NPFL006 Introduction to Formal Linguistics – homework 2

– assigned November 5, 2021, **due November 19, 2021**

– please send your answers to sevcikova@ufal.mff.cuni.cz

– 4 tasks, max. 2 points each; max. 8 points in total

To complete the tasks, observe the syntactic behavior of the verb *to browse* in the following random sample of sentences extracted from the British National corpus:

1. *The browser will also < browse > documentation notes .*

2. *Fur and cashmere clad women stride past their street vending fellows hurrying to the seductive warmth of the elegant Estee Lauder store , or to < browse > perhaps in Galerie Lafayette and Benetton .*

3. *The dump , close to the cowshed that provides people here with milk , is < browsed > by fowls and pigs , which rummage among the poisoned wastes .*

4. *By a remarkable coincidence this book arrived on my desk for review a matter of weeks after I had first seen it and < browsed > through it in a bookshop in Kathmandu .*

5. *Open seven days a week with a late night to 8pm on Thursdays , Sunday is one of the busiest days , mainly because the whole family can come in and < browse > .*

6. *Those who have n't would do well to < browse > the informative manual – an impressive publication liberally sprinkled with graphic illustrations of the program 's functions and various points to note .*

7. *The remainder of the evening is yours to < browse > among the antiques and chat with the experts .*

8. *Jamie was looking a little fragile and they < browsed > through coffee and a restrained bottle of house red for the first hour .*

9. *According to the itinerary Wednesday was a rest day but after a half-hearted attempt at < browsing > around the Keswick shops we decided that the call of the fells was too strong to resist and headed for the Langdales .*

10. *Seeking to remedy this sad state of affairs , I < browsed > my way around the bookshop from floor to floor , upstairs and down and in and out of little book-filled rooms that the owners themselves may have forgotten about.*

11. *The elephant drivers are often encouraged by tourists or tour operators to move in very close to < browsing > rhinos , on occasion surrounding them .*

12. *I < browse > among her dreams .*

13. *If the dinosaur did , after all , live on dry land , then the long neck could have usefully functioned to allow the animal to < browse > the high foliage of trees (see p. 116) .*

14. *During this time I < browsed > the bookstores , and resisted the temptation to steal two or three interesting volumes , among them De Gaulle 's foreign policy monograph .*

15. *The leaves of trees , grasses , and plant roots return direct to the soil or through the guts of grazing or < browsing > animals .*

16. *Of the pelagic animals , some fish < browse > directly upon the plankton , as do the baleen whales , which concentrate upon the euphausiids and copepods .*

17. *Demersal fish < browse > this carpet ; the sea-bed in high latitudes supports many more species of fish than surface waters .*

18. *The predominant tree of the Australian savannah (' bush ') is the eucalyptus , which is < browsed > in particular by the koala .*

19. *Above : An Atlantic Trumpetfish < browses > on the reef .*

20. *She read interior design magazines , < browsed > for hours in department stores comparing the textures and colours of fabrics .*

1. (2 points)
Based on the above corpus sample, describe the valency potential of the verb *to browse* by proposing a valency frame or – if the verb behaves differently in different contexts – by proposing multiple valency frames.
Briefly justify your solution.
Use the valency approach and terminology of Functional Generative Description. Explain which of the frame's items is an argument vs adjunct and which of them are obligatory vs optional. If you need a semantic role that has not been discussed, introduce your own.

2. (2 points)
Find two different (direct or close) equivalents of the verb *to browse* in a different language you speak and propose a valency frame (or valency frames) for each of them.
Exemplify each valency frame with a sentence.

3. (2 points)
For the first sentence from the British National Corpus listed above, draw a deep-syntactic tree that represents the meaning of this sentence. Label the nodes of the tree with lemmas, grammatemes, and semantic role labels.

4. (2 points)
If grammatemes are removed from the deep-syntactic tree drawn in the previous task, what other sentences would correspond to this tree?
Write two such sentences.