The background of the slide is a composite image. On the right side, there is a complex network graph with numerous nodes of various colors (blue, red, orange, yellow, purple, black) and a dense web of grey lines connecting them. On the left side, there is a field of small, dark grey dots, resembling a starry sky or a sparse data set. A white rectangular box is positioned in the center-left, containing the title and author information.

Tutorial – session 8

Eva Sirlinger

Agenda

Feedback response

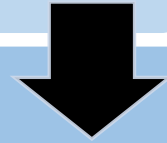
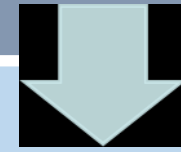
Recap

Warm-up game

More Syntax

Exercises

Time for Questions



Feedback response

- Summary sheets are a great suggestion. Maybe we could do them at the end of this semester for your future studies and future first semesters as they are not that helpful for this semester.
- A short introduction to the topic at the beginning is definitely important.
- Feedback to you: you are part of creating that positive, relaxed atmosphere and part of the learning process through the exercises and by asking questions. Thank you!

Recap

- How do we know that the word *dog* is a noun?
- What are sentences, clauses and phrases?
- Which types of phrases do we distinguish?
- What are constituency tests good for? Which constituency tests do you know?
- What is the difference between a complement and an adjunct?

Warm-up game

- One sentence about what you did during the holidays, e.g. I ate cookies.
- The next person analyses the sentence according to the syntactic forms, e.g. NP VP NP
- And so on 😊



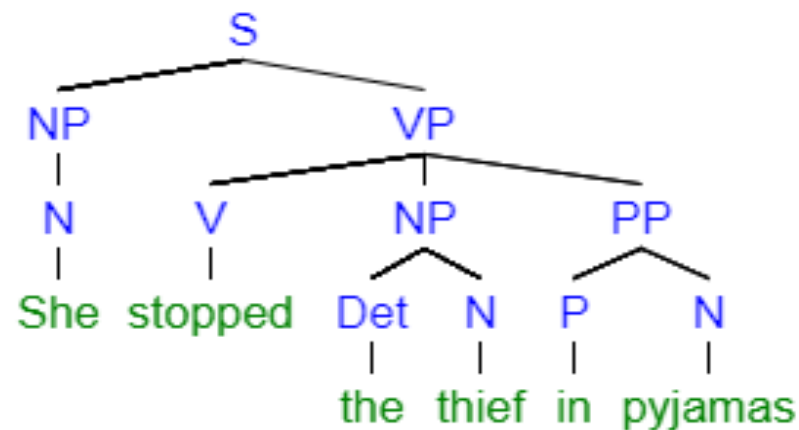
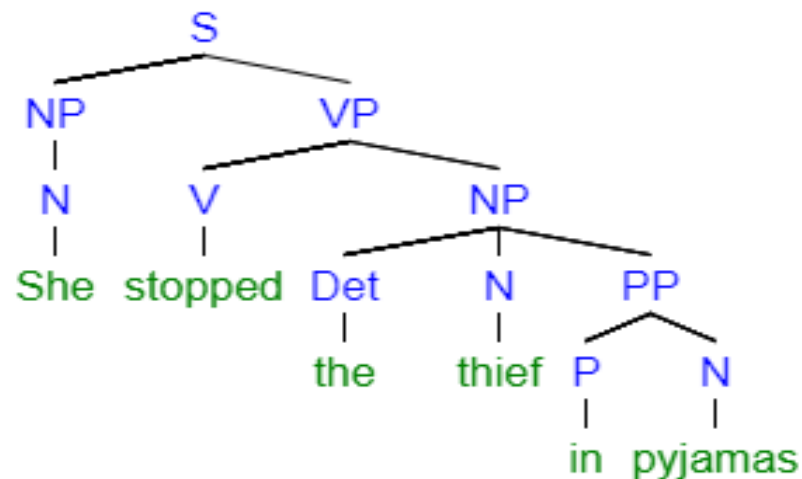
More Syntax

- Semantic roles:
AGENT, PATIENT, THEME, INSTRUMENT, RECIPIENT/ BENEFICIARY,
EXPERIENCER, MANNER, PLACE, TIME
- Three different levels of analysis:
 1. syntactic form (NP,VP,PP,AdjP,AdvP), 2. syntactic function (Subject, Predicate, Object, Complement, Adjunct), 3. semantic roles
- Valency: Verbs define how many complements/arguments they require. Verbs can be monovalent, divalent, trivalent

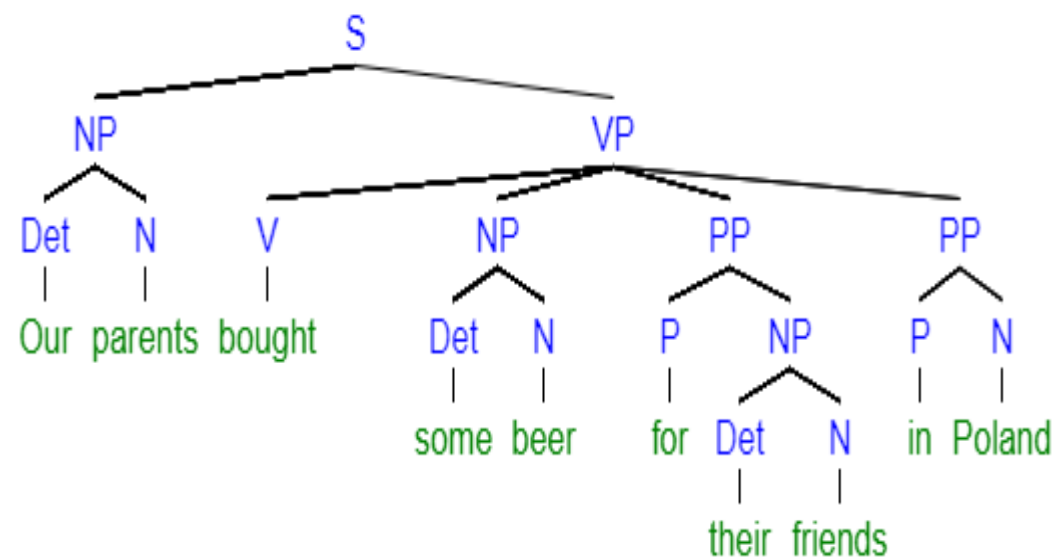
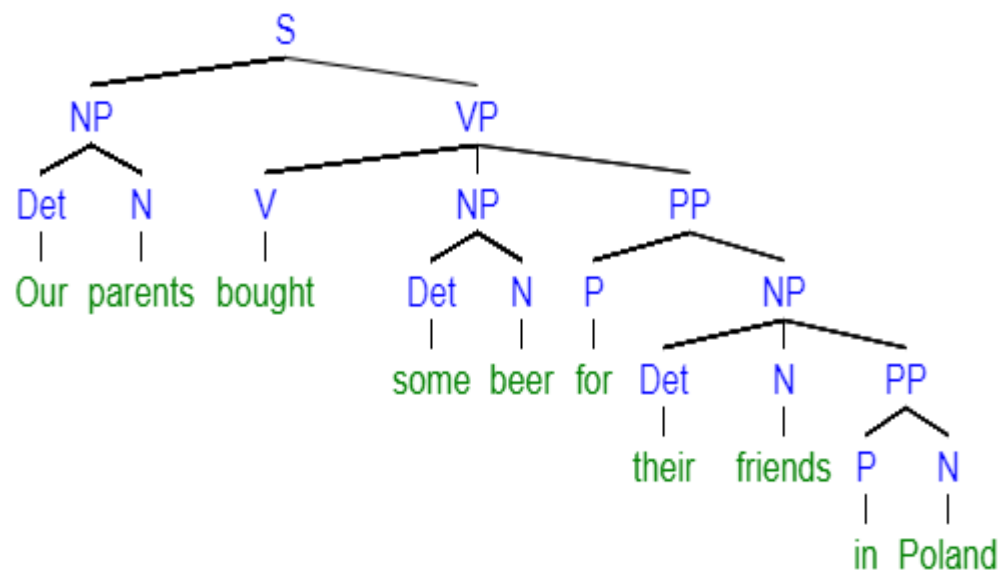
Exercises

- Show the structural ambiguity in the following sentences with tree diagrams ([Syntax Tree Generator \(mshang.ca\)](http://mshang.ca/SyntaxTreeGenerator)) :
 - a) She stopped the thief in pyjamas. b) Our parents bought some beer for their friends in Poland.
- Specify the semantic roles of the underlined constituents:
 - a) The farmer wrote a letter. b) She used a sharp knife to chop the onions. c) I sent Hannah the letter. d) Susan heard the song. e) John and Linda play in the park. f) Ella took the train on Sunday.

a) She stopped the thief in pyjamas:



b) Our parents bought some beer for their friends in Poland.



- a) The farmer wrote a letter. - AGENT
- b) She used a sharp knife to chop the onions. - INSTRUMENT
- c) I sent Hannah the letter. – RECIPIENT/BENEFICIARY
- d) Susan heard the song. - EXPERIENCER
- e) John and Linda play in the park. - LOCATION
- f) Ella took the train on Sunday. - TIME

First new year
questions
anyone?

