Sensorveiledning ENG2100 vår 2019

Oppgaver:

1. Predicators select key content of the clauses (H&P p.64). Explain what is meant by this statement. Then give a comprehensive account of different predicators and the kinds of dependents they select. (cf. selection restrictions and subcategory rules in Kreyer’s book). Also consider whether the dependent is obligatory or optional.

The attached text, the introductory paragraph of an article in *The New York Times* titled W*hy Stacey Abrams is still saying she won,* should be used to select the examples for illustration. If you find that some predicators select the same type of dependent, group them. Note that some of the predicators may not be restricted to taking the kinds of dependent they have in the text.

Why Stacey Abrams Is Still saying she Won

Despite being the first black female nominee from a major party to run for governor of any state, Georgia’s Stacey Abrams surely couldn’t have anticipated that losing her election bid – in controversial fashion to the Republican Brian Kemp – would have catapulted her to the heights of the Democratic Party. Now she faces some temptingly plausible next steps, which could include, at least if you ask the Senate minority leader Charles Suhmer, an Abrams run for Senate. Joe Biden reportedly considered the 45-year-old as his running mate, an idea she quickly dismissed – potentially in favor of something even bigger. (A decision she may have made by the time you read this.) “If people I respect legitimately think this is something that could be so,” Abrams said about the possibility of a challenge for the country’s highest office, “and it’s not my mom or sister saying, ‘You should do this,’ then I owe those people the courtesy of thinking it through.” By David Marchese *The New York Times* April 28, 2019

The statement means that the lexical main verb in a clause determines what arguments or complements the clause must have to make a full/meaningful sentence, i.e. the clause type (of which there are five according to H&P). Kreyer mentions this as the selectional restrictions of lexical verbs.

To use examples from the text, I strip them for adjunct material and other optional material, and present them as canonical sentences to demonstrate what the predicators select:

Example:

1. She **is** the first black female nominee to **run** for governor.
2. The main verb **be** selects/takes a predicative complement and a subject (the external argument) (SVsP). The predicative may be a noun phrase, as in this example, an adjective, as in: She is nice, or a clause, as in

The problem is that I miss home(finite nominal clause)

The challenge is to find her a new job. (non-finite nominal clause).

The subject of ‘be’ may come in the form of a finite or non-finite clause:

That I can’t find a job (subj) is a big problem

To find her a new job (subj) is a challenge!

**Run** is used in a subordinate infinitival clause in the text, (which functions as the complement to ‘first’ in the superordinate clause). **Run** selects an adverbial (here a prepositional phrase) as its (obligatory) complement when used in this abstract sense), and a noun phrase external argument (complement) in finite clauses, such as She ran for governor. An example with an adverb: She ran fast. **Run** can also be used with a preposition, such as for example ‘down’, as in She ran him down’, in which case it selects an obligatory dO complement (him). In its physical sense it may appear without internal complements: **She runs.**

1. Stacey Abrams couldn’t have **anticipated** that losing her bid…

**Anticipate, read** select a subject and an object as their dependents. The object may be a noun phrase (as in(a)) or a finite nominal clause (as in the original example): (SVdO) dO= NP or nominal clause

1. Abrams anticipated the loss. (internal complement obligatoy)

Abrams read a book/Adam reads. (internal complement optional)

1. …anticipated [that losing… would have catapulted her to ..heights].

…read [that she had lost her bid].

As all lexical verbs select a subject (an external argument) in a finite clause, I will not mention that in the following examples, but concentrate on the complement(s) they select to make up the predicate.

1. **Lose**, **face, dismiss, do, respect**

select an (obligatory) internal (object argument (complement)). The object must be in the form of a noun phrase:

She lost her bid. (SVdO)

She faced a problem

She dismissed the idea

You should do your homework

She respects some people

1. **Include** could be grouped in 3), yet differs in that the subject can either be the actor of including something in something else (as in (a)), in which case it licences an adverbial of place (optional) in addition to the subject and the object, or it can denote the thing in which something is included (as in (b)), in which case no adverbial is licenced:

a. I (actor) included an invitation (dO) in the letter (A). SVdO A

b. The letter included an invitation (sVdO)

1. **Catapult** (SVdOA) – selects a direct object and an adverbial of place (direction), like the first type of **include**:

The loss catapulted her (dO) to the heights of the Democratic party (A).

1. **Consider**

This verb selects a subject and a direct object in one of its readings:

I considered your advice (SVdO)

* In another reading it selects an (obligaoty) direct object and an (obligatory) object predicative, as in

1. I considered her (dO) a genius (oP).

In this reading of consider, the direct object and the object predicative are both obligatory dependents.

The object predicative may appear as a noun phrase, as in a., or an adjective, as in b.

1. I considered the idea foolish

or as a prepositional phrase with *as*, as in the text:

1. Joe Biden considered the 45-year-old as her running mate.
2. **Make** selects an (obligatory) object, as in a.
3. She made a cake.

In this sense, it can also licence an indirect object (optional):

She made him (iO) a cake (dO)

– or a direct object and an object predicative:

1. Her behavior made her (dO) a fool (oP)
2. **Owe** selects two (obligatory) internal arguments: iO and dO:

I owe him (iO) an excuse (dO)/ I owe those people (iO) the courtesy..(dO)

1. **Think, Say and ask** select a clausal internal argument**:**

**SVdO(clause)**

I think [(that) this is something important]

My sister said [that I should do it]

My sister asked [that we join her/if we could join her]

**Say** and **ask** may also take a NP as its dO: He said some odd things/He asked a question (the object NP is context sensitive, i.e. say can only take as object something that can be said, ask only something that can be asked (such as a question)

(which sounds a bit odd with ‘think’: ??He thought some odd things)

**Think,** on the other hand, may take an adverbial(of aboutness/respect) prepositional phrase as its sole dependent:

I think [of/about my parents]

1. **The examples below all include a use of the word *as*. What does it mean and what part of speech (syntactic category) does it belong to in the individual instances according to a) Kreyer and b) Huddleston and Pullum? Account for their classifications. Do you have any critical remarks to either of the two approaches on the basis of this data set?**
2. He caught me as I was leaving
3. As his friend, my opinions are probably biased.
4. As it is, I shall have difficulty finishing all this work without any more assistance.
5. I did as I was told
6. To become wise, as we all know, is not easy.
7. As you’re in charge here, you’d better tell me where to wait
8. She is as tall as her sister.

According to the functionalist approach, as in Kreyer**, *as*** can be classified as a subordinating conjunction, an adverb or a preposition. The analysis depends on its function in the sentence. When it introduces a clause, it is classified as a subordinating conjunction, such as in 1,3,4,5 and 6. However, it is used as different types/classes of subordinator in these examples.

In (1) it introduces a temporal adverbial clause, while in (6) it introduces an adverbial clause of reason. In (4) it seems to introduce an adverbial clause of comparison. (4) can be paraphrased as : I did (something) the way in which I was told (to do it). On the one hand the *as*-clause functions as the object of the main verb *did*, on the other hand, *as* introduces a manner clause. It might make sense to consider the *as*-clause here a fusion of an adverbial and a nominal clause. Similarly, the *as*-clause in (5), where *as* refers back to the subject infinitive clause, and can be paraphrased ‘of which’ , may be at once a (non-restrictive) (sentential) relative subordinator and the object of the subordinate clause.

(3) is an example of a manner adverbial clause, yet it can also be read as a reason, or even as a comment (disjunct) clause.

In(2) As introduces a noun phrase. On that account it should be classified as a preposition. The two occurrences of *as* in (7) will have different classifications: the first one should be classified as an adverb (of degree) (premodifying the adjective *tall*) and the second as a preposition taking the NP ‘her sister’ as its complement.

Huddleston and Pullum argue that most subordinating conjunctions could be analyzed in the same way that we analyze prepositions: they introduce a complement, which can take different forms. Classical analysis states that prepositions take NPs as their complements, but we know that many prepositions take (non-finite) clauses as their complements. If we extend the class of prepositions to allow them to take finite clauses, the traditionally classified conjunctions can be included in the class.

So if ‘in’ is a preposition in (1) a. (where it takes a noun phrase as complement)– it is still a preposition in b. (where it takes a non-finite clause as its complement)

1. a. In the morning he left us with some provocative ideas
2. In saying this he left us with some provocative ideas

Similarly, words traditionally classified as subordinating conjunctions, may take noun phrases or as non-finite clauses as well as finite clauses:

1. a. Before class I met up with my friends

b.Before having dinner with my parents, I met up with my friends

1. Before I had dinner with my parents, I met up with my friends.

Huddleston and Pullum argue for such subordinators to be classified as prepositions even if they do not always take noun phrases as complements. In the same way that verbs are classified as verbs irrespective of whether they take one, two or no objects, prepositions take complements of different sorts, including finite clauses, or they can appear without a complement, such as *before* in 2 d:

2 d. I have never seen him before.

Huddleston and Pullum’s argumentation can be used to indicate that *as* in all the above examples can be classified as prepositions: It selects a complement which can be a noun phrase or a finite clause. However, I have not seen that prepositions can take adjectives as complements. The first *as* in 7 would therefore be another use of the word (adverb of degree), also in view of Huddleston and Pullum’s grammar.

Part II

1. i) Give a complete syntactic analysis of the phrase underlined in the text attached. Your analysis should include the functional as well as the phrase level and word level categories of the constituents.

ii) Cardinal numbers are classified as determinatives and function as determiners or modifiers. Discuss briefly whether ordinal numbers (here: *first*) also belong in this category.

I have analyzed the ordinal number as part of the determinative phrase. In Kreyer it would be categorized as the post-determiner, Huddleston and Pullum discuss determinatives that take their own dependents, such as in the DP: **the first two** **X** where *first* modifies the numeral determinative, and the def article functions as determiner of the modifier ‘first two’. ‘first’ is again a modifier of ‘two’. See notes on the separate sheet wrt assessment criteria.

OR

1. Verbs may take the form of a present or past participle. Give an account of the various functions the participle forms may take. What are the constructions they enter into? You should provide examples of your own in addition to the (insufficient list of) examples from the attached text (words in **bold**) to illustrate your account.

Present and past participles are non-finite forms of verbs that may enter into complex finite verb phrases, non-finite clauses with different functions, they may take adjectival functions as pre- and post-modifiers to head nouns, and they may combine with the adverb ending –ly to derive adverbs.

Present participles:

1. as heads of finite progressive verb forms:

Some people [were tempting] Abrams to run for governor

2. as adjectival premodifiers to nouns: …his running mate (line 11)

3. as source for adverbs in –ly:  **tempting**ly (line 9), like other adjectives

4. as non-finite verbs heading non-finite clauses functioning as

i) complements to prepositions:

a)Despite[ **being** the first black female nominee from a major party to run for governor of any state,] l.1

b)..of **thinking** it through (l.16)

ii) as subjects: **[losing** her election bid] would have catapulted her…. (l7/8)

iii) as objects: I don’t like [**walking** the dog at night]

iv) as post-modifying clauses The politician [**saying** this] is Joe Biden.

v) as the last clause in a cleft construction: it’s not my mom or sister [**saying** “..”] l.15/16

vi) As adverbial adjuncts in different positions:

initial [**Walking** the dog] she realized that she could actually train it.

Medial: She realized, [**relaxing** on her bed], that she could ease the dog without too much effort.

Final: She was not the least bit interested, [**relaxing** in front of TV].

Past participles:

1. As main verbs in finite perfects:
2. Abrams surely [couldn’t have **anticipated]** that…. (l.2)
3. Losing her election bid [would have **catapulted]** her…… (l.8)
4. A decision she [may have **made]**
5. As main verbs in non-finite perfects:

[Having **decided**] to run for President, Biden soon found that he was the party’s favorite

1. As main verbs in passives: Abrams [was **born**] in 1973
2. As non-finite verbs
3. heading postmodifying clauses

Stacey Yvonne Abrams **[born** December 9, 1973] is an American politician,

1. [heading clauses functioning as adjuncts (alternatively as free predicatives)

[**Left** to himself] he had a chance to reflect on it

1. as adjectives: a [broken] heart
2. taking –ly to form adverbs: **reported**ly (l.11) (functioning as a modal disjunct)

Attached text:

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| 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19 | **Why Stacey Abrams Is Still saying she Won**  By David Marchese *The New York Times* April 28, 2019  Despite **being** the first black female nominee from a major party to run for governor of any state, Georgia’s Stacey Abrams surely couldn’t have **anticipated** that **losing** her election bid – in controversial fashion to the Republican Brian Kemp – would have **catapulted** her to the heights of the Democratic Party. Now she faces some **tempting**ly plausible next steps, which could include, at least if you ask the Senate minority leader Charles Suhmer, an Abrams run for Senate. Joe Biden **reported**ly considered the 45-year-old as his **running** mate, an idea she quickly dismissed – potentially in favor of something even bigger. (A decision she may have **made** by the time you read this.) “If people I respect legitimately think this is something that could be so,” Abrams said about the possibility of a challenge for the country’s highest office, “and it’s not my mom or sister **saying**, ‘You should do this,’ then I owe those people the courtesy of **thinking** it through.”  (from Wikipedia: Stacey Yvonne Abrams **(born** December 9, 1973) is an American politician, lawyer, and romance novelist who served as Minority Leader of the Georgia House of Representatives from 2011 to 2017.A member of the Democratic Party,  she was her party's nominee in the 2018 Georgia gubernatorial election. In February 2019, she became the first African-American woman to deliver a response to the State of the Union address. ) |