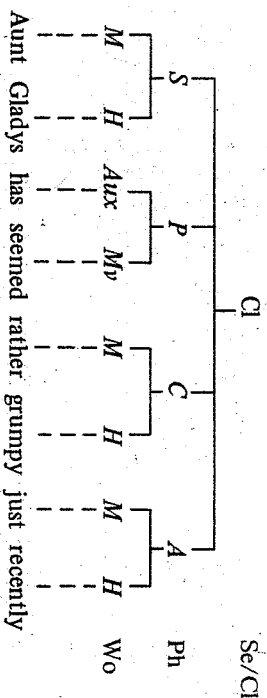


## Exercise 2e (answers on p. 202)

Insert the function labels S (subject), P (predicator), and O (object) as appropriate in front of the phrase brackets in the following sentences. *Tip*: first identify the predicator, then the subject, and then the object (if any):

1. [<sup>M</sup>Little <sup>H</sup>Joanna] (<sup>Aux</sup> was <sup>Mp</sup> sleeping)].
2. [<sup>M</sup>This <sup>H</sup>job] (<sup>Aux</sup> must <sup>Aux</sup> be <sup>Mp</sup> finished)].
3. [<sup>M</sup>The <sup>M</sup>poor <sup>H</sup>girl] (<sup>Aux</sup> has <sup>Mp</sup> seen) (<sup>M</sup> seven <sup>H</sup> ghosts)].
4. [<sup>H</sup>You] (<sup>Aux</sup> must <sup>Mp</sup> meet) (<sup>M</sup> my <sup>H</sup> wife)].
5. [<sup>M</sup>My <sup>H</sup>train] (<sup>Aux</sup> is <sup>Mp</sup> leaving)].

Figure 2.5



Alternatively, we can represent the same sentence as a bracketing with function labels:

FUNCT10N (12d) [<sup>S</sup>(<sup>M</sup> Aunt <sup>H</sup> Gladys) <sup>P</sup> (<sup>Aux</sup> has <sup>Mp</sup> seemed) <sup>C</sup>(<sup>M</sup> rather <sup>H</sup> grumpy) <sup>A</sup>(<sup>M</sup> just <sup>H</sup> recently)].

[Now try Exercises 2d and 2e.]

## 2.6 Summary

In this chapter we have introduced in a preliminary way:

- (a) A rank scale consisting of four units: sentence (Se), clause (Cl), phrase (Ph), and word (Wo).

- (b) Form classes of word: noun (N), verb (V), adjective (A), adverb (AV), and preposition (P)
- (c) Form classes of phrase: noun phrase (NP), verb phrase (VP), adjective phrase (AIP), adverb phrase (AVP), genitive phrase (GP) and prepositional phrase (PP)
- (d) Function classes within the phrase: modifier (M) and head (H); auxiliary verb (Aux) and main verb (Mp).
- (e) Function classes within the clause: subject (S), object (O), predicator (P) (two further elements, complement (C) and adverbial (A), will be considered later).
- (f) The following conventions for brackets:
- ( ) : round brackets enclose a phrase  
 [ ] : square brackets enclose a clause  
 { } : curly brackets enclose an optional constituent.

## Exercises

## Exercise 2a

It is a significant point about nonsense words, such as those in *Jabberwocky*, that we can put these words to work in new sentences which we know to be grammatical. For example:

1. A tove is mimsier than a rath, but a borogove is mimsiest of all.
2. Did you see that slithy tove gimbling and outgritribing?

But the following, for example, is not grammatical:

3. \* I momed a rath mimsy.

Think up five new examples of (a) sentences which are grammatical, and of (b) sentences which are ungrammatical, using Carroll's nonsense words. Discuss the reasons for the differences between (a) and (b). Also, see how many grammatical forms of the same word (e.g. *mimsy/mimsier/mimsiest*) you can find.

## Exercise 2b (answers on p. 200)

Draw tree diagrams like Figure 2.1 (p. 29) for the following sentences:

1. [(Those students) (have made) (an interesting discovery)].
2. [(Without doubt) (the play) (has been) (tremendously successful)].

Now reduce these diagrams to (a) abbreviated tree diagrams, and (b) unlabelled tree diagrams. Lastly, translate the tree diagrams shown in Figures 2.6a and 2.6b overleaf into bracketed sentences like 1 and 2:

