## Contents

*Preface to the First Edition*  
  xvi  
*Preface to the Second Edition*  
  xvii  
*Preface to the Third Edition*  
  xviii  
*Preface to the Fourth Edition*  
  xix  
*Preface to the Fifth Edition*  
  xx

### Part I  Function and Form

1  **Introduction**  
   Key Concepts  
   3  

2  **Function**  
   2.1  Subject and Predicate  
   2.2  Predicator  
   2.3  Direct Object  
   2.4  Indirect Object  
   2.5  Adjunct  
   Key Concepts  
   Exercises  
   Further Reading  
   8  

3  **Form: Words, Word Classes and Phrases**  
   3.1  The notion ‘word’  
   3.2  Nouns and determinatives  
   3.3  Adjectives  
   3.4  Verbs  
   3.5  Prepositions  
   3.6  Adverbs  
   3.7  Conjunctions  
   3.8  Interjections  
   Key Concepts  
   Exercises  
   Further Reading  
   24  

4  **More on Form: Clauses and Sentences**  
   4.1  Clauses and clause hierarchies  
   4.2  The rank scale  
   4.3  Clause types  
   4.3.1  Declarative clauses  
   4.3.2  Interrogative clauses  
   4.3.3  Imperative clauses  
   52
4.3.4 Exclamative clauses  
4.3.5 The pragmatics of the clause types  
4.4 More on tree diagrams  
Key Concepts  
Exercises  
Further Reading  

5 The Function–Form Interface  
5.1 Function–form relationships  
5.2 Realisations of the Subject  
  5.2.1 NPs functioning as Subject  
  5.2.2 PPs functioning as Subject  
  5.2.3 Finite clauses functioning as Subject  
  5.2.4 Nonfinite clauses functioning as Subject  
    5.2.4.1 To-infinitive clauses functioning as Subject  
    5.2.4.2 -ing participle clauses functioning as Subject  
    5.2.4.3 Small clauses functioning as Subject  
5.3 Realisation of the Predicate and Predicator  
5.4 Realisations of the Direct Object  
  5.4.1 NPs functioning as Direct Object  
  5.4.2 PPs functioning as Direct Object  
  5.4.3 Finite clauses functioning as Direct Object  
    5.4.3.1 That-clauses functioning as Direct Object  
    5.4.3.2 Finite wh-clauses functioning as Direct Object  
  5.4.4 Nonfinite clauses functioning as Direct Object  
    5.4.4.1 To-infinitive clauses functioning as Direct Object  
    5.4.4.2 Bare infinitive clauses functioning as Direct Object  
    5.4.4.3 -ing participle clauses functioning as Direct Object  
    5.4.4.4 -ed participle clauses functioning as Direct Object  
    5.4.4.5 Small clauses functioning as Direct Object  
5.5 Realisations of the Indirect Object  
  5.5.1 NPs functioning as Indirect Object  
5.5.2 Wh-clauses functioning as Indirect Object  
5.6 Realisations of Adjuncts  
  5.6.1 AdvPs functioning as Adjunct  
  5.6.2 PPs functioning as Adjunct  
  5.6.3 NPs functioning as Adjunct  
  5.6.4 Finite clauses functioning as Adjunct  
  5.6.5 Nonfinite clauses functioning as Adjunct  
    5.6.5.1 To-infinitive clauses functioning as Adjunct  
    5.6.5.2 Bare infinitive clauses functioning as Adjunct
5.6.5.3 -ing participle clauses functioning as Adjunct 81
5.6.5.4 -ed participle clauses functioning as Adjunct 81
5.6.5.5 Small clauses functioning as Adjunct 82
5.7 Motivating the analyses in this chapter 82
Key Concepts 84
Exercises 84
Further Reading 86

Part II Elaboration

6 Predicates, Arguments and Thematic Roles 89
6.1 Predicates and arguments 89
6.2 Thematic roles 92
6.3 Grammatical functions and thematic roles 94
6.4 Selectional restrictions 95
6.5 Three levels of description 96
Key Concepts 97
Exercises 97
Further Reading 99

7 Cross-categorial Generalisations: X-bar Syntax 100
7.1 Heads, Complements and Specifiers 100
7.2 Adjuncts 108
7.3 Cross-categorial generalisations 115
7.4 Subcategorisation 117
7.4.1 Subcategorisation versus argument/thematic structure 119
Key Concepts 120
Exercises 120
Further Reading 123

8 More on Clauses 124
8.1 The I-node 124
8.2 Subordinate clauses 128
8.2.1 Clauses functioning as Direct Object, Subject and Adjunct 128
8.2.2 Clauses functioning as Complement within phrases 131
8.2.3 Clauses functioning as Adjuncts within NPs 132
Key Concepts 133
Exercises 133
Further Reading 134

9 Movement 136
9.1 Verb Movement: aspectual auxiliaries 136
9.2 NP-Movement: passive 142
9.3 NP-Movement: Subject-to-Subject Raising 148
9.4 Movement in interrogative sentences: Subject–Auxiliary Inversion 150
9.5 Wh-Movement 152
9.6 The structure of sentences containing one or more auxiliaries 156
Key Concepts 158
Exercises 158
Further Reading 160

10 Tense, Aspect and Mood 161
10.1 Time and tense 161
10.1.1 The present tense 161
  10.1.1.1 Uses of the present tense 162
10.1.2 The past tense 163
  10.1.2.1 Uses of the past tense 163
10.1.3 Ways of referring to future time 164
10.2 Aspectuality and aspect 165
  10.2.1 Progressive aspect 165
    10.2.1.1 The progressive construction 165
    10.2.1.2 Uses of the progressive 166
  10.2.2 Perfect aspect 166
    10.2.2.1 The perfect construction 166
    10.2.2.2 Uses of the present perfect 167
10.3 Modality and mood 168
  10.3.1 Different types of modality 168
  10.3.2 The core modals 169
    10.3.2.1 The morphosyntactic characteristics of the core modals 169
    10.3.2.2 Meanings expressed by the core modals 170
  10.3.3 Other ways of expressing modality 171
Key Concepts 172
Exercises 172
Further Reading 173

Part III Argumentation

11 Syntactic Argumentation 177
11.1 The art of argumentation 177
11.2 Economy of description: Linguistically Significant Generalisations and Occam’s Razor 180
  11.2.1 Linguistically Significant Generalisations 180
  11.2.2 Occam’s Razor 182
    11.2.2.1 Verb–preposition constructions 183
    11.2.2.2 Achieving economy in the domain of functional terminology 187
11.3 Further constraints on description: elegance and independent justifications 189
  11.3.1 Elegance of description 189
  11.3.2 Independent justification 192
11.4 Evaluating analyses 194
# 12 Constituency: Movement and Substitution

12.1 The Movement Test
- 12.1.1 Movements to the left
  - 12.1.1.1 Topicalisation
  - 12.1.1.2 VP-Preposing
  - 12.1.1.3 *Though*-Movement
- 12.1.2 Movements to the right
  - 12.1.2.1 Heavy NP Shift (HNPS)
  - 12.1.2.2 Extraposition of Subject clauses
  - 12.1.2.3 Extraposition from NP

12.2 Substitution
- 12.2.1 Substitution of nominal projections: NP and N′
- 12.2.2 Substitution of verbal projections: VP and V′

# 13 Constituency: Some Additional Tests

13.1 The Coordination Test
13.2 The Cleft and Pseudocleft Test
13.3 The Insertion Test
13.4 The Constituent Response Test
13.5 The Somewhere Else Test
13.6 The Meaning Test
13.7 A case study: the naked pizza eating construction
13.8 Some caveats regarding the tests

# 14 Predicates and Arguments Revisited

14.1 Establishing argumenthood
- 14.1.1 Meaning
- 14.1.2 Dummy elements and idiom chunks
- 14.1.3 Passivisation

14.2 Two further types of verb + NP + to-infinitive construction: *persuade* and *want*
- 14.2.1 Persuade
- 14.2.2 Want
- 14.2.3 Overview

14.3 Concluding remarks

Key Concepts
Exercises
Further Reading
Part IV Application

15 Information Packaging 259
  15.1 Preposing 260
    15.1.1 Topicalisation 260
    15.1.2 Left Dislocation 261
  15.2 Postposing 262
    15.2.1 Right Dislocation 262
    15.2.2 Postposing of heavy constituents 262
    15.2.3 Extraposition 264
  15.3 Inversion 264
  15.4 Cleft constructions 265
    15.4.1 \textit{It}-clefts 266
    15.4.2 Pseudoclefts 267
  15.5 Existential constructions 268
    15.5.1 Bare existentials 268
    15.5.2 Extended existentials 269
    15.5.3 The presentational construction 270
  15.6 The passive construction 271
Key Concepts 273
Exercises 273
Further Reading 273

16 Grammatical Indeterminacy 274
  16.1 Category boundaries and gradience 274
  16.2 Subsective gradience 275
    16.2.1 Nouns 275
    16.2.2 Adjectives 275
    16.2.3 Verbs 276
    16.2.4 Prepositions 277
  16.3 Intersective gradience 278
    16.3.1 Word classes: adjective or adverb? 278
    16.3.2 Word classes: verb or noun? 279
    16.3.3 Phrases: adjective phrase or prepositional phrase? 280
    16.3.4 Constructional gradience 281
  16.4 Concluding remarks 282
Key Concepts 283
Exercises 283
Further Reading 284

17 Case Studies 285
  17.1 Negated modal auxiliaries 285
  17.2 Noun phrase structure 289
    17.2.1 \textit{A lot of books} 289
    17.2.2 \textit{A giant of a man} 293
  17.3 Verb complementation 298
    17.3.1 Pattern 1: \textit{V + to}-infinitive 300
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.3.2 Pattern 2: V + NP + <em>to</em>-infinitive constructions involving <em>allow</em></td>
<td>304</td>
</tr>
<tr>
<td>17.3.3 Pattern 3: V + NP + {NP, AP, PP}</td>
<td>308</td>
</tr>
<tr>
<td>17.4 Subordinating conjunctions and prepositions</td>
<td>311</td>
</tr>
<tr>
<td>17.5 Concluding remarks</td>
<td>313</td>
</tr>
<tr>
<td>Key Concepts</td>
<td>313</td>
</tr>
<tr>
<td>Exercises</td>
<td>313</td>
</tr>
<tr>
<td>Further Reading</td>
<td>314</td>
</tr>
</tbody>
</table>

**Glossary**

**Reference Works: Dictionaries, Encyclopedias, Grammars and Other Publications on the English Language**

**Bibliography**

**Answer Key for the Exercises**

**Index**
Along with sleeping, eating and drinking, talking is one of the most common of human activities. Hardly a day goes by when we don’t talk, if only to ourselves! When we speak, we utter a stream of sounds with a certain meaning, which our interlocutors can process and understand, provided, of course, they speak the same language. Naturally, language also exists in written form. It then consists of a string of letters which form words, which in turn make up sentences. Why is the study of language worthwhile? Well, first and foremost, the capacity for using language is uniquely human, and if we know how language works we get to know something about ourselves. Other animals also communicate with each other, to be sure, but their communicative and expressive powers are very limited. Thus, while dogs and cats can signal pleasure by wagging their tails or purring, there’s no way for them to tell you something more complicated; for example, that although they are generally happy, they wouldn’t mind if you turned the heating up a little. By contrast, we humans can communicate just about any meaning we wish, however complex, using language. As an example, consider the utterance *Had Nick been here on time, we would not have missed the train.* This is a perfectly straightforward and easily intelligible sentence, although to understand it we have to do a bit of mental computing by creating in our minds a ‘picture’ of a situation that did not obtain, a situation in which Nick was on time, and we did not miss our train. Or, consider the sentence *I went to a conference on language in France.* Have you noticed that it’s ambiguous? Under one reading I went to a conference on language which took place in France; under the second reading I went to a conference which was about ‘language in France’, which could have taken place anywhere. This is called a *structural ambiguity*, because we can group the words together differently to bring out the two meanings. There are, of course, many other reasons to be fascinated by language. If you’re a student of literature, you cannot really grasp the totality of meaning that a work of literary art communicates without knowing how language works. And if you’re interested in interpersonal relationships, you might wonder why there are so many ways to ask someone to open the window: ‘Open the window!’, ‘Can you open the window (please)?’, ‘Could you open the window (please)?’, ‘I was wondering whether you could possibly open the window?’ and ‘I’m hot’. The last example is especially interesting, because at first sight it’s a simple statement about
one’s physical condition. For the hearer to get to the meaning ‘open the window, please’, some mental computation is again involved. I could give endless examples to illustrate the many fascinating aspects of the field of language studies, called *linguistics*.

In this book we focus on the *structure* of English. Now, if you have thought about language, you will have realised that whether it is spoken or written, it is not a hotchpotch of randomly distributed elements. Instead, the linguistic ingredients that language is made up of are arranged in accordance with a set of rules. This set of rules we call the *grammar* of a language. Grammar is a vast domain of inquiry and it will be necessary to limit ourselves to a subdomain. In this book we will only be concerned with the part of grammar that concerns itself with the structure of sentences. This is called *syntax*.

How can we go about describing the structure of sentences? Well, before we can even start, we will need to specify what we mean by ‘sentence’. This is not as straightforward as it may seem, and linguists have come up with a variety of definitions. In this book we will say that a *sentence* is a string of words that begins in a capital letter and ends in a full stop, and is typically used to express a state of affairs in the world. This definition is not unproblematic, but will suffice for present purposes.

Let’s now see what kinds of issues syntax deals with. First of all, one of the principal concerns of syntax is the *order* of the units that make up sentences. In English we cannot string words into a sentence randomly. For example, we can have (1), but not (2) or (3):

(1) The president ate a doughnut.

(2) *The president a doughnut ate.

(3) *Doughnut president the ate a.

**NB:** An asterisk (*) placed before a sentence indicates that it is not a possible structure in English.

The contrast between (1) and (2) shows that in English the word that denotes the activity of eating (*ate*) must precede the entity that was being eaten (*a doughnut*). Furthermore, if we compare (2) and (3) we see that not only must *ate* precede *a doughnut*, but we must also ensure that the two elements *the* and *a* precede *president* and *doughnut*, respectively. It seems that *the* and *president* together form a unit, in the same way that *a* and *doughnut* do. Our syntactic framework will have to be able to explain why it is that words group themselves together. We will use the term *constituent* for strings of one or more words that syntactically and semantically (i.e. meaning-wise) behave as units.

Next, consider sentence (4):

(4) The cat devoured the rat.

It is possible to rearrange the words in this sentence as follows:

(5) The rat devoured the cat.
Notice that this is still a good sentence in English, but its meaning is different from (4), despite the fact that both sentences contain exactly the same words. In (4) the Agent (perpetrator) of the attack is the cat and the Patient/undergoer (victim) is the rat. In (5) these roles are reversed. Our rules of syntax must be set up in such a way that they can account for the fact that native speakers of English know that a reordering of units, as we have in (4) and (5), leads to a difference in meaning.

However, not all reorderings lead to a difference in meaning. An alternative ordering for (4) is given in (6) below with emphasis, indicated by capital letters, on the word rat:

(6) The RAT, the cat devoured.

Sentences of this type are commonly used for contrast. For example, (6) might be uttered in denial of someone saying The cat devoured the mouse. Again, the syntactic rules of our grammar must be able to characterise the regrouping that has transformed (4) into (6), and they must also be able to explain why, in this case, there is no change in meaning.

The examples we have looked at so far make clear that syntax deals with the way in which we can carve up sentences into smaller constituent parts which consist of single words or of larger units of two or more words, and the way in which these units can be combined and/or rearranged.

Let us look at some further simple sentences and see how we can analyse them in terms of their constituent parts. Consider (7) below. How could we plausibly subdivide this sentence into constituents?

(7) The president blushed.

One possible subdivision is to separate the sentence into words:

(8) The – president – blushed

However, clearly (8) is not a particularly enlightening way to analyse (7), because such a dissection tells us nothing about the relationships between the individual words. Intuitively, the words the and president together form a unit, while blushed is a second unit that stands alone, as in (9):

(9) [The president] – [blushed]

We will use square brackets to indicate groups of words that belong together. One way in which we can also show that the string the president is a unit is by replacing it with he:

(10) [He] – [blushed]

The subdivision in (9) makes good sense from the point of view of meaning too: the word-group the president has a specific function in that it refers (in a
particular context of *utterance* to an individual whose job is head of state. Similarly, the word *blushed* has a clear function in that it tells us what happened to the president.

Let us now turn to a slightly more complex example. Consider the sentence below:

(11) Our vicar likes fast cars.

If we want to set about analysing the structure of this sentence, we can of course divide it up into words, in the way we did in (8), as follows:

(12) Our – vicar – likes – fast – cars

But again, you will agree, this is of limited interest for the same reason as that given above: an analysis into strings of individual words leaves the relationships between words completely unaccounted for.

**EXERCISE**

Can you think of a different way of analysing sentence (11) above into subparts that accounts for our intuition that certain words belong together?

Intuitively, the words *our* and *vicar* belong together, as do *fast* and *cars*. The word *likes* seems to stand alone. We end up with (13):


Again, just as in (10), we can also show that the bracketed strings behave as units, by replacing them:

(14) [He] – [likes] – [them]

An analysis along the lines of (13) of a simple sentence like (11) has been widely adopted, but there are in fact reasons for analysing (11) differently, as in (15):


Like (13), (15) brings out the fact that *our* and *vicar* belong together, as do *fast* and *cars*, but it also reflects the fact that *likes* forms a constituent with *fast cars*. Why would that be? There are a number of reasons for this, which will be discussed in detail in later chapters, but we will look at one of them now. Notice that *like* requires the presence of a constituent that specifies what is being liked. In (11) that constituent is *fast cars*. The sentence in (16) below,
which provides no clue as to what is being liked by the vicar, is ungrammatical, i.e. not part of the grammar of English:

(16) *Our vicar likes.

*Likes and fast cars are taken together as a constituent in (15) to bring out the fact that there is a close bond between like and the constituent that specifies what is being liked (i.e. the constituent that is required to complete the meaning of like). Notice that blush in (7) does not require the presence of another constituent to complete its meaning.

Much of this book, especially Part III, will be concerned with finding reasons why one analysis is to be preferred over another in much the same way that reasons have been given for preferring (15) over (13). Giving motivated reasons for adopting certain structures and rejecting others is called syntactic argumentation. One aim of this book is to train you in the art of being able to set up a coherent syntactic argument. We will almost exclusively be concerned with the syntax of English, not because other languages are not interesting, but because studying the syntactic properties of other languages requires a wider framework than we can deal with here. The general syntactic framework I have adopted is inspired by the theory of language developed over almost sixty years by Noam Chomsky (1928–), American linguist and philosopher. The main aim of the book is to make you familiar with the basics of English syntax and, as noted above, with the fundamentals of syntactic argumentation. A further aim is to enable you to move on to more advanced books and articles on theoretical syntax.

**KEY CONCEPTS**

<table>
<thead>
<tr>
<th>constituent</th>
<th>structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>grammar</td>
<td>syntactic argumentation</td>
</tr>
<tr>
<td>linguistics</td>
<td>syntax</td>
</tr>
<tr>
<td>sentence</td>
<td>utterance</td>
</tr>
</tbody>
</table>
Index

‘ability’, 170
absolute forms of adjectives, 31–2
accusative case, 29, 246
active sentences, 17–18, 38, 271–2
ad hoc proposals, 194
adjective phrases (APs), 32–3
Adjuncts in, 115
as Complements, 107
Complements in, 33, 107
intersective gradience, 280–1
and noun phrases, 33
Specifiers in, 106
see also X-bar syntax
adjectives, 27, 31–3
absolute forms, 31–2
attributive position, 32
comparative forms, 31–2
distributional characteristics, 32
gradability, 31–2
intersective gradience, 278–9
modality, 171, 172
as predicates, 91–2
predicative position, 32
subjective gradience, 275–6
superlative forms, 31–2
adjunction, 109–12
adjunctisers, 47
Adjuncts, 20–1, 47, 94, 108–15
clauses as, 79–82, 115, 128–30, 132–3
Obligatory Predication, 188
and past tense, 163
preposing, 261
and present perfect, 167
realisations of, 78–82
stackable property, 21, 113–14
in VP-Preposing, 204–5
adverb phrases (AdvPs), 45, 78, 115
see also X-bar syntax
adverbs, 43–5
circumstantial, 44
comparative forms, 44
degree, 44, 106
elegance of description, 189–92
interrogative, 44
intersective gradience, 278–9
modality, 171, 172
sentence, 44, 127–8, 140
as Specifiers, 106
superlative forms, 44
affixes, 26–7
Agent role, 5, 16, 18, 92
agreement, Subject-verb, 11, 125–7
agreement phrases (AgrPs), 135
alternative interrogatives, 59
alternative questions, 61
ambiguity, structural, 3
analytical forms of adjectives, 32
argument structures, 91, 93, 119–20
argumentation see syntactic argumentation
argumenthood tests, 244–56
believe class verbs, 245–7, 248–9, 253
case studies, 300, 304, 306
dummy elements, 247–8, 250, 251
idiom chunks, 247–8, 250, 251
meaning, 245–7
passivisation, 248–9, 250, 252
persuade class verbs, 249–51, 253
want class verbs, 251–2, 253
arguments, 89–92, 244
external, 90, 120
implicit, 91, 193–4
internal, 90, 120
selectional restrictions, 95–6, 183
thematic roles, 92–5, 96
see also argumenthood tests
Aristotle, 274
aspect, 36, 165–8
perfect, 36–7, 166–8
progressive, 36, 165–6
aspect phrases (AspPs), 135
aspectual auxiliaries, 35, 36–9, 136–42, 143

392
aspectuality, 165
asymptotic coordination, 46
attested data, 179
attributive position of adjectives, 32
auxiliary verbs, 35–42, 143–4
aspectual, 35, 36–9, 136–42, 143
case study, 285–9
code, 40, 41
combinations of, 41–2, 142, 143–4, 151–2, 156–7, 165, 167
and current relevance, 36–8
dummy, 36, 39–40, 41, 150, 151–2
emphatic stress, 40, 41
future time, 164–5
I-node, 127–8, 136–42
in interrogative sentences, 39
movement, 136–42, 145–7
in negative sentences, 38–9, 41, 285–9
NICE properties, 38–41, 169
passive, 36, 38–9, 41–2, 144, 145–7, 156–7
perfect, 36–7, 41–2, 144, 156–7, 166–7
progressive, 41–2, 144, 156–7, 165
structure of sentences containing,
156–7
Subject–Auxiliary Inversion, 39, 41, 58, 150–1, 152, 265
subjunctive gradience, 276–7
in VP-Preposing, 203–4
see also modal auxiliaries
backshifting, 164
bare existentials, 268–9
bare infinitive clauses, 54, 76, 80–1
bare infinitives, 41, 169
believe class verbs, 245–7, 248–9, 253
Beneficiary/Benefactive role, 19, 92
binary features, 182
binominal noun phrases (BNPs), 293–8
by-phrases, 20, 272
case
accusative, 29, 246
genitive, 27, 51
nominative, 29, 246
case studies, 285–314
binominal noun phrases, 293–8
negated modal auxiliaries, 285–8
noun phrase structure, 289–98
subordinating conjunctions and prepositions, 311–13
verb complementation, 298–311
categorisation see gradience
Chomsky, Noam, 7
circumstantial adverbs, 44
clause hierarchies, 52–3
clause level analysis, 55–7
clauses, 52–68, 124–35
as Adjectives, 79–82, 115, 128–30, 132–3
bare infinitive, 54, 76, 80–1
as Complements, 107, 131–2
declarative, 57–8, 60–1, 61
as Direct Objects, 74–7, 128–30
-ed participle, 54, 77, 81
exclamative, 60
finite, 53–4, 71, 74–5, 79–80, 125–6
if-clauses, 53–4
imperative, 11, 59, 60, 163–4
as Indirect Objects, 78
-ing participle, 54, 72–3, 76–7, 81
I-node, 124–8
interrogative, 12, 44, 58–9, 60
main, 52–3
matrix, 53, 126–7
nonfinite, 53, 54–5, 71–3, 75–7, 80–2, 126
pragmatics, 60–1
relative, 132–3
small, 54–5, 73, 77, 82
as Subjects, 71–3, 128–30
subordinate, 46, 52–4, 79–80, 126–7, 128–33
superordinate, 52–3
that-clauses, 53, 71, 74, 206, 234–5
to-infinitive, 54, 72, 75–6, 80
tree diagrams of, 56–7, 61–5
types, 57–61
verbless, 54–5, 73, 77, 82
wh-clauses, 71, 75, 78
cleft sentences, 181–2, 230–2, 239, 240–1, 265–7
Cleft Test, 230–2, 239, 240–1, 292, 296, 302–3, 307, 310
closed word classes, 25
code, 40, 41
common nouns, 28, 29
comparative forms
of adjectives, 31–2
of adverbs, 44
complementiser phrases (CPs), 134
complementisers, 46–7, 54
Complements, 33, 100–6, 107–8
clauses as, 107, 131–2
Direct Objects as, 15–18
Complements (Continued)
and Heads, 101, 114, 117–20
Indirect Objects as, 19–20
Object Complements, 188
Subject Complements, 188
verb complementation, 298–311
‘conclusion’, 170
conjoints, 45–6
conjunctions, 45–7
adjunctisers, 47
case study, 311–13
complementisers, 46–7, 54
coordinating, 45–6
subordinating, 45, 46–7, 54, 79–80, 311–13
constituency tests, 199–226, 227–43
case studies, 236–9, 290–2, 295–6, 300–3, 306–8, 309–11
caveats regarding, 240–1
Cleft Test, 230–2, 239, 240–1, 292, 296, 302–3, 307, 310
Constituent Response Test, 233–4, 239, 303, 308
Coordination Test, 227–30, 238–9, 292, 295, 302, 307, 310
Extraposition, 209–10
Heavy NP Shift, 208–9
Insertion Test, 232–3, 239
Meaning Test, 236, 239, 240
Pseudocleft Test, 230–2, 239, 302–3, 307, 310
Right Node Raising Test, 229–30, 239
Somewhere Else Test, 234–6, 239, 240, 303, 307, 311
Though-Movement, 207–8, 238, 301
Topicalisation, 201–8
VP-Preposing, 202–6, 237
see also Substitution Test
Constituent Response Test, 233–4, 239, 303, 308
constituents, 4–7, 62–3, 199–200
defined, 62
immediate, 62, 200
see also Adjuncts; Direct Objects (DOs); Indirect Objects (IOs); Predicates; Subjects
domestic gradience, 281–2
continuative perfect, 167–8
coordinating conjunctions, 45–6
coordination
asynthetic, 46
ordinary, 228–9
Right Node Raising, 229–30, 239
syntetic, 46
Coordination Test, 227–30, 238–9, 292, 295, 302, 307, 310
copular verbs, 32, 187–8, 191–2, 231
countable nouns, 28, 29
cross-categorial generalisations, 115–17, 181
current relevance, 36–8, 167
daughter nodes, 62
declarative clauses, 57–8, 60, 61
degree adverbs, 44, 106
demonstrative pronouns, 29
deonctic modality, 168–9
description
economy of, 180–9, 194
elegance of, 189–92, 194
determinatives, 27, 28, 31, 50–1, 106, 177–9
Direct Objects (DOs), 15–18
clauses as, 74–7, 128–30
as Complements, 15–18
implicit, 17
Indirect Objects and, 19
in passive sentences, 17–18, 20
Patient role, 16
preposing, 260–1
realisations of, 73–7, 82–3
directives
declarative clauses as, 58
imperative clauses, 11, 59, 60, 163–4
interrogative clauses as, 59
distributional criteria of nouns, 27–8
distributional tests, 11–12, 13–14
ditransitive verbs, 19, 90, 144
do so-Substitution, 218–20, 238
doers see Agent role
domestic gradience, tree diagrams, 62
do-support, 39–40, 150, 151–2
double-bar projections, 104
dummy auxiliary, 36, 39–40, 41, 150, 151–2
dummy elements, 247–8, 250, 251
dummy it, 10
dyadic predicates, 90
dynamic modality, 169
economy of description, 180–9, 194
-ed participle clauses, 54, 77, 81
-ed participles, 36–7, 41, 166–7
elegance of description, 189–92, 194
emphatic stress, 40, 41
endings see word endings
epistemic modality, 168
evaluating analyses, 194
exclamative clauses, 60

exercises
active and passive sentences, 18, 272
Adjunct clauses, 79, 80
argumenthood tests, 254–6
arguments, 95, 97–9
aspect, 37, 173
auxiliary verbs, 35, 37, 38, 40, 42, 138,
139, 140, 142, 144, 150, 152
binominal noun phrases, 294, 295, 296,
298
case studies, 313–14
clauses, 66–7, 131, 133–4
cleft and pseudocleft sentences, 231, 266,
268
constituency tests, 222–6, 235, 241–3
constituents, 63
dummy auxiliary, 152
function–form relationships, 82, 84–5
gradience, 276, 279, 282, 283–4
grammatical functions, 22–3
information packaging, 273
modality, 173
movement, 138, 139, 140, 142, 146, 150,
154, 158–9, 205, 206
negated modal auxiliaries, 286
negative sentences, 42
postposing, 263
Predicate, 9
predicates, 97–9
presentational construction, 271
pronouns, 30
sentences, 6, 66–7
subcategorisation, 119
Subjects, 9, 13, 14, 265
subordinating conjunctions, 312
substitution, 212, 215, 216, 218, 220
syntactic argumentation, 195–7
tense, 172–3
thematic roles, 92, 95, 97–9
Topicalisation, 260, 261
tree diagrams, 63, 64, 66–7
verb complementation, 300, 301, 302,
303, 305, 307, 308, 309, 310, 311
verb phrases, 42
VP-Preposing, 205, 206
word classes, 48–50
X-bar syntax, 104, 105, 113, 120–3

existential clauses, 268–71
bare existentials, 268–9
extended existentials, 269–70
presentational construction, 270–1
existential there, 10, 94, 247–8, 268–71, 282
Experiencer role, 92
experiential present perfect, 168
expletive elements, 247
extended existentials, 269–70
external arguments, 90, 120
Extraposition, 209–10, 264
falsification, 177–80, 197
finite clauses, 53–4
as Adjuncts, 79–80
as Direct Objects, 74–5
I-node, 125–6
as Subjects, 71
finite verbs, 34, 41, 125
‘flat’ structures, 104, 116
form see function–form relationships; word
classes
function see grammatical functions
function–form relationships, 69–86
realisations of Adjuncts, 78–82
realisations of Direct Objects, 73–7, 82–3
realisations of Indirect Objects, 77–8
realisations of Predicates, 73
realisations of Predicators, 73
realisations of Subjects, 70–3

further reading
argumenthood tests, 256
arguments, 99
aspect, 173
case studies, 314
clauses, 68, 134–5
constituency tests, 226, 243
function–form relationships, 86
gradience, 284
grammatical functions, 23, 99
information packaging, 273
modality, 173
movement, 160
predicates, 99
selectional restrictions, 99
Specifiers, 123
syntactic argumentation, 197–8
tense, 173
thematic roles, 99
tree diagrams, 68
word classes, 50–1
X-bar syntax, 123
future time, 164–5
‘futurity’, 170

generalisations
cross-categorial, 115–17, 181
Linguistically Significant, 180–2
see also word classes
genitive case, 27, 51
Given Before New Principle, 261, 265, 269, 271, 272
Goal role, 92
gradability of adjectives, 31–2
gradation, 274–84
constructional, 281–2
intersective, 278–82
subjective, 274–8

grammar
defined, 4
transformational, 160
grammatical functions
economy of description, 187–9
and thematic roles, 94–5
tree diagrams of, 65
see also Adjuncts; Direct Objects (DOs);
function–form relationships; Indirect
Objects (IOs); Predicates; Predicators;
Subjects
grammatical indeterminacy see gradience
grammaticalisation, 293

Heads, 100–6
adjective phrases, 32–3
adverb phrases, 45
and Complements, 101, 114, 117–20
noun phrases, 30–1
projections of, 104
Heavy NP Shift (HNPS), 208–9, 262–3
historic present, 162
hot news perfect, 167
hypotaxis, 46
hypothesis-falsification approach, 177–80

idiom chunks, 247–8, 250, 251, 282
idioms, 247
modal, 171, 172
if-clauses, 53–4
immediate constituents, 62, 200
imperative clauses, 11, 59, 60, 163–4
implicit arguments, 91, 193–4
indefinite pronouns, 29
independent justification, 192–4
indeterminacy see gradience
Indirect Objects (IOs), 19–20
Beneficiary role, 19
as Complements, 19–20
implicit, 91
in passive sentences, 20
realisations of, 77–8
infinitival markers, 127
infinitival particle, 41
inflection node see I-node
inflection phrases (IPs), 134
inflections, 33–4, 125–7
information packaging, 259–73
cleft and pseudocleft sentences, 265–8
existential clauses, 268–71
inversion, 264–5
passive construction, 271–2
postposing, 262–4
preposing, 260–2
-ing participle clauses, 54, 72–3, 76–7, 81
-ing participles, 41, 165
I-node, 124–8
agreement features, 125–7
auxiliary verbs, 127–8, 136–42
inflection features, 125–7
see also movement
Insertion Test, 232–3, 239
instantaneous use of present tense, 162
Instrument role, 92
‘intention’, 170
interjections, 47
internal arguments, 90, 120
interrogative adverbs, 44
interrogative clauses, 12, 44, 58–9, 60
see also Constituent Response Test
interrogative pronouns, 29
interrogative sentences, 39, 41, 58, 150–1, 152–5
intersective gradience, 278–82
intonation, 58
intransitive prepositions, 184–5, 187, 280–1
intransitive verbs, 16–17, 90, 183, 186
introspective data, 179
inversion, 264–5
Subject–auxiliary, 39, 41, 58, 150–1, 152, 265
irregular verbs, 37, 163
it-cleft sentences, 181–2, 230–2, 239,
240–1, 265–7
it-Extraposition, 209, 264
justification, independent, 192–4
KISS principle, 197
labelled bracketings, 55, 64
Left Dislocation, 261–2
lexemes, 24, 125
lexical projections, 104
lexical verbs, 34–5, 171, 172
LINGUIST List, 99
Linguistically Significant Generalisations (LSGs), 180–2
linguistics, 4
linking verbs see copular verbs
Linnaeus, Carl, 180
Locative role, 92
locative there, 10
 lumping, 277
main clauses, 52–3
main verbs, 34–5
marginal modals, 171, 172
matrix clauses, 53, 126–7
maximal projections, 104
Meaning Test, 236, 239, 240
mental lexicon, 93, 125
modal auxiliaries, 35, 36, 169–71
 case study, 285–9
 in combinations, 41–2, 142, 143–4, 156–7
 future time, 164–5
 I-node, 127–8, 136, 141–2
 marginal modals, 171, 172
 morphosyntactic characteristics, 151, 169–70
 in negative sentences, 38–9, 285–9
 past tense forms, 169, 170
 principal meanings, 170–1
 in VP-Preposing, 203–4
modal idioms, 171, 172
modal past tense, 163
modality, 168–72
deontic, 168–9
dynamic, 169
epistemic, 168
 see also modal auxiliaries
monadic predicates, 90
mood, 168
morphological criteria of nouns, 26–7
morphology, 25
mother nodes, 62
movement, 136–60
 Extraposition, 209–10, 264
 Heavy NP Shift, 208–9, 262–3
 in interrogative sentences, 39, 41, 58, 150–1, 152–5
 Left Dislocation, 261–2
Noun Phrase Movement, 142–50
 in passive sentences, 142–8
 Right Dislocation, 262
 rightward, 208–10, 262–4
 in sentences containing auxiliaries, 156–7
Subject–Auxiliary Inversion, 39, 41, 58, 150–1, 152, 265
Subject-to-Subject Raising, 148–50
 Though-Movement, 207–8, 238, 301
Topicalisation, 201–8, 260–1
Verb Movement, 136–42, 145–7
VP-Preposing, 202–6, 237
Wh-Movement, 152–5
Movement Test, 200–10
 case studies, 237–8, 291, 300–1, 306–7, 309–10
Extraposition, 209–10
Heavy NP Shift, 208–9
 Though-Movement, 207–8, 238, 301
Topicalisation, 201–8
VP-Preposing, 202–6, 237
naked pizza eating construction (NPEC), 236–9
'necessity', 170
negated modal auxiliaries, 38–9, 286
negative particle, 39, 41, 104, 106, 138–9
negative sentences, 38–9, 41, 285–9
NICE properties, 38–41, 169
nodes, tree diagrams, 62
nominative case, 29, 246
noncountable nouns, 28, 29
nonfinite clauses, 53, 54–5
 as Adjuncts, 80–2
 as Direct Objects, 75–7
 I-node, 126
 as Subjects, 71–3
nonfinite verbs, 34, 41, 125
nonreferential it, 10, 247–8, 282
nonrestrictive relative clauses, 132–3
notional definition of nouns, 25–6
Noun Phrase Movement, 142–50
Heavy NP Shift, 208–9, 262–3
in passive sentences, 142–8
Subject-to-Subject Raising, 148–50
noun phrases (NPs), 11, 30–1
 and adjective phrases, 33
 as Adjuncts, 78–9, 115
 Adjuncts in, 115, 132–3
binominal, 293–8
 case studies, 289–98
noun phrases (NPs) (Continued)

  as Complements, 107
  Complements in, 107
  as Direct Objects, 74
  Extrapolation from, 209–10
  as Indirect Objects, 77
  Specifiers in, 104, 106
  as Subjects, 70
  substitution by pronouns, 211–13
  transitive and ditransitive verbs, 144
  see also verb + NP + to-infinitive
  constructions; X-bar syntax

nouns, 11, 25–31
  common, 28, 29
  countable, 28, 29
  and determinatives, 27, 28, 31
  distributional criteria, 27–8
  intersective gradience, 279–80
  modality, 171, 172
  morphological criteria, 26–7
  noncountable, 28, 29
  notional definition, 25–6
  as predicates, 91–2
  pronouns, 28–30, 51, 106
  proper, 28, 29
  subclasses, 28–30
  subjective gradience, 275
  suffixes, 26–7
  NP-Substitution, 211–13
  N'-Substitution, 213–17

Object Complements, 188
  ‘obligation’, 170
Obligatory Predication Adjuncts, 188
  Occam’s Razor, 182–9
  one-place predicates, 90
  one-Substitution, 213–17
  open interrogatives, 58–9, 233–4
  open questions, 61
  open word classes, 25
  ordinary coordination, 228–9
  orthographic words, 24–5

parataxis, 45
parenthetical elements, 232–3
participles
  past, 36–7, 41, 166–7
  present, 41, 165
particles, 184
parts of speech see word classes

passive auxiliary, 36, 38–9, 41–2, 144,
  145–7, 156–7
passive sentences, 17–18, 20, 38, 142–8, 271–2
passivisation, 248–9, 250, 252, 282
past futurate, 164
past participle clauses, 54, 77, 81
past participles, 36–7, 41, 166–7
past perfect, 37–8, 166–7
past tense, 33, 37, 163–4, 169, 170
Patient role, 16, 92
perfect aspect, 36–8, 166–8
perfect auxiliary, 36–7, 41–2, 144, 156–7,
  166–7
  ‘permission’, 170
person, 34
  personal pronouns, 29, 51, 106
  persuade class verbs, 249–51, 253
  phrasal verbs, 183, 184–5, 186
  phrasal-prepositional verbs, 184
  phrase level analysis, 55–7
  phrase markers see tree diagrams

phrases
  adverb phrases, 45, 78, 115
  agreement phrases, 135
  aspect phrases, 135
  complementiser phrases, 134
  inflection phrases, 134
  intersective gradience, 280–1
  by-phrases, 20
  to-phrases, 20
  by-phrases, 272
  tense phrases, 135
  see also adjective phrases (APs); noun
  phrases (NPs); prepositional phrases
  (PPs); verb phrases (VPs); X-bar syntax
pleonastic elements, 247
plural endings, 27
pluralia tantum, 275
politeness use of past tense, 163–4
possessive personal pronouns, 29, 51, 106
  ‘possibility’, 170
postposing, 208–10, 262–4
  Extrapolation, 209–10, 264
  Heavy NP Shift, 208–9, 262–3
  Right Dislocation, 262
pragmatics, 60–1
preposition relationships, tree diagrams, 62
predicate logic, 90–1
Predicates, 8–14
  defined, 9
  realisations of, 73
predicates, 89–92, 244
  argument structures, 91, 93, 119–20
dyadic, 90
monadic, 90
selectional restrictions, 95–6, 183
thematic structures, 93, 119–20
triadic, 90
see also argumenthood tests
predicative position of adjectives, 32
Predicators, 14–15
  realisations of, 73
‘prediction’, 170
prefixes, 26
preposing, 260–2
  Left Dislocation, 261–2
  Topicalisation, 201–8, 260–1
prepositional phrases (PPs), 43
  as Adjuncts, 78, 115
  Adjuncts in, 115
  as Complements, 107, 183
  Complements in, 107
  as Direct Objects, 74
  intersective gradience, 280–1
  Specifiers in, 106
  as Subjects, 71
  verb-preposition constructions, 183–7
see also X-bar syntax
prepositional verbs, 183, 186
prepositions, 43
  case study, 311–13
  elegance of description, 189–92
  intransitive, 184–5, 187, 280–1
  as predicates, 91–2
  subsective gradience, 277–8
  transitive, 185, 187
  verb-preposition constructions, 183–7
present futurate, 164
present participle clauses, 54, 72–3, 76–7, 81
present participles, 41, 165
present perfect, 36–7, 166–8
present progressive futurate, 165
present tense, 33, 161–2
presentational construction, 270–1
Principle of End Weight, 262–3, 264, 265, 271, 272
Proform Substitution see Substitution Test
progressive aspect, 36, 165–6
progressive auxiliary, 41–2, 144, 156–7, 165
projections of the Head, 104
pronouns, 28–30, 51, 106, 211–13
proper nouns, 28, 29
Proposition role, 92
prototypes, 274
pseudocleft sentences, 230–2, 239, 265–6, 267–8
Pseudocleft Test, 230–2, 239, 302–3, 307, 310
questions, 60–1
  alternative, 61
declarative clauses as, 58, 61
exclamative clauses as, 60
interrogative clauses, 12, 44, 58–9, 60
open, 61
rhetorical, 59
tag, 12
yes/no, 61
see also Constituent Response Test
raising verbs, 149
rank scale, 55–7
realisations, 70–84
  of Adjuncts, 78–82
  of Direct Objects, 73–7, 82–3
  of Indirect Objects, 77–8
  of Predicates, 73
  of Predicators, 73
  of Subjects, 70–3
reasoning see syntactic argumentation
reciprocal personal pronouns, 29
referential it, 10, 94
referring expressions, 28
reflexive personal pronouns, 29
relative clauses, 132–3
relative pronouns, 29
reported speech, 164
restrictive relative clauses, 132–3
rhetorical questions, 59
Right Dislocation, 262
Right Node Raising (RNR) Test, 229–30, 239
selectional restrictions, 95–6, 183
semantic predicates see predicates
semantic roles see thematic roles
sentence adverbs, 44, 127–8, 140
sentence level analysis, 55–7
sentences, 4–7
  active, 17–18, 38, 271–2
cleft, 181–2, 230–2, 239, 240–1, 265–7
defined, 4
sentences (Continued)
interrogative, 39, 41, 58, 150–1, 152–5
levels of description, 96
negative, 38–9, 41, 285–9
passive, 17–18, 20, 38, 142–8, 271–2
pseudocleft, 230–2, 239, 265–6, 267–8
rank scale, 55–7
tree diagrams of, 56–7, 61–5
see also clauses
simplicity, 194
single-bar projections, 104
sister nodes, 62
small clauses, 54–5, 73, 77, 82
Somewhere Else Test, 234–6, 239, 240, 303, 307, 311
Source role, 92
Specifiers, 101–6
splitting, 277
stackable property, 21, 113–14, 178, 179
state use of present tense, 162
state verbs, 166
statements, 12, 58, 60
structural ambiguity, 3
subcategorisation, 42–3, 101, 117–20, 144
subcategorisation frames, 117–19
Subject Complements, 188
Subject idiom chunks, 247–8, 282
Subject–Auxiliary Inversion, 39, 41, 58, 150–1, 152, 265
Subjects, 8–14
clauses as, 71–3, 128–30
defined, 8–9
Extraposition of, 209, 264
noun phrases as, 70
prepositional phrases as, 71
realisations of, 70–3
Subject-to-Subject Raising, 148–50
Subject-verb agreement, 11, 125–7
subordinate clauses, 46, 52–4, 128–33
as Adjuncts, 79–80, 128–30, 132–3
as Complements, 131–2
as Direct Objects, 128–30
I-node, 126–7
relative, 132–3
as Subjects, 128–30
subordinating conjunctions, 45, 46–7, 54, 79–80
case study, 311–13
subsective gradience, 274–8
Substitution Test, 210–22, 238
case studies, 301–2, 307, 310
do so-Substitution, 218–20, 238
NP-Substitution, 211–13
N’-Substitution, 213–17
one-Substitution, 213–17
V’-Deletion, 221–2
VP-Deletion, 217, 238
VP-Substitution, 217
V’-Substitution, 217–22, 238
suffixes
adjectives, 31–2
adverbs, 43–4
nouns, 26–7
plural, 27
verbs, 33–4, 125–7
superlative forms
of adjectives, 31–2
of adverbs, 44
superordinate clauses, 52–3
suppletion, 32
syndetic coordination, 46
syntactic argumentation, 7, 177–98
economy of description, 180–9, 194
elegance of description, 189–92, 194
evaluating analyses, 194
hypothesis-falsification approach, 177–80
independent justification, 192–4
Linguistically Significant Generalisations (LSGs), 180–2
Occam’s Razor, 182–9
see also argumenthood tests; case studies;
constituency tests
syntactic features, 95–6, 182
syntax, defined, 4
tag questions, 12
taxonomies, 180
tense, 33–4, 125, 161–5
and future time, 164–5
past, 33, 37, 163–4, 169, 170
present, 33, 161–2
tense phrases (TPs), 135
terminological economy, 180–9, 194
tests, distributional, 11–12, 13–14
that-clauses, 53, 71, 74, 206, 234–5
thematic roles, 92–5, 96
thematic structures, 93, 119–20
Theme role, 92
theta roles see thematic roles
third person singular, 11, 34
Though-Movement, 207–8, 238, 301
three-place predicates, 90
time
- future, 164–5
  see also aspect; tense
timeless use of present tense, 162
to-infinitive clauses, 54, 72, 75–6, 80
to-infinitives, 41
  see also verb + NP + to-infinitive constructions
tone of voice, 58
to-phrases, 20
Topicalisation, 201–8, 260–1
  Though-Movement, 207–8, 238, 301
  VP-Preposing, 202–6, 237
transformational grammar, 160
transitive prepositions, 185, 187
transitive verbs, 16, 17, 90, 144, 183, 186
tree diagrams, 56–7, 61–5
triadic predicates, 90
two-place predicates, 90
undergoers see Patient role
V'-Deletion, 221–2
verb + NP + to-infinitive constructions, 248–53, 281–2
verb complementation, 298–311
Verb Movement, 136–42, 145–7
verb phrases (VPs), 42–3
  Adjuncts in, 115
    Complements in, 107
    Specifiers in, 104, 106
    VP-Preposing, 202–6, 237
  see also X-bar syntax
verb-forms, 24–5, 34
verbless clauses, 54–5, 73, 77, 82
verb-preposition constructions, 183–7
verbs, 33–43
  agreement with Subject, 11, 125–7
  base forms, 11, 34, 161
  believe class, 245–7, 248–9, 253
  copular, 32, 187–8, 191–2, 231
ditransitive, 19, 90, 144
  endings, 33–4, 125–7
  finite, 34, 41, 125
  inflections, 33–4, 125–7
  intersective gradience, 279–80
  intransitive, 16–17, 90, 183, 186
  irregular, 37, 163
  lexical, 34–5, 171, 172
  main, 34–5
  nonfinite, 34, 41, 125

person, 34
  persuade class, 249–51, 253
  phrasal, 183, 184–5, 186
  phrasal-prepositional, 184
  as predicates, 89–91
  as Predicators, 15
  prepositional, 183, 186
  raising, 149
  state, 166
  subjective gradience, 276–7
tense, 33–4, 125, 161–5
  transitive, 16, 17, 90, 144, 183, 186
  want class, 251–2, 253
  see also auxiliary verbs
  'volition', 170
VP-Deletion, 217, 238
VP-Preposing, 202–6, 237
VP-Substitution, 217
V'-Substitution, 217–22, 238

want class verbs, 251–2, 253
weather it see referential it
wh-clauses, 71, 75, 78
wh-clefts see pseudocleft sentences
wh-interrogatives, 58–9
Wh-Movement, 152–5
wh-pronouns, 29
wh-words, 58–9, 60
word classes, 25
determinatives, 27, 28, 31, 50–1, 106, 177–9
interjections, 47
intersective gradience, 278–80
syntactic features, 182
see also adjectives; adverbs; conjunctions;
  nouns; prepositions; verbs
word endings
  adjectives, 31–2
  adverbs, 43–4
  nouns, 26–7
  plural, 27
  verbs, 33–4, 125–7
word level analysis, 55–7
word order, 4–5
  Adjuncts, 21, 114
  auxiliary verb combinations, 42, 143–4
  Complements, 114
  Indirect Objects, 19
  marked, 57–8
  Subject–auxiliary inversion, 39, 41, 58, 150–1, 152, 265
word order (Continued)
unmarked, 57
see also information packaging; movement
word-forms, 24–5
words, notion of, 24–5
X-bar syntax, 100–23
  Adjuncts, 108–15

  cross-categorial generalisations, 115–17, 181
  Heads, Complements and Specifiers, 100–8
  see also I-node
  yes/no interrogatives, 58
  yes/no questions, 61
  zero-bar projections, 104