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An Introductory Transformational Grammar Course

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School for International Training

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INTRODUCTION:

This will be an introductory course in Transformational Grammar to be given to a group of Venezuelan teachers who know little or nothing about the significant steps that have been taken in this field; so that it will be limited in scope and, by no means, will it try to offer every single detail that has been investigated. It will be primarily based on the book AN INTRODUCTORY TRANSFORMATIONAL GRAMMAR, by Bruce L. Liles, which is one of the most up-to-date books of this kind. As the publisher says, "this book introduces the reader to the many recent theories and provides an intensive study of specific sentences... and covers phonology in simplified, fully descriptive terminology." I do not think the whole book will be covered in the amount of time that this course will last, probably the final aspects regarding stress and phonological rules will have to be part of another course of this kind.

My main goal is to provide a source of information to these teachers about what is going on in the study of language nowdays so that they may be able to start reading on their own with a firm basis, and may get a better overall idea of the revolution that has been transforming our way of thinking and of focusing the problems of the study of language. Consequently this awakening will hopefully arouse their interest in the current techniques in the field of teaching English as a foreign language, resulting in an improvement of their teaching methods and of the educational system in Venezuela. For this purpose I had looked for 4 good articles on Transformational Grammar[1] which they would be able to read and understand after the course is over. This would give them tangible proof of

their improvement and the success of the course.

As we all know there is a tremendous amount of material about the investigations done after 1957 (the year when Noan Chomsky began his series of astonishing and demolishing expositions that culminated with the creation of the new grammar.); however, most of this material has been presented in a vocabulary that is much too technical for the novice to understand (even Chomsky himself is famous for his 'non-clarity'). This is why this course will try to introduce this group of people to the most outstanding principle of generative theory. My immediate goal would not be to make them change from one approach to the other, because I consider this to be a decision that has to come after a long period of reflection, concentration, and deep study of the transformationalists' points of view.

As it is conceived right now, the course should last 10 weeks, 3 hours per week; it is intended to be given to my fellow English teachers at the Universidad de Oriente and to any other English teachers working in the city of Cumana who become interested in it. In order to make the presentation of the content, I will be describing and making the lesson plans for each week. This would include: the content, the material available, the classroom procedure, and the homework. The latter will be strictly based on the exercises which appear at the end of each lesson in the book.

Taking into consideration that I am not an expert in this field but only a new-comer, I will prepare for each class by researching any information available and building an extended bibliography on this subject. In

class I will use very simple, vocabulary that hopefully will be very

comprehensible to my students. However, whenever there is a technical

term that has to be studied, I will present it and explain it carefully.

For the introduction of new terms or processes, I will possibly make

use of either definitions in Spanish or Spanish examples so that I am

sure that they have been clearly understood, before continuing with

English, especially when referring to the transformations.

In terms of final evaluations at the end of the course, the

students would be expected to do a short summary of each of the selected

readings, in addition to make a brief presentation to the rest of the

class of a reading that they would do on their own. At this stage,

they would not have to do diagramming of sentences because this would

be evaluated on a daily basis.

After having given this brief summary of how the course has

been conceived, let me start now with the presentation and study of

lesson number 1.

LESSON 1

I. Content: Grammars of English:

1) Traditional Grammar

2) Structural Grammar

3) Transformational Grammar

II. Objectives:

1) To provide a very brief summary of the development of the dif-
   ferent theories concerning the study of language.

2) To point out the strengths and weaknesses of each.

3) To point out the importance of the generative-transformational
   theory over the others in trying to solve some of the knottiest
   problems.

4) To formulate some criticism of the traditional and structural
   grammars.

5) To establish the relationship between traditional and generative
   grammars.

III. Development:

The main presentation will be based on Chapter 1 of Liles' book
where there is a very schematic summary of the three theories.
Since the theories are presented in a very general manner, in this
chapter, I have gathered some information from other sources that
I will also present to the students for discussion in the class.
Objective #5 above is barely mentioned in this chapter; however,
Noam Chomsky in his book LANGUAGE AND MIND discusses the close

relationship between the situation in the seventeenth century and the present regarding the nature of language. As he himself points out, "when we turn to the history of study and speculation concerning the nature of mind and specifically the nature of human language our attention quite naturally comes to focus on the seventeenth century, the century of genius[2]." Also, we find that transformational grammar, as well as traditional grammar, develops a conscious opposition to a descriptive tradition that interpreted the task of the grammarian to be merely that of recording and organizing the date of usage, which should also be treated but as evidence of deeper, hidden organizing principles. It is also necessary to say that this new theory has strengthened its principles by looking back to the rationalist philosophers like Descartes who talked about the creative aspect of mind and about the properties of human thought. The transformationalists have also been concerned with something that help the attention of the traditional grammarians - the universality of language.

Other information that I have gathered from different sources includes the diverse critiques that have been formulated against the structural approach. There are many, based on different aspects; among those, I have chosen these which seem to be the most valid:

1) "Descriptive grammar has restricted itself to the analysis of the so-called surface structure" is a criticism that is frequently heard nowadays. The syntax of language was restricted to such linguistic units as sounds and words. The linguist's task was

to list these linguistic forms and to study their individual histories.

2) It attemped to construct discovery thechniques, but they were only applied to surface structure and this attempt failed because it could not reveal the mechanisms that underlie the creative aspects of language use and the expression of semantic context. That is why they were unable to solve a problem such as:

        La vaca fue encontrada por el granjero.

        La vaca fue encontrada por el rio.

or their equivalents in English:

        The cow was found by the farmer.

        The cow was found by the river.[3]

3) Chomsky points out as one of the weakest points of the structural-ists, their belief that the mind is simpler in its structure than any known physical organ. That is why they took for granted that a language is a habit structure or a network of associative connections. Accordingly, knowledge of language must develop slowly through repetition and training. However, transforma-tionalists say that this is too far from reality because even the most familiar phenomena require careful and detailed expla-nation, (i.e. trying to characterize the systems we have mastered as native speakers will need a very complex study and slow search for explanatory theories of each of the principles that govern them.)

4) The structuralist theory of language acquisition --from surface
   to base-- seems inadequate now when people are talking about the
   child's innate endowment to acquire any language, so that the
   burden of such acquisition is placed on the child.

5) Leon Jakobovits points out that "the process of acquiring lan-
   guage must involve a much more complex analysis procedure than
   that by such surface relations of sentences as orders of elements
   and word associations[4]."

IV. Expansion:

The students should be told to do exercises A, B and C from the
book. They will also be encouraged to some other readings on their
own which are relevant to the topics presented.[5] To reinforce the
criticism about the structuralists, I quote Mrs. Jan Bing's paper:
"Modern English: A Textbook for Foreign Students Students", p.6,
(see appendix number 1)

LESSON 2

I. <u>Content</u>: The structure of the sentence.

    1) Syntactic components. Tree diagrams.

    2) Noun Phrase vs. Verb Phrase.

    3) Terminology. Abbreviations.

II. <u>Objectives</u>:

    1) To emphasize the importance of word-ordering in languages such as English and Spanish.

    2) To point out the different elements that form a sentence.

    3) To indicate what elements should come first, and second, and so on in English sentences.

    4) To clarify some of the new terms used by transformational grammarians. (Others should be introduced and explained according to their order of presentation.)

    5) To establish the differences between an NP and a VP according to their fuctions in the sentence.

    c) To begin the diagramming of simple trees.

III. <u>Development</u>:

    The lesson will be started by presenting a series of single Spanish words for the students to arrange in a logical order:

    a. LO - QUITE - SE.

    b. ME - DIÓ - El - LO.

The objective of this simple exercise will be to establish the criteria that for sentence a. there is only one possibility

--SE LO QUITE--; while for sentence b. there are two possibilities --EL ME LO DIO or ME LO DIO EL--. Any other kind of arrangement that we try to make would be useless because there is no other possibility since Spanish is a language which is based on word-order. The same generalization will be applied to English which is a more word-order oriented language. Other examples will be given such as:

a) PICK - COULD - I - UP - NOT - YOU.

b) EATEN - AND - HE - APPLE - MINE - HAS - TOO - HIS.

where there is only one possibility for each sentence: I COULD NOT PICK YOU UP and HE HAS EATEN HIS APPLE AND MINE TOO.

Then before actually working with any specific sentence, I will present some of the different terms and abbreviations that we are going to be using in the different analyses:

SM and Nuc are going to be considered as the first main consti-tuents of a sentence; but SM is an optional element. Giving sen-tences such as:

1) Si, la quiero.   2) Por supuesto, yo tambien voy.

3) Repitan de nuevo.   4) Que linda es esa muchacha.

Where sentence 1) and 2) carry the optional SM element which is separated by a comma from the Nuc element.

The Nuc element is divided into 2 main groups NP and VP.

NP is characterized for having a noun as its main element,[6] and it functions as the complete subject of a sentence. A verb is the main element of a VP which functions as the complete predicate of a sentence.

e.g. <u>MARIA</u> <u>VINO ANOCHE.</u>; <u>EL FURTIVO LADRON</u> <u>ENTRÓ EN LA CASA POR</u>
     NP   VP   NP   VP
                                                                      <u>LA VENTANA.</u>

Other specific details about the different sub-constituents of the NP (such as: Determiner, Nominal, Plural) and of the VP (such as: Auxiliary, Main, Verb, Adverbial, Tense, etc.) will be discussed according to the information given in the book.

After having established this short list of vocabulary we will go on to the diagramming of simple sentences in English (see pages 12 and 14 of Liles' book.)

IV. <u>Expansion</u>:

After reviewing the homework assigned in the previous lesson, we will do the reading of chapter 2 of our textbook. The students will then be assigned exercises A and B on page 18 as homework. They will also be encouraged to look for specific sentences especially in Spanish that will not fit into the pattern already described. I am aiming at sentences such as: SE ME HIZO TARDE; SON LAS TRES; ESTA LLOVIENDO; where there is no visible subject. Roger Hadlich[7] has a good description of these kinds of construc- tions that he has called <u>Subjectless Verbs</u>; however, he also says that in order to agree with many other transformational grammarians, these cases are supposed to have undergone the [+ pro - deletion.]

LESSON 3

I. Content: The Auxiliary.

1) Tense vs. time.

2) Elements of the auxiliary.

3) Rules P4 and P5.

II. Objectives:

1) To expand some of the rules already studied.

2) To clarify the differences between tense and time.

3) To distinguish all the different elements of the auxiliary.

4) To set up the specific order of each of them in the sentences.

III. Development:

This lesson will be started with English examples[8], and we will

be following Liles' idea and that of other transformationalists,

indicating only 2 verbal tenses for English. At this point it will

be advisable to make a clear distinction between tense and time;

tense being a concept of form, not meaning. A good example that

may serve to illustrate this point could be these two sentences:

1) I could go last night. (It was possible for me to go.)

2) I could go tomorrow.   (It will be possible for me to go.)

Although in both cases the auxiliary is in the past _tense_, it is

obvious that in sentence one it means _past time_ while in sentence

two it means _future time_.

There are other cases, as Liles points out, that also illustrate

that the correspondence between time and the form of the verb (tense)

does not necessarily coincide with actual usage. Among those

cases: in order to express the future time, it is possible to make

use of different devices rather than just SHALL and WILL as tradi-

tional grammarians used to say, such as:

1) We take our test tomorrow. (present)

2) They are leaving for New York soon. (present progressive)

3) What would you do if I asked you for some money? (past)

Structure rules that refer to the auxiliary:

P4:   AUX ——→ Tense

P5:   Tense —→ $\left\{ \begin{array}{l} \text{Present} \\ \text{Past} \end{array} \right\}$

The first expansion that may be made to these rules is:

P4:   AUX ---- Tense (Be + ing) wich reads as follows:

every auxiliary contains tense, following it we may have as optional

elements BE and ING that must be taken together and in the respec-

tive order[9]. Some examples can be given for the students to prac-

tice the diagramming:

1) She is smiling at me.

2) They were reading the book.

3) I am writing on the board.

4) He is doing these exercises.

The other expansions:

a) AUX —→Tense   (have +en) (Be + ing)

b) AUX —→Tense   (M) (Have + en) (Be + ing)

will also be studied and thoroughly practiced until all the students

have enough practice in diagramming and in following the correct

order. Examples:

1) I have finished my paper.

2) The detective has been following that man for an hour.

3) We may be getting the right answers.

4) They must have been preparing dinner for a long time.

On pages 25 and 26 of our textbook, we find quite a few examples that can be used in the classroom in order to develop such a skill. The students would be expected to do most of them.

IV. Expansion:

In adopting this system, we will try to avoid the old complicated division into Simple, Perfect, Progressive, Perfect-Progressive tenses that we used to deal with in the traditional grammars. This form presents a much easier way of understanding the verbals in English, in addition to having fewer names and rules to be memorized. It may also be necessary to clarify or, I should say, match the old terms (anomalous, gerund, etc.) with the new terminology (modals, ing - en elements, etc.) It will also be explained that the phrase structure rules by themselves do not bring much to the meaning of the sentence. After them, some transformations must be applied and the phonological and semantic features must also be added in order to give the sentence its final form. The whole chapter is very thought provoking and will stimulate a lot of questions and discussions within the group.

LESSON 4

I.   <u>Content</u>:   Lexical features.

A)   Phrase structure rules.

B)   Restrictions:

1. Transitive and intransitive.

2. Subject-Verb.

3. Determiner and noun.

C)   The lexicon.

II. <u>Objectives</u>:

1)   To have a clear understanding of how the phrase structure

rules operate.

2)   To become aware of some of the restrictions presented by the

lexical features of the elements of a sentence.

3)   To provide examples in both languages (Spanish and English)

in order to clarify this point.

4)   To determine what the function of the lexicon of a grammar is.

III. <u>Development</u>:

To summarize the different phrase structure rules that have

been studied in the previous lessons, now we will study the figure

on page 22 of the book (see apendix number 2) but with some modi-

fications.[10]

Once given the rules, we will try to present illustrative

examples that will make it easy for the students to understand.

A CHILD RAN RAPIDLY INTO THE STREET would be a good example to

make expansions of the rules:

Det + N + Past + V Manner + Place

which may be presented in a tree like this:

```
                         S
                         |
                        Nuc
                       /    \
                      /      \
                   NP          VP ___
                  / \        / | \    \
               Det   N    Aux  V  Manner  Place
                |    |     |   |    |       |
                |    |    Past |    |       |
                A   child past run rapidly into the street.11
```
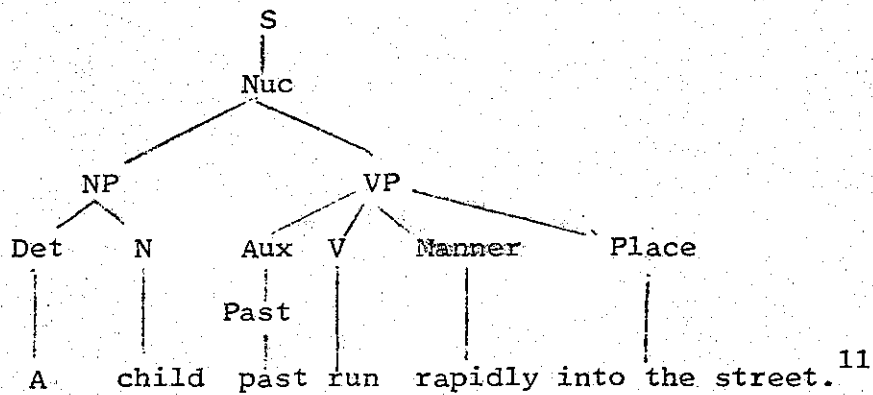
Another example that could be given is this:

MY FATHER HAS BEEN READING AN INTERESTING NOVEL FOR A WEEK, which

is represented by the following:

Det + N + Present + have + en + be + ing + read + Det + Adj + N + time.

This example will be good to explain how the flip-flop rule

operates since we would have to attach some of the elements to

their respective constituents:

Det + N + Present + have + en + be + ing + read + Det + Adj + N + time.

Regarding the restrictions of the elements of a sentence, we

will subdivide them, as Liles does, into 3 main groups:

1) Transitive and intransitive.   2) Subject - verb.

3) Determiner and noun.

Let us examine each of them as carefully as possible, bring-
ing examples from both languages,

<u>Transitive and intransitive</u>: Referring to this aspect, the lexicon
will have to say whether each particular verb accepts a noun phrase
after it or not, if in some cases it does and in others it does
not (such as the examples of "volver" in Spanish and "run"[12] in
English: Volver la hoja; run a store). The features we will use
to express this characteristic will be:

$$\left[\quad - \text{_____} \text{NP} \quad \right] = \text{Intransitive}$$ (The underline indicates
the position filled by
the verb.)

$$\left[\quad + \text{_____} \text{NP} \quad \right] = \text{Transitive}$$

Given examples such as:

1a. TERESA NO HABLA CONMIGO.   1b. TERESA HABLA ESPAÑOL MUY BIEN.

2a. COMEREMOS A LAS OCHO.   2b. SE COMIÓ LA COMIDA.

3a. SHE LEFT A NOTE FOR YOU.   3b. SHE LEFT FOR NEW YORK AN HOUR AGO.

it would be easy to notice the distinction between these verbs
(hablar, comer, leave) which may be either intransitive (as in
all the examples a) or transitive (as in all the examples b) and
verbs like <u>salir</u> (EL TREN SALIO A LAS OCHO) and <u>rise</u> (THE SUN
ROSE EARLY THIS MORNING) which are always intransitive. There
are also verbs such as <u>steal</u> and <u>read</u> which are always transitive
although they may have the NP deleted at times. Some transitive
verbs will have the feature $\left[+ \text{\_\_\_\_\_} \text{NP Place} \right]$ that means
that an adverbial of place must follow them, eg.

THE DOCTOR LAID IT <u>THERE</u>.

there are as well intransitive verbs which will have the feature

$$\begin{bmatrix} + \text{——} \text{ Place} \end{bmatrix}$$ in order to be grammatical:

HE LURKED OUTSIDE

ELLA SE ESCONDIO <u>DETRAS DE LA PUERTA</u>.

<u>Subject-verb</u>: If we operate with only the phrase structure rules such as N + past + V + N, we would come up with the ungrammatical sentence: LA COMIDA COMIO ZENAIDA., instead of the grammatical one ZENAIDA COMIO LA COMIDA. In order not to produce confusions like this, the lexicon would have to provide the information referring to the verb <u>comer</u>, that it needs a $\begin{bmatrix} + \text{anim.} \end{bmatrix}$ subject. On the other hand, when referring to a verb like <u>elapse</u> the information should be $\begin{bmatrix} \bullet - \begin{bmatrix} + \text{concrete} \end{bmatrix} - \end{bmatrix}$ which means that this verb does not permit concrete subjects: THE TABLE ELAPSED is ungrammatical, but THE COFFEE BREAK ELAPSED is.

There are some other examples cited in the book, and they will be sufficiently covered until the whole point is well understood by everybody.

<u>Determiner and noun</u>: There are some restrictions on which determiners a noun may take[13], and we will study some of them very briefly. The first division we may mention is $\begin{bmatrix} + \text{count} \end{bmatrix}$ and $\begin{bmatrix} - \text{count} \end{bmatrix}$ which will account for examples such as:

I WANT A <u>COFFEE</u>. $\begin{bmatrix} + \text{ count} \end{bmatrix}$

I WANT A CUP OF COFFEE. $\begin{bmatrix} - \text{count} \end{bmatrix}$

other divisions are $\begin{bmatrix} + \text{ concrete} \end{bmatrix}$, $\begin{bmatrix} - \text{ concrete} \end{bmatrix}$, $\begin{bmatrix} + \text{ animate} \end{bmatrix}$,

$\begin{bmatrix} - \text{ animate} \end{bmatrix}$, which when combined with the previous one will

determine a series of restrictions such as some abstract nouns

are non-count and do not permit determiners or plural morphemes

(* THE HUMILITY IS A VIRTUE; * SHE HAS HONESTIES); count singular

nouns may take <u>a</u> or <u>the</u> (A GIRL IS IN MY ROOM).

<u>Lexicon</u>: Nobody has written it yet, and it is still the weakest

or most controversial point of transformational grammar; however,

Liles points out three specific components that this should have

(and that we will discuss in class):

1) There will be a citation form of the word, expressed in

   phonetic notation.

2) The idiosyncratic properties of the word will be given.

3) The meanings or definitions of the word will also be given.

So that the lexical entries will look something like the figure

shown in apendix number 3.

IV. <u>Expansion</u>:

The students should be expected to do all the exercises on

page 40. Regarding the phrase structure rules, I will tell them

that these are not exhaustive by any means, and that they will be

expanded as long as we continue studying other aspects. With

respect to the lexical features, I will tell them that we are

following Liles' division in order to be consistent with the book

but that there are some other divisions wich depend primarily

upon who is doing the presentation., eg. Bob Terry would give

the verb "elapse" the feature $\begin{bmatrix} + \text{ event} \end{bmatrix}$ instead of $\begin{bmatrix} --\text{concrete} \end{bmatrix}$

as we did. We may get into a discussion of the proper nous vs.

common noun that Liles presents. To sum up the different restric-

tions, I will present or let the students arrive at the following

conclusions (which again should not be considered exhaustive but

partial):

    VERB + OBJECT:

$\begin{bmatrix} -- \underline{\hspace{2cm}} \text{NP} \end{bmatrix}$ = vanish, occur.

$\begin{bmatrix} + \underline{\hspace{2cm}} \text{NP} \end{bmatrix}$ = bring, prove.

$\begin{bmatrix} + \underline{\hspace{2cm}} \text{(NP)} \end{bmatrix}$ = eat, write.

$\begin{bmatrix} + \underline{\hspace{2cm}} \text{Place} \end{bmatrix}$ = go.

$\begin{bmatrix} + \underline{\hspace{2cm}} \text{NP place} \end{bmatrix}$ = He handed it <u>to me</u>.

    SUBJECT + VERB:

$\begin{bmatrix} -- \begin{bmatrix} -- \text{ human} \end{bmatrix} \text{-------} \end{bmatrix}$ = talk, pray.

$\begin{bmatrix} -- \begin{bmatrix} --\text{animate} \end{bmatrix} \text{-------} \end{bmatrix}$ = bite, run.

$\begin{bmatrix} -- \begin{bmatrix} --\text{concrete} \end{bmatrix} \text{------} \end{bmatrix}$ = sit, lie.

$\begin{bmatrix} -- \begin{bmatrix} --\text{liquid} \end{bmatrix} \text{--------} \end{bmatrix}$ = drip, evaporate.

or the opposite of each one of them.

DETERMINER + NOUN:

$$\left[-\text{ count} \right] \qquad\qquad = \text{a may not be used. (milk, Coke)}$$

$$\left[-\text{ count} \right] + \left[-\text{concrete} \right] = \text{determiner may not be used. (honesty)}$$

$$\left[-\text{ count} \right] + \left[+\text{concrete} \right] = \text{take } \underline{\text{the}} \text{ freely. (Oil)}$$

$$\left[+\text{ count} \right] + \left[-\text{concrete} \right] = \text{take determiners and plurals freely.}$$
$$\text{(idea)}$$

$$\left[+\text{ count} \right] + \left[+\text{singular} \right] = \text{take } \underline{a} \text{ or } \underline{\text{the}}. \text{ (man, apple)}$$

$$\left[+\text{ count} \right] + \left[+\text{plural} \right] = \text{take } \underline{\text{the}} \text{ or } \underline{\text{some}}. \text{ (apple, chair).}$$

<u>LESSON 5</u>

I.   <u>Content</u>:   The Negative Transformation:

A) Sentences with some element in the auxiliary in addition to

   tense.

B) Sentences with BE as part of the MV.

C) Sentences with only tense in the auxiliary.

II. <u>Objectives</u>:

1) "To understand the process and mechanism of the rule" as

   Liles point out.[14]

2) To continue with the diagramming of sentences.

3) To justify the use of the auxiliary Do in English.

4) To introduce the two terms: surface structure and deep

   structure.

III. <u>Development</u>:

   In accordance with Liles we will be dealing with the negative

as a transformation. He presents it as a Sentence Modifier (SM)

which undergoes the appropiate transformation whenever it is

needed. Given a sentence such as:

   Not + they + present + can + play + well, the transformational

rule will read as follows: "Move <u>not</u> to the position following

the first auxiliary after tense", which will give us the interme-

diate structure:

They + present + can + not + play + well.

However, there are many other sentences which only have tense in the auxiliary; for these kinds of sentences, we will study two different rules. The first one will be applied to a sentence like this:

Not + she + present + be + my + wife.

By moving not to the position after BE:

She + present + be + not + my + wife.

But given a sentence like:

Not + they + present + study + the + lesson + everyday.

It will not be possible to do this:

They + present + not + study + the + lesson + everyday.

Because not can not be altered to show a contrast between past and present. In a case like this, it is necessary to add the filling word DO in order to make the sentence grammatical:

They + present + do + not + study + the + lesson + everyday.

So we will study three rules for the negative transformation:

Not + X + tense + Aux + Y => X + tense + Aux' + not + Y.

Not + X + tense + Be + Y => X + tense + Be + not + Y.

Not + X + tense + V + Y   => X + tense + Not + V + Y.

But this last one needs a revision:

X + tense + A + Y + => X + tense + do + A + Y.

Where A stands for any morpheme other than an auxiliary or a verb.

IV. <u>Expansion</u>:

The students will be expected to do all the exercises of
part A on page 50. Since in the presentation of the three rules
there is some repetition, we can adopt the other graphic used
by Liles:

$$\text{Not} + X + \text{tense}\begin{bmatrix} \text{Aux'} \\ \text{Be} \\ V \end{bmatrix} Y \qquad X + \text{tense}\begin{bmatrix} \text{Aux'} + \text{not} \\ \text{Be} + \text{not} \\ \text{not} + V \end{bmatrix} Y.$$

I will also make the statement that there are other
considerations with respect to this point; some grammarians would
not consider it as SM but as part of the auxiliary. However, in
both cases the main rule of the transformations is still present:
they alter the form of the sentence but not the meaning.

LESSON 6

I. Content: Question Transformation.

   A) Yes/no transformations.

   B) WH-transformations.

II. Objectives:

   1) To understand better how the process of transformations work.

   2) To divide the kinds of questions in English into two: yes/no and WH.

   3) To practice the process of giving the deep structure of some surface structures and viceversa.

   4) To see how the lexicon helps to clarify the meaning of a sentence.

III. Development:

   Since in Spanish we have the same classification of questions, it would be easy to present it immediately in English. There are two main types: a) yes/no questions such as: TIENES CIGARRO? DO YOU HAVE A CIGARETTE? PUEDO ENTRAR?, MAY I COME IN?, that usually demand a yes or no in the answer; and b) WH-questions such as: COMO ESTAS? HOW ARE YOU?, QUIEN ESTA AHI?, WHO IS THERE?, which usually demand a declarative answer.

   We do the same with the questions as we just did with the negation: it will be shown on the deep structure as an SM so that the transformation will only involve a rearragement of elements.

As for the sentences with one or more elements rather than tense in the auxiliary, the rule reads as follows:

Q + NP + tense + Aux' + X ==> Tense + Aux' + NP + X.

(Move tense + Aux' to the position before NP.)

As for the sentences with Be as part of the MV, the rule reads as follows:

Q + NP + tense + Be + X ==> Tense + Be + NP + X.

As for the sentences with only tense in the auxiliary, we will also find a parallelism with the negatives:

Q + NP + tense + V + X ==> Tense + NP + V + X.

Since this is ungrammatical we have to apply the Do-insertion rule:

Tense + NP + V + X ==> Tense + do + NP + V + X.

Then we have the WH- transformation which may be applied after they yes/no transformation, and which substitutes noun phrases, adverbials, and determiners, according to the specific case. Given a deep structure like this:

Q + he + is + writing + NP - WH.

by means of the yes/no transformation, it becomes.

Is + he + writing + NP - WH.

which after the WH transformation has been applied and the phonological and semantic features have been added will become:

What is he writing?

Let us examine another example:

Q + she + present + live + in + Adv-p-WH.

We apply the yes/no:

Present + she + come + from + Adv-p-WH.

which leads us to apply the do insertion:

Present + do + she + come + from + Adv-p-WH.

and finally the WH transformation takes place:

Where + present + do + she + come + from.

(In the surface structure: WHERE DOES SHE COME FROM?)

Here is another example to be presented:

Q + they + past + read + about + NP-WH.

The yes/no is applied:

Past + they + read + about + NP-WH.

The Do-insertion is obligatory in this case:

Past + do + they + read + about + NP-WH.

And now the WH-transformation will present a problem because it could be either WHO (M) or WHAT. We would have to go to the lexical features: if they refer to $\left[+\text{human} \right]$, we will choose the former; but if they refer to $\left[--\text{human} \right]$, we will choose the latter.

The yes/no transformations can be summarized as such:

$$Q + X + \text{tense} \begin{bmatrix} \text{Aux'} + & (\text{not}) \\ \text{be} + & (\text{not}) \\ (\text{not}) & V \end{bmatrix} Y \Longrightarrow \text{Tense} \begin{bmatrix} \text{Aux'} + & (\text{not}) \\ \text{be} + & (\text{not}) \\ (\text{not})+ & V \end{bmatrix} X + Y.$$

The WH-transformations are summarized as follows:

$$Q + X \begin{bmatrix} Adv\text{-}p\text{-}WH \\ Adv\text{-}m\text{-}WH \\ Adv\text{-}t\text{-}WH \\ Adv\text{-}r\text{-}WH \\ Det\text{-}WH + N \\ (Prep) \ NP\text{-}WH \end{bmatrix} Y \implies \begin{bmatrix} Where \\ How \\ When \\ Why \\ \begin{Bmatrix} Whose \\ Which \\ What \end{Bmatrix} + N \\ (prep) \begin{Bmatrix} Who \\ What \end{Bmatrix} \end{bmatrix} X + Y$$
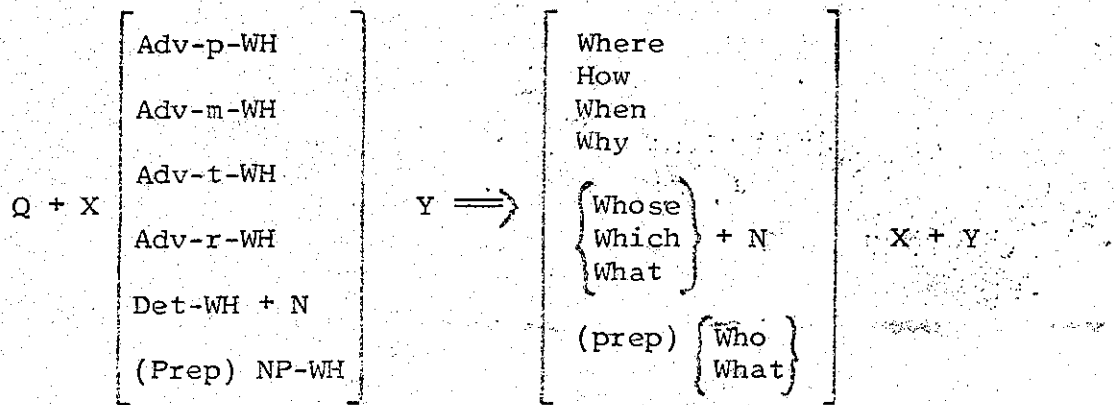
IV. Expansion:

After having done exercises A, B, and D on pages 57 and 58, I will mention something about the kind of questions such as: YOU WENT TO CLASS YESTERDAY? which are based on intonation. I will mention, too, the fact that this point is also dealt with by transformational grammars, but that we would not have time to get into it. The same explanation may be given to the so-called tag questions. As for the aspect NP-WH Bob Terry suggests that it should be changed to something like $\begin{bmatrix} (det) \ N \end{bmatrix}$ WH which seems to be a more adequate definition.

LESSON 7

I.   Content: A) Transformational Processes:

    1) Addition

    2) Deletion

    3) Rearrangement

    4) Substitution

        B) Other Transformations:

    1) Adverbial movement

    2) Indirect object

    3) Imperative

II. Objectives:

    1) To make the students familiar with the four processes that

       may be involved in the transformations.

    2) "To examine several transformations that illustrate these

       four processes."[15]

    3) To contrast these transformations with the ones already studied.

    4) To see how two surface structures which look different can share

       the same deep structure.

    5) To emphasize again the importance of the SM element.

III. Development:

      In order to make the transformations, we need certain processes

to be performed. They will make the necessary changes in the deep

structure, transforming its form but not changing its meaning (in

most cases the surface structure does not at all resemble the deep

structure). Liles states four processes[16]:

1) deletion; 2) addition; 3) rearrangement; 4) substitution.

By means of the process of deletion we delete something from the structure. Here are some examples that illustrate it:

A ELLA LE GUSTAN LOS POEMAS BECQUERIANOS, <u>Y A MI TAMBIEN.</u>

THEY CAN'T CONTINUE DOING THESE EXERCISES, <u>AND NEITHER CAN HE.</u>

By addition, we add something to the structure, such as in the case of the structure: <u>He + past + not + read + the story.</u>, where the do - insertion is obligatory in order to be grammatical: <u>He + past + do + not + read + the story.</u>

By arrangement, some of the elements are put in a different position within the structure, such as in the case of both types of question transformations.

By substitution, one element is replaced by another such as in the example:

PETER LIKES TO PLAY BASEBALL; <u>HE</u> IS A GOOD PLAYER.

Let us now examine some other transformations so that we can clearly see how the above processes work:

<u>Adverbial movement</u>: I will present the following sentences:

1) VOY PARA EL CINE MANANA.

2) TE VEO MAS LUEGO.

3) A LAS SIETE DE LA MANANA COMIENZA LA CLASE.

and I will tell the students to arrage them in a different but meaningful way. So we will end up with answers such as:

1) MAÑANA VOY PARA EL CINE or PARA EL CINE VOY MAÑANA.

2) MAS LUEGO TE VEO.

3) LA CLASE COMIENZA A LAS SIETE DE LA MAÑANA.

These examples clearly illustrate what is understood by adverbial movement, and it is also clear that the process of arrangement is the one used here; but let us see how this kind of operation can be made; given the following English example:

```
                    S
                    |
                   Nuc
              /           \
           NP              VP
           |            /  |   \
           N          Aux  V    time
           |           |
           |          Past
           |           |    |      |
           He         past  come yesterday.
```
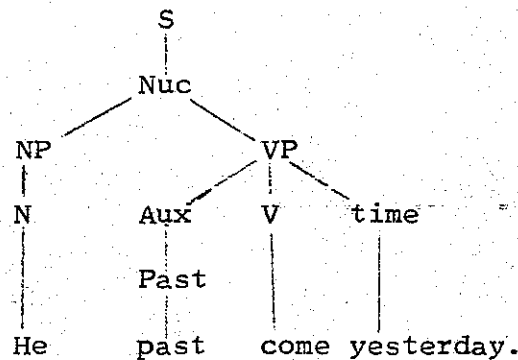
by means of the arrangement of the elements, we derive another structure:

```
                   S
              /        \
           SM           Nuc
           |          /     \
           |         NP      VP
           |         |      /  \
           |         N    Aux   V
           |         |     |
           |         |    Past
           |         |     |    |
        Yesterday   He    past  come.
```
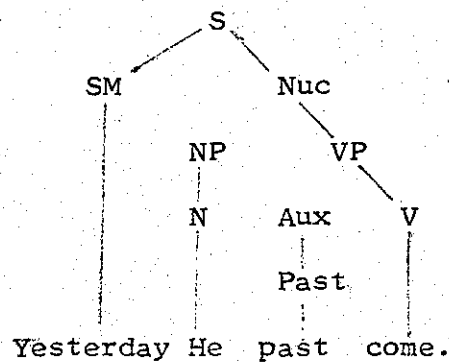
We can do the same kind of transformations with these sentences:

1) We come to class everyday.

2) I saw het at the bank yesterday.

3) They found him behind the door.

<u>Indirect object</u>: It is very common in Spanish to make changes like those below in everyday conversation, and now for the purpose of the class we will make the students do them:

Original sentences:	Possible changes:
1) YO LE DOY EL LIBRO A EL.	YO SE LO DOY.
2) ELLA ESCRIBE UNA CARTA.	ELLA LA ESCRIBE.
3) NOSOTROS RECIBIMOS UNA QUEJA DE ELLA.	NOSOTROS SE LA RECIBIMOS.

My aim here is just to have them get acquainted with the process of arranging and deleting elements, which is also common in English sentences such as:

| HE SENT A NOTE TO ME. | HE SENT ME A NOTE. |

It is necessary at this time to explain that these two sentences mean exactly the same thing, so that the transformation is completely optional, and there will not be any marker in the deep structure that would indicate that is has to be performed. The rule could read as follows:

$$X + V + NP^1 + \begin{Bmatrix} to \\ for \end{Bmatrix} + NP^2 \implies X + V \ NP^2 + NP^1.^{[17]}$$

but if we leave it as such, it would permit ungrammatical sentences as:

They sent it to me $\implies$ *They sent me it.

so the rule will have to be rewritten as:

$$X + V + (Det) \begin{bmatrix} +N \\ +common \end{bmatrix} + \begin{Bmatrix} for \\ to \end{Bmatrix} + NP \implies$$

$$X + V + NP + (Det) \begin{bmatrix} +N \\ +common \end{bmatrix}.$$

Imperative: By examining the tag questions, we will arrive at

the following conclusions: in the deep structure of the imperatives

the noun phrase is YOU, the tense is PRESENT, and the first auxil-

iary is WILL.[18] Let us examine the deep structure of a sentence

like this: DO YOUR HOMEWORK.

```
                        S
              SM                Nuc
                        NP              VP
                        N     Aux            MV
                            Present  will  V      NP

          Imp       You  present   will  do  your homework.
```
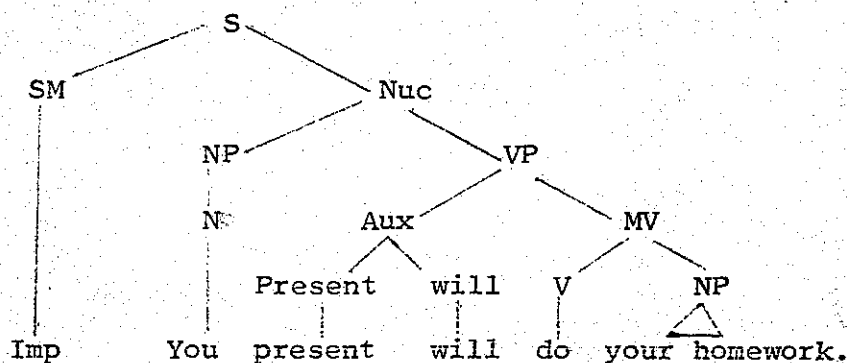
The Imp-transformation rule is stated as follows:

Imp (not) + you + present + will + X $\Longrightarrow$ (not) X.

so that by a process of deletion —and, after all the phonological

and semantic features —we have arrived at the surface structure:

DO YOUR HOMEWORK.

IV. Expansion:

I may mention the fact that for some grammarians the process

of substitution is already included in the others (you delete first

and then add.) It will also be necessary to say that any element

that will be added or deleted has to be meaningless in order to

follow the rule of not affecting the meaning given by the deep

structure. I will recomend the article "The Buying and Selling

of Lemons" done by Mr. Robert Terry as a suplementary reading of

this lesson. The students will be expected to do exercises A and

B on page 66.

LESSON 8

I. Content: The Passive Transformation.

A) Active and passive sentences.

B) The problem of "logical subject" and "grammatical subject".

C) Irregularities that may occur.

II. Objectives:

1) To study and practice another optional transformation.

2) To make a look at certain irregularities that may happen when making the passive transformation.

3) To eliminate the traditional problem of "logical subject": vs. "grammatical subject".

4) To learn how to derive passive structures from the active and viceversa.

III. Development:

As a matter of practice, the students will be told to transform all these sentences into the passive:

1) ME COMI UNA FRUTA.

2) ELLOS ESTAN HACIENDO LOS EJERCICIOS.

3) ELLA HA LEIDO ESTE LIBRO.

After we have arrived at the correct answers:

1) UNA FRUTA ES COMIDA POR MI.

2) LOS EJERCICIOS ESTAN SIENDO HECHOS POR ELLOS.

3) ESTE LIBRO HA SIDO LEIDO POR ELLA.

We will do the necessary superficial analysis of them in order
to know what kinds of operations and processes have been involved.
Then we will analyze some English examples to see if the same pro-
cesses have been applied; given a structure like this:

I + past + eat + a fruit.

after having undergone the passive transformation it will be changed
into:

A fruit + past + be + en + eat + by + me.

so that our new rule may be stated as follows:

(SM) NP^1 + Aux + V + NP^2 + V ====> NP^2 + Aux + be + en + V + by + NP^1.

which we may apply to many other active sentences that contain a
NP after the verb, eg.

1) HE WASHED HIS CADILLAC.

2) SHE •HAS SOLVED A KNOTTY PERSONNAL PROBLEM.

3) THEY ARE MAKING A LOT OF MONEY.

However, we will find a lot of sentences like these:

1) I HAVE A COLD.   4) SON LAS DOCE.

2) HACE FRIO.   5) I MARRIED MY NEXT DOOR NEIGHBOR.

3) THIS PEN COST ME THREE DOLLARS.

which are exceptional since they will not undergo the passive
transformation. "There are also cases of verbs like "to be born"
and "to be had" that have no corresponding actives.[19]

In many other cases the passive transformation may appear
in surface structure without the subject; this may be, as Hadlich
says, "because the agent in unknown to the speaker, unimportant
to the message, or intentionally ignored".[20]

Traditionally there has been a problem presented by the fact that in the passive transformation the "grammatical subject" is not the "logical" one., eg.

That novel was written by Gallegos.
G.S.   L.S.

Transformational grammarians have avoided the problem by saying that in the surface structure "novel" is the subject, while "Gallegos" is the subject in the deep structure. This kind of explanation would account for sentences like that given by Liles:

Honesty is admired by the man.

which normally may sound ungrammatical but is not.[21] It is possible to say this because in the deep structure the actual subject is still "the man".

IV. Expansion:

Mr. Harold Nugent in his course Applied English Linguistics at Keene State College presented a weakness of the rule which we will also discuss here, given a structure like:

The girl give a book to the boy.

if we apply the rule:

$$NP^1 + Aux + V + NP^2 + X ===> NP^2 + Aux + Be + en + V + by + NP^1 + X.$$

it will be possible to transform it into:

A book was given by the girl to the boy.

which will exclude the other possibilities:

a. A book was given the boy by the girl.

b. The boy was given a book by the girl.

So in order to account for these other possibilities, it is necessary to re-write our rule as follows:

$$NP^1 + Aux + V + NP^2 + NP^3 ====> \begin{cases} NP^2 + be + en + V + NP^3 + by + NP^1 \\ NP^3 + be + en + V + NP^2 + by + NP^1 \end{cases}$$

However, there is another alternative (presented to me by Mr. Bob Terry): The Passive operation is not expected to produce both alternatives. The Dative Shift rule applies to both active and passive inputs. All this shows that the NP which immediately follows the verb is the NP which is fronted. In fact, sentences of this kind illustrate the principle of intrinsic ordering of transformational rules. If Dative Shift, which is optional, is applied first then every example can be produced.

It will be recommeded that the students read Hadlich's articles or transitive verbs and Se Passive with respect to the Spanish language, so that they can get a greater view of this point. They will also be expected to do exercises A and B on page 72.

LESSON 9

I. Content: The infinitive transformation.

II. Objectives:

1) To discuss the several processes involved in this transfor--
mation.

2) To study a type of double based structure which shows more
clearly the distinction between surface structure and deep
structure.

3) To study the infinitive phrase as a rule of the embedding of
S as a replacement for NP.

4) To present and study some new transformational rules.

III. Development:

I will present the class some sentences such as:

1a. TE CONVIENE TERMINAR TEMPRANO.

2a. YO LA INVITE A BAILAR.

in order for them to find a similar sentence for each one of them.
This would lead us to answers such as:

1b. TE CONVIENE QUE TERMINES TEMPRANO.

2b. YO LA INVITE A QUE BAILARA.

from these examples (and others that can be done in the class),
we could conclude that sentences 1a and 2a as well as 1b and 2b
have the same underlying deep structures. Examples 1b and 2b
can be shown in a tree like this:

```
                    S
            SP              VP
            |          Aux        MV
            N           |      invitar   NP    pp
            |           |         |      |     |
           Yo         past     invitar a ella  a    S
                                                   NP    VP
                                                   |    /\
                                                  ella past bailar.
```
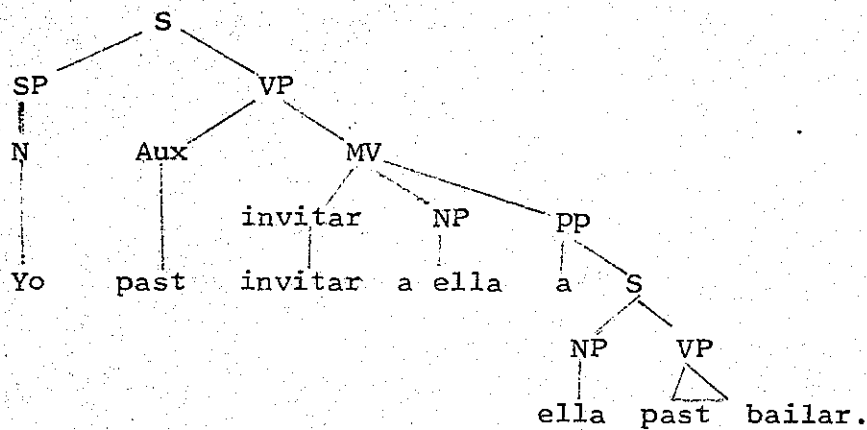
with this kind of structure (which has verb like "invitar" that

accepts the Inf-transformation), this transformation is immediately

applied which gives us the intermediate structure:

> Yo + past + invitar + a ella + a + bailar.

by deletion of the Tense constituent in the embedded sentence. Next,

we notice the identity of noun phrases so that one of them also

has to be deleted:

> Yo + past + invitar + a ella + a + bailar.

and, finally, by means of another rule, Conj lo Pron, (Roger

Hadlich, Op. Cit., p. 165), it becomes:

> Yo la invité a bailar.

> These same rules would account for sentences such as:

1. QUIERO COMER.

2. EL DORMIR TEMPRANO TE HACE BIEN.

3. ELLA PREFIERE QUEDARSE EN CASA.

> Once we have thoroughly done some other exercises, we will go

into the analysis of some English examples to see the application

of the same rules and processes. Given a sentence like:

> I TOLD HIM TO STAY.

the deep structure would read as follows:

    I + past + him + he + past + stay.

By means of the For-to rule (which is similar to the T-inf that we

mentioned in the Spanish examples), it becomes:

    I + past + tell + him + for + he + to + stay.

then, we apply the deletion of identical NPs:

    I + past + tell + him + for + to + stay.

and finally we apply the For-deletion:[22]

    I + past + tell + him + to + stay.

Let us examine an other example. Given a surface structure like:

    FOR MIKE TO PASS THE TEST WAS VERY IMPORTANT.

its deep structure will be shown in a tree like this:

```
                              S
          NP                          VP
           |
           S                    Aux   Be    AP
    NP           VP             past   be   very important.
     |
     N       Aux      MV
     |        |
     |      Past    V     VP
   Mike     past   pass  the test
```
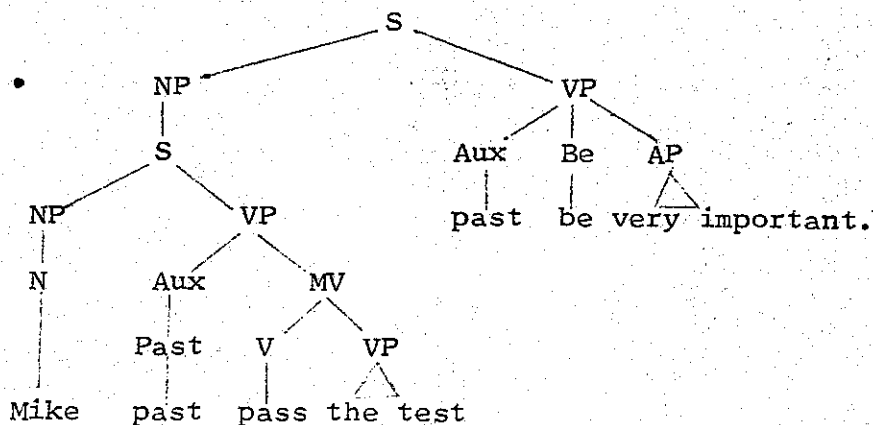
By applying the For-to rule to the embedded sentence, we delete

the Aux and place <u>For</u> before the NP and <u>To</u> before the verb:

    For + Mike + to + pass + the test + past + be +very important.

Since <u>For</u> is separated form <u>To</u>, the For-deletion is not applied.

After adding all the phonological and semantic features, we arrive

at the aformentioned surface structure:

    FOR MIKE TO PASS THE TEST WAS VERY IMPORTANT.

Other English examples will be practiced, eg:

1. FOR ME TO GET THE MASTER IS ESSENTIAL.

2. THEY WANTED HER TO COME BACK SOON.

3. WE PERSUADED FRANK TO ANSWER THE LETTER.

4. IT IS HARD FOR ME TO REMEMBER NAMES.

IV. Expansion:

As a result of these exercises, we will be able to account for the expansion of the phrase structure rules studied in lesson number four. Therefore, the noun phrase embedding would include these recursive elements:

$$NP ===\!\!> (Det) \quad N \quad (PL) \quad (S)$$
$$NP ===\!\!> S$$
$$NP ===\!\!> NP + S.$$

LESSON 10

I. Content: Principles of Transformational Grammar.

   A) The two concepts of grammar.

   B) Central Components of transformational grammars.

   C) Performance and competence.

   D) Deep structure and surface structure.

   E) Acquisition of language.

II. Objectives:

   1) To restate some of the major principles of transformational grammars.

   2) To establish a contrast between the two concepts of grammar.

   3) To gain a better insight into Chomsky's new terms: competence and performance.

   4) To make further analysis of the differences between deep structure and surface structure.

   5) To stimulate an atmosphere of research and discussion.

III. Development:

   I will present several strings of Spanish words such as:

   1) ALFREDO - MI - ESTA - AMIGO - ENFERMO.

   2) PARRANDA - VOY - ME - NOCHE - ESTA - DE.

   which none of the students will be able to understand unless they rearrange the words, even though they know them to be Spanish. The same thing will happen to other Spanish-speaking people because we have all internalized, since we were very

young, a certain set of rules that enable us to recognize the

grammaticalness or ungrammaticalness of sentences. However, if

we rearrange the first sentence into these 5 possible forms:

1a. ALFREDO MI AMIGO ESTA ENFERMO.

1b. ESTA ENFERMO MI AMIGO ALFREDO.

1c. MI AMIGO ALFREDO ESTA ENFERMO.

1d. ENFERMO ESTA MI AMIGO ALFREDO.

1e. ENFERMO ESTA ALFREDO MI AMIGO.

everybody would be able to understand them and to qualify them

as grammatical (maybe some would not accept some of these forms,

but they would still understand what they meant). This collection

of rules, which everybody possesses, is called a grammar; as

Liles says, "It is what permits a person to understand and to

create sentences in his language."23 There is also another

grammar, created by linguists, which tries to descibe as accurately

as possible the native speaker's knowledge of his language. This

is the one that we were talking about in Lesson One. Naturally,

this kind of grammar is imperfect and artificial, but at the same

time it is necessary "in order to construct a description and,

where possible, an explanation for the enormous mass of unquestionable

data concerning the linguistic intution of the native speaker".24

Then we will discuss the main components of transformational

grammars: syntactic, semantic, and phonologic. To illustrate this

point, I will use Ronald Langacker's figure25 which shows clearly

how meaning and pronounciation are organized and how they interact:

DEEP STRUCTURE

| Choice of lexical items |
| Syntactic rules |

SURFACE STRUCTURE

| Phonological rules |

PHONETIC MANIFESTATION

The above reads as follows: "a conceptual (deep) structure
with a surface structure by the choice of lexical items, whose
semantic representation make them suitable to designate parts of
the conceptual structure, and by syntactic rules. Phonological
rules connect the surface structure of a sentence with the phonetic
manifestation on the basis of the phonological representations of
tle lexical items."

Any other comments on this aspect will be based on the readings
of Liles' Chapter number 9. The same process would be adopted for
the explanation of the differences between performance and compe-
tence, although the students will also be told to do some other
readings of their own.[26] As for the discussion of deep structure
and surface structure, the common example HUNTING LIONS CAN BE
DANGEROUS would be used to show how a surface structure can have
two different deep structures: in this case we may be referring
either to someone "who is hunting lions" or to "lions which are
hunting people". These example given by Kellog Hunt:[27]

1) The boy is easy to please.

2) The boy is eager to please.

seem to recive the same structural analysis. However, after

having gone into the deep structure we find that in sentence #1

'boy' is the object of the infinitive phrase; while in sentence

#2 it is the subject. These example will show us how distorting

the surface structure can be with respect to the deep structure,

and as Liles says, "it is only through an analysis of underlying

or deep structures that these differences can be brought out".[28]

The lesson will end with a short exposition on the way children

acquire language according to the transformationalist point of

view. We will sum up these conclusions:[29]

a) The child does not come as a _tabula rasa_.

b) He has certain innate ability to acquire a human language.

c) He does not learn language by just parroting what his

parents say.

d) He is able to understand more than what he can express.

e) It is necessary to pay more attention to the process of

language acquisition in order to again a better understand-

ing of our language.

IV. _Expansion_:

The students will be encouraged to do some additional readings

which have already been mentioned. Exercises A, B and C will be

assigned as homework.

This concludes the short course on transformational grammar.
Although my intention is to use this at the Universidad de Oriente,
I have not attempted to provide an insurmountable amount of material
or a profound discussion on the subject. What I have tried to do is
show my students a new path so they can enter new fields of investi-
gation in language study. If this course motivates them toward
doing some research of their own or awakening them to the complexity
of structure of language, I will be satisfied with it.

REFERENCES

1. The articles are:

   a. "The Accessibility of Deep Structures" by D. Terence Langendoen, _Readings in English Transformational Grammar_, Jacobs and Rosenbaum, Ginn and Company, 1970.

   b. "The Teaching of English as a Foreign Language", by Leonard Newmark, _Reading in Applied Transformational Grammar_, Holt, Rinehard and Winston, 1970.

   c. "The Current Scene in Linguistics: Present Directions", by Noam Chomsky, _Modern Studies in English_, Prentice Hall, 1969.

   d. "Semantics", by Roger Hadlich, _A Transformational Grammar of Spanish_, Prentice Hall, 1972.

2. _Language and Mind_, pag. 5, Harcourt Brace and World, Inc. 1968.

3. These examples were presented by Mrs. Mary Clark in Psycholinguistics., Spring 1972.

4. _Foreign Language Learning_, pag. 7, Newbury House, Jakobovitz, L., Publishers, 1970.

5. The suggested readings are:

   a. "Two Thousands years of Language Study", by Jeanne Herndon, _A Survey of Modern Grammars_, Holt Rinehart, and Winston, 1970.

   b. Introduction, Roger Hadlich, _A Transformational Grammar of Spanish_, Prentice Hall, 1971.

   c. "Past", by Noam Chomsky, _Language and Mind_, Harcourt, Brace & World, 1968.

6. Later we will see and expand these definitions.

7. Author of the book <u>A Transformational Grammar of Spanish</u>, published by Prentice Hall Inc. and a professor at the University of Hawaii.

8. I considered that the presentation of the Spanish division such as Roger Hadlich has in his book would present more problems and confusion rather than helping the students to understand this point.

9. Later we will study some transformations that will change the place of the ING element.

10. The modifications are based on the graphic presented by Mr. Harold Nugent at Keene State College.

11. This is what is called a P-terminal string.

12. These verbs will have as many different entries in the lexicon as many meanings they have.

13. A Spanish-speaking student will find great interference in this aspect because some of these restrictions do not appear in his language.

14. Liles, B., <u>Op. Cit.</u>, pag. 44.

15. Liles, B., <u>Op. Cit.</u>, pag. 60.

16. Some other authors only mention three of them.

17. The NPs have been numbered to avoid confusion.

18. Examples such as:
    BE QUIET, WON'T YOU?

    STOP THAT NOISE, WON'T YOU?

    will prove it.

19. Liles, B., Op. Cit., pag. 69.

20. Hadlich, Op. Cit., pag. 31.

21. The possible ungrammaticalness resides in the fact that "honesty"

    may not be the subject of "admire".

22. For is deleted because it joins with To. Other examples will be

    given to show when it does not have to be deleted.

23. Liles, Op. Cit., pag. 77.

24. Chomsky, Noam., "Justification of Grammars", Modern Studies in

    English. Prentice Hall Inc., 1969.

25. Langacker, Ronald., "Organization of Grammar", Language and Its

    Structure, Harcourt Brace & Worl, Inc., 1967.

26. The readings could be:

    Hadlich, Roger., Op. Cit., Introduction.

    Chomsky, Noam., Op. Cit., pag. 30-44.

    Ohman, Richard., "Grammar and Meaning", The American Heritage

    Dictionary.

27. Hunt, Kellog., "How little Sentences Grow into Big Ones", R.A.T.G.,

    Mark Lester.

28. Liles, B., Op. Cit., pag. 80.

29. These are based on Dr. Eric Lenneberg's article "The Biological

    Foundations of Language."

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merely manipulating the structure mechanicall. An audio-lingual textbook

such as _English Sentence Patterns_[8] would characteristically introduce

a new phrase or structure with either a repetition or substitution drill.

For example:

    Teacher : Are you short of cash?

    Students: ARE YOU SHORT OF CASH?

    T: chairs

    S: ARE YOU SHORT OF CHAIRS?

    T: they

    S: ARE THEY SHORT OF CHAIRS?, etc.

In the majority of exercise in _Modern English_, the students produce

predictable responses, but the stimuli for these responses are ones which

might occur in real situations. For example:

    T: I'm applying for a student loan.

    S: Are you short of cash?

    T: Some of the people will have to stand.

    S: Are you short of chairs? (p. 43)

This type of exercise is more compatible with current trends in teaching

English as a second language than are most audio-lingual drills. However,

because the responses are not completely predictable in the exercises in

Modern English, they call for an individual response, and for this reason,

are not always appropriate for use with large classes.[9]

    Part II of each unit is subdivided into five sections; in each

section a major point of grammar is studied. After the presentation of the

new form and a simple manipulative drill, generally a substitution drill,

a grammatical explanation is given. These explanations seem very simple

PHRASE-STRUCTURE RULES II

P1: $S \longrightarrow (SM)$ Nuc

P2: Nuc $\longrightarrow NP + VP$

P3: $VP \longrightarrow Aux + MV$ (adverbial)

P4:

$$\text{Adverbial} \longrightarrow \begin{Bmatrix} \text{Manner} \\ \text{Place} \\ \text{Time} \\ \text{Reason} \end{Bmatrix} \longrightarrow \begin{Bmatrix} b \\ uw \\ pp \\ sc + S \end{Bmatrix}$$

P5: $pp \longrightarrow p + NP$

P6:

$$\text{Aux} \longrightarrow \text{tense} \ (M) \begin{Bmatrix} \text{Perfect} \\ (\text{have} + en) \end{Bmatrix} \begin{Bmatrix} \text{progressive} \\ be + ing \end{Bmatrix}$$

P7:

$$\text{Tense} \longrightarrow \begin{Bmatrix} \text{Present} \\ \text{Past} \end{Bmatrix}$$

P8:

$$MV \longrightarrow \begin{Bmatrix} \begin{matrix} be \\ + \\ V_1 \end{matrix} \begin{Bmatrix} NP \\ AP \\ \text{adverbial} \\ \emptyset \end{Bmatrix} \\ V_2^+ \quad (\text{adverbial}) \\ V_3^+ \begin{Bmatrix} NP_2 \\ NP_3 \\ NP_2 \end{Bmatrix} \begin{matrix} NP_2 \\ NP_2 \end{matrix} \end{Bmatrix}$$

P9:

$$NP \longrightarrow \begin{Bmatrix} (\text{Det}) \ N \ (P1) + (S) \\ NP + S (\text{Adj. clause}) \\ S \end{Bmatrix}$$

P10: $AP \longrightarrow (\text{Intens})$ Adj.

...r material (they are often called mass nouns...
...n the individual items. A dictionary usually...
... We will treat the count noun stone...
lexical entry from the noncount stone...

...count although we could count the items...
..., in He owns much furniture, is noncount...
...ure, two furnitures, three furnitures, etc...
...furniture. Similarly, sand in He got sand in...
...though we can count grains of sand.
...noncount and do not permit determiners or
...sty is good; *They have courages. Other
...trait, are count nouns and take determiners

...d [— count] determine which determiners
...noun is [— count], a may not be used:
...ture was in the room. If the [— count]
... the, this, and that may not be used:
...that enthusiasm. Nouns that are [— count]
...ly: The oil is leaking on the furniture.
... or the; they may not exist without any
...n; *Man sat in room. Count plural nouns
...de...miner; they may not be preceded by
...students came in a cars. ?
...epresented in a matrix, in which we have
...pecified features. Below are the features
...lowing sentences: Mary loves truth. The

Mary	cat	truth
+	+	+
—	+	+
—	+	—
+	+	—
+	+	—
+	—	—

...ch redundant inforamtion. When we
...animate, and human, we are giving
...human nouns are necessarily count,
...nitting all redundant information, we

... turn our matrices into more useful forms:

	woman	Mary	cat	truth
N	+	+	+	+
common	+	—	+	+
count				—
concrete				—
animate			+	
human	+	+	—	

A complete grammar would contain rules such as one that automatically applies the features [+ animate] and [+ concrete] on all nouns with the feature [+ human]. All features that are predictable by rules are left unspecified in the matrix.

THE LEXICON

The lexical features that we have presented in this chapter will be included in the lexicon, or dictionary. Although there are still many unanswered questions regarding the form of an ideal lexicon, the kind of information it should contain is clear. First, there will be a citation form of the word, expressed in phonetic notation. Second, the idiosyncratic properties of the word will be given; these will include the features we have presented and all irregularities (the plural of foot is feet, the past of sing is sang, etc.). Third, the meanings or definition of the word will be given. The syntactic component of our grammar will make use of the features of the word, and the phonological component will make use of the phonetic citation form and of inflectional irregularities. The semantic component will use the definitions and the features.

Lexical entries will look something like the following:

1. /maus/
   [— rule M5]
   /maus/ + pl → /mais/

   $$\begin{bmatrix} + N \\ + \text{common} \\ + \text{animate} \\ - \text{human} \end{bmatrix}$$ a small rodent

2. /maus/
   [— rule M5]
   /maus/ + pl → /mais/

   $$\begin{bmatrix} + N \\ + \text{common} \\ + \text{human} \end{bmatrix}$$ a timid woman

3. /maus/
   [— rule M5]
   /maus/ + pl → /mais/

   $$\begin{bmatrix} + N \\ + \text{common} \\ + \text{count} \\ + \text{concrete} \\ - \text{animate} \end{bmatrix}$$ a black eye

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