

# 09 - Complementation versus Modification

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09 -  
Complementation  
versus  
Modification

Nick Riches

5 min HW

answers

Complementation

Completing sent.

Comps v Mods (a)

Difference

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Comps other wds

Comps of adj.

Comps of Ns

Recap on term.

Recap

Comps v Mods (b)

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Comps & Lex.Rep.

Predictable?

Lemma & Lex.

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1. Dr Who remembered [ the sonic screwdriver *NP* ]
2. Dr Who remembered  
[ that she had left her sonic screwdriver behind *Clause* ]
3. Dr Who remembered  
[ to bring her sonic screwdriver *Infinitival Clause* ]
4. Dr Who remembered  
[ how to kill a Dalek *Wh-word+Infinitival Clause* ]
5. Dr Who remembered  
[ what fun it was killing Daleks! *Exclamative Clause* ]

5 complements (5 different ways to **complete** the sentence)

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# Completing sentences

1. A: Dr Who remembered.
2. B: Remembered what?
3. A: Dr Who remembered [ the sonic screwdriver *NP* ]

and...

1. X: Jeanine filled the car
2. Y: With what?
3. X: Jeanine filled the car [ with Petrol *PP* ]

and...

1. P: Jack is proud.
2. Q: Of What?
3. P: Jack is proud [ of his essay *PP* ]

# Completing sentences

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Narrow definition of 'complement': **Cs** and **Co**

1. She seems **happy**<sub>Cs</sub>
2. I want bond **dead**<sub>Co</sub>

Broader definition: 'ways of completing the sentence'.

Determined by particular word, e.g. *remember*

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# Difference between Complements and Modifiers

Complements: They are obligatory. Sentence sounds odd without them.

Modifying phrases: They are optional. They feel “added on”.

Two types of modifying phrases, Adverbials, and Postmodifiers

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Od, Oi, Co, Cs

Phrasal complements ...

1. Amy **dropped** [ the pen *NP* ]
2. Jack **painted** [ the roof *NP* ] [ bright red *Adj.* ]
3. Jack **smashed** [ the vase *NP* ] [ into pieces *Prep. Phrase* ]

## Clausal complements (i.e. mini sentences)

1. Jack **said** [ that he was hungry *Clause* ]
2. Magda **alleged**  
[ that Carter was seeing another woman *Clause (with "that")* ]
3. Angie **told** [ Mel *NP* ]  
[ that she was seeing another woman *Clause (with "that")* ]

Clausal complement takes on the same function as the equivalent Phrase, e.g.

1. Angie **told** [ Mel  $NP = Oi$  ] [ something  $Od$  ]
2. Angie **told** [ Mel  $NP = Oi$  ]  
[ that she was seeing another woman  $Clause = Od$  ]

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## Complements of **Adjectives**

1. Jack is **afraid** [ of pigeons *PP* ]
2. Jack is **afraid** [ for his friend *PP* ]
3. Jack is **afraid** [ that pigeons will get him  
*Clause (with "that")* ]
4. Annie is **surprised** [ by Greg's behaviour *PP* ]
5. Annie is **surprised** [ at Greg's behaviour *PP* ]
6. Annie is **surprised** [ that Greg came late  
*Clause (with "that")* ]
7. Mei Lin is **disappointed** [ by the news *PP* ]
8. Mei Lin is **disappointed** [ about the news *PP* ]
9. Mei Lin is **disappointed** [ that Greg came late  
*Clause (with "that")* ]

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# Complements of nouns

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## Complements of **Nouns**

1. Donna's **belief** [ in fairies *PP* ] is amusing
2. Anna's **fear** [ of lamp posts *PP* ] is puzzling
3. The **destruction** [ of the temple *PP* ] shocked the tribes of Israel

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**Phrases** = Groups of words **which behave as a whole**.

**Functions** = A label to describe the **syntactic role** which phrases play in a sentence.

1. **The sweets** were given to all those with perfect marks

**Argument** = Essential Participants in the event/situation described by the verb

**Complement (narrow definition)** = post-verbal argument which serves to modify either the Subject or Object.

**Complement (broader definition)** = A phrase which “completes” the sentence. It is chosen by a particular word, and comes after that word.

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1. [ Next Tuesday *Adverbial* ] we'll sell our house [ with any luck *Adverbial* ]
2. The house [ at the end of the street  
*PP acting as Post-Modifer* ] was for sale
3. The house [ that was at the end of the street  
*Clause acting as Post-Modifer* ] was for sale

# Adverbials and Post-modifiers

Both types of modifying phrases are optional.

Adverbials are also moveable

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# Focus on adverbials

1. Adverb = a single word which tends to sit in the verb complex and modifies the verb, e.g.

*She [ **quickly** *ran* *Verb Complex* ] to the shops*

2. Adverbial = a phrase (often containing multiple words) which sits at the sentence periphery, and modifies the entire sentence, e.g.

*[ *Next Tuesday* *Adverbial* ] we'll sell our house [ *with any luck* *Adverbial* ]*

# Function of adverbials

1. MANNER: She walks [ with a slight limp ]
2. PLACE: She plays cricket [ in the park ]
3. TIME: [ On Tuesday ] she sold the house

# Function of adverbials

Discourse functions, e.g.

## 1. CHANGING TOPIC:

[ Anyway ], have you heard the news about Ruth?

## 2. EXPRESSING LOGICAL RELATIONSHIPS:

[ However ], she still couldn't lift heavy weights. (NB the sentence **CONTRADICTS** information in the preceding discourse, e.g. *She trained hard. **However** she still couldn't lift heavy weights*).

## 3. EXPRESSING AN OPINION:

[ In my opinion ] we should treat syntactic difficulties using recasts



# Function of adverbials

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Type	Examples	Example and <i>discourse function</i>
Clearly identifiable adverb (-ly ending)	Honestly, frankly, fortunately, unfortunately, amazingly, surprisingly, admittedly, actually, apparently	<b>Apparently</b> Anne's going out with Sam <i>This sentence is hearsay</i>  <b>Surprisingly</b> , no one was hurt <i>This sentence contains surprising information</i>
Single-word, but without adverb morphology	So, anyway, well, then	<b>Anyway</b> , have you heard the news? <i>This sentence changes the topic</i>  <b>Well</b> you're the one who started it! <i>This sentence contains obvious information</i>
Multi-word phrase	In fact, that said, having said that, in my opinion, as I see it, be that as it may, for crying out loud, between you and me, you see, I mean	<b>In my opinion</b> , this country is going to the dogs <i>This sentence represents my opinion</i>  <b>For crying out loud</b> , stop playing the drums! <i>This sentence contains a criticism</i>

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# Function of adverbials

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Type	Examples	Example and <i>discourse function</i>
Expressing a logical relationship	CONTRADICTION: however, nonetheless, nevertheless, that said, having said that	Jessica Ennis is quite short. <b>However</b> , she can jump very high <i>This sentence contradicts an underlying assumption (that short people can't jump high)</i>
	REINFORCEMENT: moreover, what is more, furthermore	The food is beautiful. <b>Furthermore</b> , it's not that expensive <i>This sentence reinforces an underlying argument / assumption, e.g. that we should go there for dinner</i>
	CONSEQUENCE / LOGICAL DEDUCTION: consequently, therefore, thus	

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Can be either a Prepositional Phrase or a clause:

1. The man [ with the hat *PP* ] lost his wallet
2. The man [ who was wearing a hat *Clause* ] lost his wallet
3. The man [ ~~who was wearing a hat~~ *Reduced clause* ] lost his wallet

# Distinguishing between complements and modifiers

1. The teacher [ of mathematics *PP* ] [ with red hair *PP* ] just won the lottery
2. \*The teacher [ with red hair *PP* ] [ of mathematics *PP* ] just won the lottery

# Distinguishing between complements and modifiers

1. The teacher [ of mathematics *PP* ] [ with red hair *PP* ] just won the lottery
2. \*The teacher [ with red hair *PP* ] [ of mathematics *PP* ] just won the lottery
3. Jeanine filled the car [ with petrol *PP* ] [ on Tuesday *PP* ]
4. \*Jeanine filled the car [ on Tuesday *PP* ] [ with petrol *PP* ]

# Distinguishing between complements and modifiers

1. The teacher [ of mathematics *PP* ] [ with red hair *PP* ] just won the lottery
2. \*The teacher [ with red hair *PP* ] [ of mathematics *PP* ] just won the lottery
3. Jeanine filled the car [ with petrol *PP* ] [ on Tuesday *PP* ]
4. \*Jeanine filled the car [ on Tuesday *PP* ] [ with petrol *PP* ]
5. Jack is proud [ of his achievements *PP* ] [ with good reason *PP* ]
6. \*Jack is proud [ with good reason *PP* ] [ of his achievements *PP* ]

# EXERCISE

Add the propositional phrases to the sentences. Which are complements?

1. Jenny is worried
2. I stared at the painting
3. I have believed
4. The book was left on the bus

in ghosts

about the interview

since childhood

of poetry

by Van Gogh

according to Jack

with the red cover

of sunflowers

# EXERCISE

1. Jenny is **worried** about the interview according to Jack
2. I stared at the **painting** of sunflowers by Van Gogh
3. I have **believed** in ghosts since childhood
4. The **book** of poetry with the red cover was left on the bus

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# Are complements predictable from meaning?

1. I hope [ that you won't miss the train ]
2. I imagine [ that he was very angry ]
3. I believe [ that he's in a relationship ]

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# Are complements predictable from meaning?

1. I **like** [ that you don't get down about stuff that plus clause ]
2. ?? I **admire** [ that you don't get down about stuff that plus clause ]

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# Are complements predictable from meaning?

The answer is that the word **specifies its own syntactic behaviour**.

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# The lemma (and the lexeme)

## How errors provide evidence for two-stage model

	1	2	3
Concept	✓	✓	✓
1. Lemma (semantics)	Mis-selection	✓	✓
2. Lexeme (word form)	✓	Mis-selection	Partial
Articulation	✓	✓	x

Semantic  
Substitution  
Crossword  
→ Jigsaw

Phonological  
substitution/  
malapropism  
concubine →  
porcupine

TOT  
effects

# The lemma (and the lexeme)

Badecker et al. (1995) - ability to report gender independent of ability to name word

## How errors provide evidence for two-stage model

	1	2	3	4
<b>Concept</b>	✓	✓	✓	✓
<b>1. Lemma</b>	Mis-selection	✓	✓	✓
<b>2. Lexeme</b>	✓	Mis-selection	Partial	X
<b>Articulation</b>	✓	✓	X	X
	Semantic Substitution Crossword → Jigsaw	Phonological substitution / malapropism concubine → porcupine	TOT effects	Patient Dante

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Look at the following speech errors. What does this say about the integration between (a) planning the structure of the sentence, and (b) inserting words in sentences, and (c) producing phonemes.

1. I'm a weekend for maniacs.



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Badecker, W., Miozzo, M., & Zanuttini, R. (1995). The two-stage model of lexical retrieval: Evidence from a case of anomia with selective preservation of grammatical gender. *Cognition*, 57(2), 193–216.