, little 'small in size'⁴</i>	<i>married, separate</i>
attributive-only	<i>elder, little 'small in amount'</i>	<i>mere, own</i>
predicative-only	<i>content, liable</i>	<i>alive, asleep</i>

4. a. *fast: Simon loves fast (adjective) cars*
We drove as fast (adverb) as we could to the hospital
 b. *likely: They'll quite likely (adverb) ask you to pay a small deposit*
The study shows some people are more likely (adjective) to suffer back problems
 c. *well: You don't look too well (adjective)*
A trip to the new museum is well (adverb) worth the effort
All's well (adjective) that ends well (adverb)
 d. *ill: She was unlucky enough to fall ill (adjective) on holiday*
I'm afraid you have been ill (adverb) informed
5. (1) *Quickly* is a VP-adverb, and has to stand closer to the verb; *obviously* is an S-adverb, and is used at the beginning or end of the sentence, it cannot separate the VP-adverb from the rest of the VP.
 (2) *Put on* is a phrasal verb, therefore *on* is not a preposition, it cannot participate in pied piping.
 (3) *On Tuesday* is an adjunct, while *on our success* is a complement, and the complement has to closely follow the verb.

⁴ Although *little* is morphologically defective in this sense and is replaced by *smaller* in comparative and *smallest* in superlative, it exhibits other properties of gradability, e.g., being able to be modified by degree adverbs as in *very little, so little*, etc. (cf. **very alive, *so married*).

7.3 Practice exercises

1. *Garfield and his friends* are very popular characters
2. *Everybody who has seen the film* says that *it* is worth watching (plus: *who has seen the film* is a (relative) clause with its own subject)
3. *It* is snowing
4. *It* shocked me that *she'd left* (the subclause *that she'd left* is an adjunct here but it is the subject in the related structure *That she'd left shocked me*, therefore this adjunct is also referred to as extraposed subject, cf. Ch. 10.1) (plus: *that she'd left* is a *that*-clause with its own subject)
5. *Jack* seems to have hit the jackpot
6. *To err* is human

2.

SUBJECT	PREDICATE	
	V	AI
<i>The bank</i>	<i>is located</i>	<i>in the city centre</i>
NP		PP

SUBJECT	PREDICATE	
	V	
<i>Shakespeare</i>	<i>died</i>	
NP		

(*in 1616* is an adjunct)

SUBJECT	PREDICATE	
	V	O _d
<i>She</i>	<i>wanted</i>	<i>me to give her a payrise</i>
NP		clause

SUBJECT	PREDICATE		
	V	O _i	O _d
<i>She</i>	<i>promised</i>	<i>me</i>	<i>to give me a payrise</i>
NP		NP	clause

SUBJECT	PREDICATE	
	V	O _d
<i>This doctor</i>	<i>treated</i>	<i>my flu</i>
NP		NP

SUBJECT	PREDICATE		
	V	O _d	AI
<i>Susan</i>	<i>treated</i>	<i>him</i>	<i>badly</i>
NP		NP	AdvP

SUBJECT	PREDICATE		
	V	O _d	C _o
<i>We</i>	<i>consider</i>	<i>him</i>	<i>intelligent</i>
NP		NP	AP

8. SUBJECT	PREDICATE		
	V	O _d	C _o
<i>We</i>	<i>regard</i>	<i>him</i>	<i>as the boss</i>
NP		NP	PP

3. (Students collect their own examples.)

4.
 1. *He drinks a lot at the weekends*
 2. *I think there's somebody under the table*
 3. *I'm going to the library to borrow some books*
 4. *She can't swim, and I can't either*
 5. *She's still in bed, the lazy thing*
 6. *That's all I know, there isn't anything else I can tell you*
 7. *This is really urgent, I need you to do it without any delay*
 8. *We've hardly any wine left*

5. Multiple negation is not simply well-formed in Hungarian (and quite a few other languages), but it is the regular form of negation; cf. *Semmim nincs/sincs* 'I haven't got nothing' but **Semmim van* 'I have got nothing'. Such languages exhibit redundancy in these cases: negative polarity is "unnecessarily" expressed by more than one element in the clause. However, this way negation is emphasised and receives extra force.

8.3 Practice exercises

1. (Students supply their own examples. The ones given here are hints only.)

1. [*[Who painted that taboo word on the wall] is still a mystery*] [*but the prime suspect is Jack's grandmother*]
2. [*Do you think [she'll help us [collect more information] [and find the real culprit]]]]*
3. [*We're convinced [that she's a decent old lady] [and that she's innocent]]]*
2.
 1. *I expect for John to win the race*: non-interrogative non-finite clause; O_d
 2. *Whether we can stay with my mother is another matter*: interrogative finite clause; S
 3. *Süsü likes chasing butterflies*: non-interrogative non-finite clause; O_d
 4. *Paul found Mary very attractive*: (non-interrogative) verbless clause; O_d
 5. *When in Rome₁, do as the Romans do₂*: 1. (non-interrogative) verbless clause; Al, 2. non-interrogative finite clause; C_p
 6. *Seeing₁ is believing₂*: 1. non-interrogative non-finite clause; S, 2. non-interrogative non-finite clause; C_s
 7. *Does anybody know what they are looking for?*: interrogative finite clause; O_d
 8. *There are a hundred billion castaways looking for a home*: non-interrogative non-finite clause; relative clause
 9. *Sorry seems to be the hardest word*: non-interrogative non-finite clause; C_s
 10. *This library gets a copy of every book printed in Hungary*: non-interrogative non-finite clause; relative clause
 11. *I could feel the earth move*: non-interrogative non-finite clause; O_d
 12. *They don't need to see you cry*: non-interrogative non-finite clause; O_d, *to see you cry*: non-interrogative non-finite clause; O_d
 13. *I can't remember to forget you*: non-interrogative non-finite clause; O_d
 14. *I remember every word you said*: non-interrogative finite clause; relative clause
 15. *I can't stop these feelings melting through*: non-interrogative non-finite clause; O_d

(In the comic: *I only do what the voices in my wife's head tell her to tell me to do*: non-interrogative finite clause; O_d, *tell her to tell me to do*: non-interrogative non-finite clause; O_d, *tell her to tell me to do*: non-interrogative non-finite clause; O_d)

3. (Students supply their own examples.)

<i>accuse</i> : of + -ing participle	<i>manage</i> : to-infinitive
<i>afford</i> : to-infinitive	<i>need</i> : to-infinitive or -ing participle
<i>begin</i> : to-infinitive or -ing participle	<i>promise</i> : to-infinitive
<i>can't help</i> : -ing participle	<i>refuse</i> : to-infinitive
<i>deny</i> : -ing participle	<i>regret</i> : to-infinitive or -ing participle
<i>fail</i> : to-infinitive	<i>remember</i> : to-infinitive or -ing participle
<i>forget</i> : to-infinitive or -ing participle	<i>stop</i> : to-infinitive or -ing participle
<i>hear</i> : bare infinitive or -ing participle	<i>suggest</i> : -ing participle
<i>let</i> : bare infinitive	<i>try</i> : to-infinitive or -ing participle

- 4.
1. *She said (that) we/they would be counting stars*
 2. *She said (that) I might say she was a dreamer*
 3. *She said (that) she knew she had said it a million times*
 4. *She said (that) she had thought that we would just be friends*
 5. *She said (that) there was a fire starting in her heart*
 6. *She said (that) her loneliness was killing her no more*
- 5.
1. *He asked me when I got up*: *when I got up* is either time adverbial (adjunct) (= 'He asked me a question as soon as I got up') or O_d (complement) (= 'He asked me, "When do you get up?")
 2. *I've forgotten how bad beer smells*: *bad* is either adjunct to *beer* (... *how [bad beer] smells*) or part/head of the *wh*-phrase (... [*how bad*] *beer smells*)
 3. *I remember when I first saw her*: *when I first saw her* is either interrogative (= 'I can recall the date when I first saw her'/'I know the answer to the question "When did you first see her?") or (headless) relative clause (= 'I remember the time(s) that I first saw her')

9.3 Practice exercises

1. 1. *Where have all the flowers gone* __ (place adverbial to *go*)
2. *How do you do the things [that you do __]* (O_d to *do* in the relative clause, bracketed) __ (manner adverbial to matrix *do*, underlined)
3. *What are you waiting for* __ (complement to *for*, in preposition stranding)
4. *All [that she wants __] is another baby* (O_d to *want* in the relative clause, bracketed)
5. *All [that I can see __] is just another lemon tree* (O_d to *see* in the relative clause, bracketed)
6. *I don't know what to do __ with myself* (O_d to *do*)
7. *She's just a girl [who claims that I am the one]* (subject in the relative clause, bracketed)⁵
8. *How I hate the winter __* (manner adverbial to *hate*)
9. *Who do you think [__ is the weakest link]* (subject of complement clause, bracketed)
10. *There's nothing [you can throw __ at me]* (O_d to *throw* in the relative clause, bracketed) [*that I haven't already heard __*] (O_d to *hear* in the relative clause, bracketed)
11. *That's [what friends are supposed to do __]* (O_d to *do* in the (headless) relative clause, bracketed)
12. *What do I think I think __* (O_d to *think*, underlined)

⁵ Note that in subject questions as well as in relative clauses where the relative pronoun functions as the subject, *wh*-fronting is invisible because the information gap (the subject) is already initial.

2. 2. *our father, who art in heaven*
3. *my mother, who is me*
5. *we, who are your closest friends*
8. *We haven't seen this Japanese film, which is very interesting*

(Sentences 7 and 8 are interesting because they are ambiguous: in sentence 7, *which is very interesting* is either RRC or sentential RC; in sentence 8, it is either NRRC or sentential RC)

3. 1. *every breath you take*
 2. *the way you look tonight*
 3. *just the way you are*
 4. *things we lost in the fire*
 5. *All we need is somebody to lean on*
 6. *I'm not sure I understand this role I've been given*
4. 1. *We have got stars directing our fate*
 2. *You are my shoulder to cry on*
 3. *There's nothing funny left to say*
 4. *There are a lot of things going on in the world you don't know about*
 5. *There are a hundred billion castaways looking for a home*
 6. *We found an island lost at sea*
 7. *I'm the only one knowing your heart*
 8. *Everything killing me makes me feel alive*
5. 1. *We have been making money since the day that we were born*
 2. *That is just the way it is, baby*
 3. *This will be the day that I die*
 4. *You are the one I want*
 5. *Every little thing she does is magic*
 6. *Do you remember the time when we fell in love?*
 7. *This is how you remind me of what I really am*
 8. *All you need is love*
 9. *Now you're just somebody that I used to know*
 10. *What doesn't kill you makes you stronger*
 11. *All I want to say is that they don't really care about us*
 12. *The horse raced past the barn fell⁶*

10.3 Practice exercises

1. 1. *It rained all night the day I left, the weather it was dry: left dislocation*
2. *I let it fall, my heart: right dislocation*
3. *All the things you'd say, they were never true: left dislocation*
4. *Unhappiness, where was when I was young: preposing*
5. *My father, he liked me: left dislocation*
6. *What the world needs now is love, sweet love (pseudo-cleft)*
It's the only thing that there's just too little of (cleft)
7. *The sea it swells like a sore head and the night it is aching (both: left dislocation)*
8. *My hands, they're strong (left dislocation)*
9. *I was shot down in cold blood by an angel in blue jeans ((long) passive)*
10. *All that she wants is another baby (all-cleft)*

⁶ This sentence is difficult to parse due to the ambiguity of *raced* (preterite or ppt): *raced* as a preterite form should produce an active, simple sentence (in which case *fell* is unnecessary), so the only well-formed structure that the sentence can be associated with is with the embedded relative clause (underlined), in which *raced* is interpreted as the (passive) ppt of (transitive) *race*. Such sentences are called “garden path sentences”.

2.
 1. *The reason why I've come is to discuss my future with you*
 2. *The thing that impresses me more than anything else is your generosity*
 3. *The place where the jewels are hidden is under the floor at 23 Robin Hood Road, Epping*
Under the floor at 23 Robin Hood Road is the place where the jewels are hidden
 4. *The person who works harder than anybody else in this organisation is Mary*
Mary is the person who works harder than anybody else in this organisation
 5. *The day (when) the Second World War ended in Europe is 7 May 1945*
7 May 1945 was the day (when) the Second World War ended in Europe
 6. *What we now need is actions rather than words*
Actions rather than words is what we now need
 7. *What I enjoyed most of all in the Ballet Frankfurt performance was the brilliant music*
The brilliant music was what I enjoyed most of all in the Ballet Frankfurt performance
 8. *What the police did first was (to) interview all the witnesses to the accident*
 9. *What you should do is (to) invest all your money in telecoms companies*
What you should invest all your money in is telecoms companies
 10. *What she writes all her novels on is a typewriter*
 11. *What happened was that their car broke down on the motorway...*
 12. *All I want for Christmas is a new coat*
A new coat is what/all I want for Christmas
 13. *All I did was touch the bedside light / All I did to break the bedside light was touch it*
 14. *It was my brother who/that bought his new car from our next-door neighbour last Saturday*
It was last Saturday that my brother bought his new car from our next-door neighbour
It was a new car that my brother bought from our next-door neighbour last Saturday
It was our next-door neighbour who/that my brother bought his new car from last Saturday /
It was our next-door neighbour from whom my brother bought his new car last Saturday
3.
 1. *Known to be an expert in the field, Fred has been appointed director*
 2. *Finding/having found the train way too expensive, we went by coach*
 3. *Explaining everything clearly, it's a useful book*
 4. *Not having/not having got your number, I couldn't phone you*
 5. *Before going to the training, they had dinner*
4.
 1. *It is surprising that Garfield should spare Odie a slice of pizza*
 2. *The agent got in touch in London with the secret members of the movement*
 3. *It is not always easy to say no*
 4. *Everybody in the team considers it rude how the leading coach talks to his colleagues*
 5. *I haven't met anyone before who is able to eat so much lasagne in one sitting*
5.
 1. *A cruel trick is believed to have been played on Odie by Garfield / Odie is believed to have been played a cruel trick on by Garfield*
 2. *I hate being kept waiting*
 3. *The chickens shouldn't have been fed so early in the morning*
 4. *The president is likely to be re-elected*
 5. *That message may as well have been deleted because the information won't be needed anymore*
 6. *This time next year the railway will have been being built for 5 years*

11.3 Practice exercises

1. (Students supply their own examples. The ones given here are hints only.)

1. *My mother/father/parents and I **don't** always agree*
2. *Finding a new job is **usually** a bit of luck*
3. *There's **rarely** a pen in my handbag*

4. *I **hardly ever** wonder if all this work is really worth it*
 5. *My dad **sometimes** cooks dinner, but my mum **regularly** does it*
 6. *I **occasionally** eat Chinese food*
 7. *I **never** throw **any** food away*
2.
 1. *After many a summer dies the swan: SVI with fronted adverbial*
 2. *The king is dead, long live the king!: SVI with fronted adverbial*
 3. *Many are the afflictions of the righteous: SVI with fronted adverbial*
 4. *Little does she know that I know that she knows: SOI, negative inversion*
 5. *In a hole in the ground lived a hobbit: SVI with fronted adverbial*
 6. *The sun is shining and so are you: SOI with so*
 7. *May the force be with you!: SOI, yes/no exclamative*
 8. *Never in the field of human conflict was so much owed by so many to so few: SOI, negative inversion*
 3.
 2. ***Never before** had the race been won by a European athlete*
 3. ***No sooner** had the plane taken off **than** smoke started to appear in the cabin*
 4. ***Not** a sound did she make as she crept upstairs*
 5. ***On no account** is this window to be unlocked without prior permission*
 6. ***Not until** he retired had he thought about having a holiday abroad*
 7. ***Little** did she realise what would happen to her next*
 4.
 1. *If happy ever after did exist, I would still be holding you like this (both: second)*
 2. *I know if I go, I'll die happy tonight (both: first)*
 3. *If I had known then that I'd be feeling this way, I would have never let you go (both: third)*
 4. *Come and get it if you really want it (both: first)⁷*
 5. *If you ever find yourself lost in the dark and you can't see, I'll be the light to guide you (both: first)*
 6. *If I fall for you, I'll never recover (both: first)*
 7. *If ever I should falter (second), your love is an anchor and a refuge for my soul (zero)*
 8. *If I were a boy even just for a day, I'd roll out of bed in the morning and throw on what I wanted and go drink beer with the guys and chase after girls (both: second)*
 9. *I never would have hitchhiked to Birmingham if it hadn't been for love (both: third)*
 10. *If I had an aeroplane I still couldn't make it on time (both: second)*
 11. *If you were a woman and I was a man, would it be so hard to understand? (both: second)*
 12. *If I had never let you go (third), would you be the man I used to know? (second)*
 5.
 3. *Had I known then that I'd be feeling this way, I would have never let you go*
 7. *Should I ever falter, your love is an anchor and a refuge for my soul*
 9. *I never would have hitchhiked to Birmingham had it not been for love*
 12. *Had I never let you go, would you be the man I used to know?*

12.3 Practice exercises

1.
 1. *The sun is shining and so are you: substitution with pro-form so*
 2. *You were the one that got away: substitution with pro-form one*
 3. *You tossed it in the trash, yes, you did: ellipsis of *toss it in the trash* (also analysable as substitution with pro-form do)*
 4. *If you loved me half as much as I love you, you wouldn't worry me half as much as you do: ellipsis of *worry me* (also analysable as substitution with pro-form do)*

⁷ Imperative mood counts as first conditional in conditional sentences since it receives the same interpretation: an action done in the future on some condition (rather than a general statement/truth, expressed by zero conditional, or a hypothetical present/future event/action, expressed by second conditional).

5. *She may be the beauty or the beast*: ellipsis of *she may be* after *or*
 6. *I'm sexy and I know it*: substitution with pro-form *it*
 7. *You say your heart will never break – I hope so for your sake*: substitution with pro-form *so*
 8. *Loving is the thing I crave, you gotta give me some*: ellipsis of *loving* (also analysable as substitution with pro-form *some*)
 9. *If I lose myself tonight, it'll be by your side*: substitution with pro-form *it*
 10. *Will I wait a lonely lifetime? If you want me to, I will*: ellipsis of *wait a lonely lifetime* (twice)
 11. *Don't wanna be all by myself*: ellipsis of *I*
 12. *You like my fingers running through your hair, so do I*: substitution with pro-form *do / do so* (inverted)
 13. *When you walk by, I try to say it (substitution with pro-form *it*), but then I freeze and never do it*: substitution with pro-form *do it*
 14. *I must be sure from the very start that you would love me more than her*: ellipsis in comparative clause (ambiguous!)
- 2.
1. **Garfield painted a picture of Garfield*
 2. *Garfield painted a picture of himself*
 3. *Garfield watched Odie and painted a picture of him*
 4. **Garfield painted a picture of him (him = Garfield)*
 5. *Garfield painted a picture of him (him = Odie)*
 6. *He painted a picture of himself*
 7. **He painted a picture of Garfield (he = Garfield)*
 8. **Himself painted a picture of Garfield (himself = Garfield)*
 9. **Himself painted a picture of him (himself = him)*

Him and *himself* are pronouns, whose reference (i.e., who/what in the world they refer to) is not independent of the context. As opposed to “ordinary” NPs (the so-called “referential” expressions like *Garfield* or *Odie*), reflexive pronouns like *himself* require an antecedent within the clause they appear in, while personal pronouns like *him* require an antecedent outside their clause. Referential NPs cannot have an antecedent.

3.
 1. *My mother-in-law's cat is unwell. **This** makes me feel sad*
 2. *Their flag is green and yellow, and **so** is ours*
 3. *I got a dragon here, and I'm not afraid to use **it**!*
 4. *Garfield is greedy, but he is less **so** than we had expected*
 5. *Susan couldn't open the bottle. **Neither** could her husband*
 6. *If you'll look on the table, you'll find the book **there***
 7. *“My grandmother started walking five miles a day when **she** was sixty. **She**'s 97 now, and we don't know where the hell **she** is.”*
 8. *“When the czar was seated, everyone else sat, and **so** did we.”*
4.
 1. *Bill speaks Spanish, and Jack ___ (verb gapping) Norwegian*
 2. *My mother has Facebook friends in more countries than I have friends in ___ (comparative)*
 3. *Should I email you, or you ___ (verb gapping) me?*
 4. *She wanted to ___ (VP ellipsis) so she put on his coat; then he put on hers ___ (ellipsis of N; also analysable as substitution with the pronoun *hers*)*
 5. *He has done it before, which means ___ (ellipsis of *that*) he will ___ (VP ellipsis) again*
 6. *She ordered more beer than we could drink ___ (comparative)*
 7. *I will do the washing-up today if you will ___ (VP ellipsis) tomorrow*
 8. *They took a picture of us, and we ___ (verb gapping) of them*
 9. *I will do two exercises because you have also done two ___ (ellipsis of N; also analysable as substitution with the pronoun *two*)*
 10. *If you try my paprika chicken, I will try yours ___ (ellipsis of N; also analysable as substitution with the pronoun *yours*)*

5.
 1. *This computer programme runs data search more quickly than the old version (did)*
 2. *She has promised to help me so I hope she will*
 3. *Coffee with sweetener is not as unhealthy as coffee with sugar (is)*
 4. *Today's news showed less violence than yesterday's (news)*
 5. *I don't want to break the news to the other colleagues but I will have to*
 6. *If Odie wanted to take revenge on Garfield, he surely would*

6.
 1. *Be Jon late or not, the main thing for him is to get there: ellipsis of whether*
 2. *All the students in this year are far more talented than has anyone in previous semesters been / ... than has been anyone in previous semesters: ellipsis of talented*
 3. *Be she invited or not, she attends all her friends' weddings: ellipsis of whether*
 4. *You're even better than is the real thing: ellipsis of good*
 5. *Garfield's stomach is bigger than is all the food in the world: ellipsis of big*
 6. *Be it raining or not, we are not going to take a taxi: ellipsis of whether*
 7. *Occasionally, Mike makes a personal phone call from the office, as do all his colleagues: ellipsis of make a personal phone call from the office, pro-form as*
 8. *A house in Budapest costs at least three times as much as does a similar house in the countryside: ellipsis of cost, pro-form as*
 9. *Sue is a good teacher, as was her mother before her: ellipsis of a good teacher, pro-form as*
 10. *Be the students hard-working or lazy, they all fail this exam for the first time: ellipsis of whether*