

Week 2: Getting down to business

1. Review -

- Prescriptive vs. Descriptive

→ Wrk Bk p. 6.

- Lexical vs. functional categories

→ how do we know whether something is a N, V, Adj?

Noun types: an important part of the reading: Count vs. Mass!
Proper names vs. Common Nouns

Verb types

→ how many verb types are there?

→ let's give formulas for the core/ nuclear sentences with these verbs

→ let's see some examples

→ two more types of verbs: V(c) and BE

→ examples and formulas

2. Homework – going over the hw.

Wrk bk Quiz p. 17

hw questions p.21

sentences in the book p.23

3. Drawing trees

3.1 preliminaries

→ first: some categories that were not mentioned before: Adverbs – similar to adjectives; they modify verbs. As Morenberg puts it, they help 'orient readers and listeners'

→ what are some examples of adverbs that you can come up with?

→ adjectives and adverbs sound quite similar in English, non-native speakers may often confuse the two. Sometimes, native speakers use adjectives instead of adverbs “I’ll mace you good!”

→ prepositions: denote spatial relations. Nouns appearing after a preposition (P) are called objects of preposition or obliques. We call P+NP = PP, a prepositional phrase.

→ 3.2 hierarchies

→ in order to have a sentence it is not enough to only have words. Rules are the backbone of language!

→ **Rules give us two types of crucial information.** (by the way, these are not the types of rules you learned when you were in your English class. You acquired these rules unconsciously and ‘know’ them simply by virtue of being a native speaker of English

they tell us about:

1. Word order, i.e. *Dog bites man* = / = *Man bites dog*
2. Constituent structure = which words belong closer together than others

about constituents:

→ words are grouped into units we call **constituents**, they are not strung together like beads on the string.

→ Constituents are hierarchically built; structures are nested / embedded within other structures;

→ You can tell whether something forms a constituent or not by performing various tests. Some of these tests are:

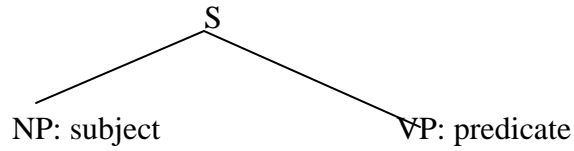
- Substitution by a pronoun = The fat white cat saw John = She saw John
The fat white cat saw John and the skinny cat did too
- Movement test = Fat cats, I like vs. * Fat I like cats
- Question-Answer test = John ran a marathon -- John did what?

→ building phrases and sentences

→ phrases: all phrases have heads! A noun phrase like ‘The dog’ has a head – the most important word in the phrase -- the noun!

→ Let’s diagram a sentence such as : “The Simpsons is the best American movie”

→ The first thing to know is that sentences NECESSARILY have Subjects and Predicates.



Draw structures:

NP: The fat cat
VP: ran slowly
PP: into the kitchen

NP: Cookie
VP: likes tasty fish
....

3. 5 Drawing trees for the 6 verb types

V intr

V tr

V link

V g

V c

V BE

4. Practicing identifying verb types (again). p.23 textbook

5. Identifying constituents

modified ex. from p. 51. Practicing tree diagrams, constituent formation, parsing

→ Draw tree structures for the sentences below

1. The boiler exploded with a loud bang
2. Americans love informal dining
3. Sagebrush carpets western terrain
4. Stephen King gives readers scary stories
5. John called up Bill
6. John called the President a moron
7. John called up the tree
8. Early TV sitcoms seem naïve today
9. Cookie became enormously fat in five months
10. The veterinarian offered Cookie a new diet

6. Identifying subjects, predicates, and heads. [for Monday, sept. 24th]

→ for the sentences above, identify the subject and the predicate. Underline the head noun in the subject NP. If there is an object, underline the head noun in the object NP.

Tuesday, 1/ 22

→ HW questions; making the ‘gloss’ for the parsing terms

→ review verb types!

→ parsing – hw sentences /student question

→ practice identifying constituents and representing them on a tree

→ Work book. pp. 16 – 21 (up to tense and modality)

→ Some remarks on Grammatical Roles.

→ You already know such grammatical roles as ‘subject’, ‘predicate’ ‘object’, ‘indirect object’, but there are more. Below is a list of more labels we need to know.

Let us now provide some

→ beginning to GRADUALLY prepare for QUIZ 1.

things to be included on Quiz 1

- 1. parsing**
- 2. identifying grammatical function/ role**
- 3. tense, aspect, modality**
- 4. identifying a category in a sentence, e.g. in this sentence find a ‘Pro’, underline, etc.**
- 5. providing grammatical sentences for a sequence of labels, eg. “create a sentence that starts with ‘RelPron’, contains a Vt, and a PN,” etc.**