Linguistic Theory Evaluation and Comparison Based on a Universal Database of Ungrammatical Sentences:
The Framework

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(Accepted September 30th, 2015)

1. Introduction

It is well known in linguistics that some strings of words can be accepted, whereas others cannot. This can be illustrated, using even the same set of words as in (1a-b) (an asterisk* indicates that a given string of words cannot be accepted).

(1) a. the boy chased the girl
   b. *boy the girl chased the

The string of words in (1a) is judged as acceptable or grammatical by native speakers of English, while that in (1b) is as unacceptaible or ungrammatical. The fact of ungrammaticality has led to the recognition that it is necessary to construct a valid theory of syntax, i.e., word combinations to create grammatical sentences only (e.g., Chomsky, 1957). Consequently, linguists have advanced their theorizing of human language by observing, describing, and explaining ungrammatical sentences. Ungrammatical sentences such as (1b) have been regarded as particularly important because we can infer from them what part of our knowledge of language in the individual mind/brain, which is called I-language (“i” for individual, internal, and intensional, compared to extensional) (Chomsky, 1986), is responsible to the fact that a given string of words is not acceptable. In other words, ungrammatical sentences can be interpreted as the result of the violation of some grammatical rules or principles in our head.

The task of linguists within any particular theoretical framework is to observe ungrammatical sentences as in (1b), describe what rules or principles govern the fact of ungrammaticality, and explain why those rules or principles exist at all in human language. Another way of saying it is that a comprehensive model/theory of language, if any, should be able to generate all the grammatical sentences in any particular language, excluding all the ungrammatical ones. Whatever your theory of language is, it must account for every single ungrammatical sentence. In other words, it has to predict which strings of words are unacceptable.

There are (at least) two problems with pursuing the ideal theory. One is that in the previous research, a database of ungrammatical sentences available to any researchers has rarely been explored. As a result, it has been likely that linguists create their own sentences for their analyses. This causes a common criticism that in spite of being said “scientific,” linguistics lacks data reliability (see Sprouse & Almeida, 2012 for a review).
One reason is that the acceptability of a sentence can be \textit{gradient} from speaker to speaker (see, e.g., Fanselow, Féry, Vogel, & Schlesewsky, 2006). Consider the following pair of sentences, for instance:

\begin{enumerate}
\item[(2)] a. *Who do you expect stories about to terrify John \hfill (Chomsky, 1973: 249, (94b))
\item[(2)] b. Of which car did they believe the driver to have caused a scandal? \hfill (cf. Chomsky, 2008: 153)
\end{enumerate}

In (2a-b), \textit{wh}-phrases (i.e., \textit{who} and \textit{of which car}) are extracted from the embedded subjects (i.e., \textit{stories about} and \textit{the driver}). Although both sentences were used as the illustration of a linguistic analysis called \textit{subject island} from which an element cannot be extracted, a speaker, Chomsky, judged the sentence in (2a) as unacceptable and the sentence in (2b) as acceptable. In order to present a linguistic analysis falsifiable by further data, it is ideal to use such a sentence that every native speaker judges as ungrammatical.

Another problem has to do with the fact that there are a variety of linguistic theories based on different aspects of human language. Theories of language rely on (and are interested in) different sets of data as the empirical bases for their analyses, as is often the case with generative grammar and cognitive linguistics. Generative grammar (see, e.g., den Dikken, 2013; Carnie, Sato, & Siddiqi, 2014) deals with highly formal or abstract properties as the “core” aspect of language, putting aside figurative expressions as the “peripheral” aspect of language. On the other hand, cognitive linguistics (see, e.g., Geeraerts, 2006; Geeraerts & Cuyckens, 2007) bases its theorizing on the figurative nature of language, for instance, metaphors and metonymy. Hence, it is highly difficult to compare linguistic theories and decide which is the most valid.

The goal of the current study is to resolve these two problems by exploring a database of sentences whose ungrammaticalness is to be quantitatively justified by the sufficient number of native speakers of particular languages, and establishing the theoretical framework within which linguistic theories can be compared and evaluated in terms of how each of them explains ungrammatical sentences. The subsequent sections are organized as follows. In Section 2, I propose a universal database of ungrammatical sentences for theory evaluation and comparison. In Section 3, as a demonstration of theory evaluation, generative grammar and cognitive linguistics are compared in terms of how they account for the ungrammaticality relating to anaphora and the so-called \textit{that}-trace effect. Section 4 discusses the theoretical implications of the current study, and Section 5 concludes the paper.

\section{Proposal}

The database to be explored in the current study is \textit{universal} for the following three reasons. A first reason is that ungrammatical sentences can be collected from any particular languages such as Japanese and English. Thus, we can create databases of ungrammatical sentences in any languages like the Ungrammatical Sentences in Japanese (USJ) database and the Ungrammatical Sentences in English (USE) database. A second reason is that the ungrammaticalness of each collected sentence can be experimentally examined by native speakers of any languages. To overcome the problem of data reliability, we can conduct quantitative experiments with native speakers, using psycholinguistic techniques such as questionnaire, self-paced reading, and eye-tracking reading (see, e.g., Ferreira, 2005). A final reason for why the database is universal is that its results can be made open to linguists for their analyses taking any approaches to human language. For example, generative
grammar and cognitive linguistics have constructed their theories on the basis of different sets of the empirical
data, as pointed out above. However, ungrammatical sentences to be listed up in the database should be ones
that have to be accounted for within any theoretical frameworks such as generative grammar, cognitive
linguistics, simpler syntax, construction grammar, and so forth (see Borsley & Borjars, 2011; Carnie, Sato, &
Siddiqi, 2014 for comprehensive summaries of those frameworks).

In what follows, I propose possible pieces of the information that should at least be included in the
database.

**Source**
Source information such as author names, years of publication, article/book titles, cities of publication,
publisher names/journal titles is included in the database as in (3).

(3) Example of source information

Chomsky, Noam

(1973)

Conditions on transformations. In: Stephen R. Anderson and Paul Kiparsky (eds.),
* A Festschrift for Morris Halle*, pp. 232-286

New York

Holt, Rinehart and Winston

This makes it easy for researchers to refer back to the article and book in question when they use the database
for their analyses.

**Sentences**
Ungrammatical sentences collected from articles and books are listed up in the database with their
individual numbers and page numbers in the articles and books as in (4).

(4) Example of sentence information

* Who do you expect stories about to terrify John

(94b)

p. 249

These kinds of information are useful for researchers to cite the sentences in their studies. If applicable, the
names of phenomena are also helpful to sort out sentences of interest for analysis (e.g., Wh-*question* in the case
of (4)). It is important to include the grammatical counterparts in the database as long as they are available
in the articles and books under consideration. The reason is that we can obtain insights into the ungram-
maticality by comparing ungrammatical sentences with their grammatical counterparts.

**Experimental Results**
The results of psycholinguistic experiments are included in the database in order to resolve the issue of data
reliability of each ungrammatical sentence. A variety of techniques such as questionnaire, self-paced reading, and eye-tracking reading are available to conduct experiments. For example, in the simplest case we can ask the experimental participants about their acceptability of a sentence, using a questionnaire with “yes” (i.e., acceptable) and “no” (i.e., unacceptable) answers. The results can be summarized in terms of the technique used, the number of participants, and the number of responses, for example, as in (5).

(5) Example of experimental information

Questionnaire (acceptable versus unacceptible)
30 participants
28 unacceptable responses

In addition to the experimental results in (5), the information about participants such as ages, genders, cities of birth, language experiences, and so on is also useful for researchers to judge whether or not the ungrammaticalness of the sentence in question is reliable for their analyses.

Including such kinds of information as seen in (3)–(5), a database can be constructed for any particular language. As a demonstration, I created a sample USE (Ungrammatical Sentences in English) database in Appendix below, collecting unacceptable strings of words (i.e., ungrammatical sentences) in English (and their grammatical counterparts, if available) from three books: Kayne, Leu, and Zanuttini (2014); den Dikken (2013); and Geeraerts and Cuyckens (2007). The first book deals with syntax in general, and the second and third ones are specifically about generative grammar and cognitive linguistics, respectively, which are the two linguistic theories to be evaluated and compared below. The procedure for constructing such a database as Appendix is as follows:

(6) Steps to construct a database

i. To collect ungrammatical sentences (and their grammatical counterparts) from articles and books.
ii. To list up source information such as author names, years of publication, article/book titles, cities of publication, and publisher names/journal titles.
iii. To list up sentence information such as individual numbers and page numbers in the article and book in question and, if applicable, the names of phenomena.
iv. To conduct the relevant experimentation for data reliability, and list up the experimental results such as the techniques used, the numbers of participants and of responses.

Firstly, we collect ungrammatical sentences from articles and books of linguistics. Secondly, source information is listed up in the database as Author(s), Year, Title, City of Publication, Publisher/Journal Title show in Appendix. In addition, sentence information should be also included as seen in Sentence, Number, and Page in Appendix. Finally, we should design the relevant experiments to guarantee the data reliability, and list up the experimental results in the database. The simplest possibility is acceptability judgments only with “yes” and “no” answers. That is, we would ask the experimental participants to judge whether the sentences in Appendix are acceptable or not.
3. Theory Evaluation and Comparison

In this section, I demonstrate how to evaluate and compare two linguistic theories, using an USE database as in Appendix. The two linguistic theories are the Chomskyan Generative Grammar within the Minimalist Program (Chomsky, 1995 et seq.) and Cognitive Linguistics, a term covering cognitively-oriented approaches such as Cognitive Grammar (Langacker, 1987 et seq.) and the Mental Space theory (Fauconnier, 1994). In this paper, we focus on two out of many phenomena in Appendix, anaphora and the so-called that-trace effect, which will be explained below, for the evaluation and comparison of the two theories. In what follows, I first summarize the underlying assumptions of the two linguistic theories (§ 3.1 and § 3.2), and then evaluate and compare those theories in terms of how their assumptions account for the ungrammaticality relating to anaphora and the that-trace effect (§ 3.3).

3.1. The underlying assumptions of the Minimalist Program

As the underlying assumptions of Generative Grammar within the Minimalist Program (henceforth, MP), we adopt the following technical machinery (see, e.g., Boeckx, 2011; den Dikken, 2013; Carnie, Sato, & Siddiqi, 2014):

(7) Technical machinery in the MP
a. recursive free Merge (or Merge α)
b. interface conditions
c. natural laws

The most fundamental assumption of the MP is that the domain-specific faculty of language is hard-wired in human biology. Recursive free Merge (we call it “Merge α”) in (7a) takes two syntactic objects, X and Y, and forms a set, {X, Y}, containing them without linear order. Merge α is assumed as an only one operation included as virtual conceptual necessity in the initial state of the language faculty (often called Universal Grammar, or UG for short) because such simplest combinatorial operation should be included in every computational system like human language. However, interface conditions in (7b) are imposed on the outcome of Merge α from two language-external systems (sensorimotor and conceptual-intentional) for “sounds” and meanings (these two interfaces are also virtual conceptual necessity in terms of the human mind/brain). Furthermore, the MP assumes that natural laws in (7c) such as Minimal Computation restrict the application of Merge α as well as its outcome.

3.2. The underlying assumptions of Cognitive Linguistics

As the underlying assumptions of Cognitive Linguistics (hereafter, CL), we adopt the following technical machinery among others (see, e.g., Geeraerts, 2006; Geeraerts & Cuyckens, 2007):

(8) Technical machinery in the CL
a. construal
b. categorization
c. analogy (or metaphor)

d. figure and ground

e. mental spaces

The approaches within CL do not assume in advance anything domain-specific to human language, but language is assumed as an interaction of human cognitive ability. Those listed up in (8) are instantiations of the cognitive ability and all domain-general in that they can be used not only in language but also in other cognitive activities such as vision, memory, information processing, and so forth. Construal in (8a) is an ability to view things from different perspectives (e.g., active versus passive voices), categorization in (8b) is an ability of grouping things, and analogy or metaphor in (8c) is an ability to find the similarities between or among things. The figure/ground distinction in (8d) is that humans can perceive things in terms of the distinction between foreground and background, and metal spaces in (8e) are the conceptual regions of information that humans can form freely.

3.3. Evaluation and comparison of the MP and CL: A demonstration

In this paper, as a demonstration, I pick up two phenomena in Appendix and examine how the generative and cognitive linguistic assumptions in (7)–(8) above account for them. The two phenomena are anaphora in (9) and the so-called that-trace effect in (10a-b).

(9) *I saw me (in the mirror).

cf. I saw myself (in the mirror).

(10) a. *Who do you think that will win the prize?

b. Who do you think will win the prize?


In (9), in the same clause the personal pronouns like me cannot be used if they refer back to the subject. Instead, the reflexive pronouns like myself have to be used if they have co-reference with the subject. In (10), if wh-phrase like who is extracted from the embedded subject position, the complementizer that has to be deleted as (b) shows; otherwise, the sentence in question becomes unacceptable as seen in (a).

As for anaphora in (9), the MP assumes an interface condition such as that pronominals like me cannot be linked locally with their antecedent DPs (Determiner Phrases) like I due to their lexical features, excluding the sentence in (9) as ungrammatical. CL, on the other hand, assumes two metal spaces for me (being reflected in the mirror) and I (being physically in front of the mirror) and, interestingly, does not exclude the sentence in (9) as ungrammatical in the relevant contexts (Fauconnier, 1994). This option is impossible in the “standard” Binding Theory (Chomsky, 1981) in which the reflexives like myself and the pronominals like me are in complementary distribution as seen in (9).

For the that-trace effect as in (10), the MP assumes Minimal Computation as a natural law, imposed on computational systems like human language, to restrict the computational domain called a phase (assumed as (at least) vP (little verb Phrase) and CP (Complementizer Phrase)). The ungrammaticality of the sentence in (10a) is accounted for by the existence of the complementizer that as the phase head, C, because due to it, who is forced at this embedded CP phase to transfer to the interfaces and becomes inaccessible to the next
phase, resulting in the computational crash. The grammaticality of the sentence in (10b) is explained by the deletion of the complementizer because thanks to it, there is no problem with derivation by phase (Chomsky, to appear). On the other hand, CL would assume that the complementizer that is not meaningless, as generally assumed in the MP, but indeed meaningful, and that the meaning of that blocks the question formation in the sentence in (10a). Without that, the question formation would be assumed as possible in the sentence in (10b). This kind of appeal to the meaning of that is dubious even if the meaning in question would be any sort.

4. Discussion

In this paper, I have proposed the theoretical framework to (i) construct a universal database of ungrammatical sentences in human languages and (ii) to evaluate and compare linguistic theories in terms of how they can explain each ungrammatical sentence listed up in the database. First, the conception of a universal database has theoretical implications for future research. As demonstrated in English, a database can be constructed for any particular languages, using the procedure summarized in (6) above. A universal database, if any, in which ungrammatical sentences in every language are listed up would be useful to researchers for their analyses because the ungrammaticalness of each sentence in the database would be attested empirically for the problem of data reliability. As pointed out in Section 1 above, it is highly difficult to compare theories of human language because they rely on different sets of data as the empirical evidence for their analyses. For this problem, a universal database can be used as the common measure, and we can compare and evaluate linguistic theories by examining whether each of them accounts for every single ungrammatical sentence. In addition to such between-theory evaluation, we can do within-theory evaluation, and obtain insightful information as to how the theory under consideration should be revised to capture the nature of human language more comprehensively.

Second, the evaluation and comparison of the Minimalist Program (MP) and Cognitive Linguistics (CL) also has theoretical implications. Both the MP and CL have their own limitations to fully explain the fact of ungrammaticality. For the MP, features as the atomic elements of Merge α need to be assumed in order to explain, for example, the selectional restrictions on the two syntactic objects to be merged as seen in the case of anaphora in (9) above. A natural criticism is on how too abstract features such as unvalued features could be motivated empirically and incorporated into the MP assumptions in (7) (cf. Boeckx, 2015). As for CL, we have seen that highly formal or abstract properties are involved in the ungrammaticality as shown in the that-trace effect in (10a-b) above. A natural criticism is on how those properties could be captured only in terms of domain-general cognitive ability as in (8). The MP seeks the most minimal UG under the Strong Minimalist Thesis (SMT): Merge α (UG)+Interfaces=Language (see, e.g., Sauerland & Gärtner, 2007; Almutairi, 2014 for discussions on the SMT). It also pursues a principled explanation for human language by reducing technical stipulations to interface conditions and natural laws as the so-called “third factor.” If Merge α is derived from human cognitive ability in the sense of CL, we could reach a more principled explanation for language beyond the SMT. In order to construct such a new theory of human language, we should critically compare and eventually unify generative and cognitive linguistic insights into the ungrammaticality. Along the same line, future research needs to evaluate and compare other linguistic theories such
as simpler syntax, construction grammar, and so on (for comprehensive summaries of those theories, see Borsley & Borjars, 2011; Carnie, Sato, & Siddiqi, 2014).

5. Concluding Remarks

The theoretical framework has been proposed for (i) the construction of a universal database and (ii) the linguistic theory evaluation and comparison based on ungrammatical sentences in the database. It leads us to explore a new approach to the linguistic theory evaluation and comparison, using the database of ungrammatical sentences as the common measure. For theory construction, the question is which theory is able to capture the largest number of ungrammatical sentences in the database. Although time-consuming, ungrammatical sentences should be collected more thoroughly from as many articles and books as possible to construct a universal database. Once constructed, the database will be available to all linguists for their further inquiry of particular languages and human language in general. Each ungrammatical sentence in the database to be offered in future research is a piece of intriguing puzzles of what human language is like and of what kind of creatures we humans are.

The followings are future issues and suggestions for further research.

**Issue 1: What kinds of data should we analyze to construct a theory of human language?**

As we have seen above, a single data such as anaphora in (9) can be analyzed differently from different perspectives such as the Minimalist Program (MP) and Cognitive Linguistics (CL). Thus, the following kinds of data are worth analyzing in further research:

(11) The relevant kinds of data worth analyzing in future research within the MP and CL
a. The data explainable by the MP but not by CL, such as the *that*-trace effect in (10a-b) above.
b. The data explainable by CL but not by the MP.
   (e.g., *He sneezed the napkin off the table*. (Geeraerts & Cuyckens, 2007: 758, (4)))
c. The data explainable neither by the MP nor by CL.
d. The data predicted as OK (grammatical) by the MP but as NG (ungrammatical) by CL.
e. The data predicted as OK by CL but as NG by the MP, such as anaphora in (9) above.

We should discover those kinds of data in (11) in the database like Appendix and attempt to construct a comprehensive theory beyond (at least) the MP and/or CL.

**Issue 2: What kind of model/grammar should be a valid theory of human language?**

As the MP analysis suggests, we have to assume that the properties of “words” are involved in the un/grammaticality. Since words (or features) are virtual conceptual necessity as the building blocks to create (grammatical) sentences, any linguistic theory should characterize them. As the CL analysis implies, the relevant context (or *usage*) influences the un/grammaticality even if it is intra-sentential. Thus, we have to explicate what kinds of conditions or constraints are imposed on the creation of sentences. Finally, as the data of *that*-trace effect in (10a-b) above show, we have to assume some formal or abstract properties in order to
account for the ungrammaticality. In sum, the followings should be assumed, within any theoretical framework, as a valid theory of human language (or grammar):

(12) The elements indispensable for the architecture of grammar
   a. the properties of words (or features)
   b. the context in which the sentence in question is created
   c. some formal or abstract properties related to sentence structure

The conception of Merge α seems on the right track to account for the fact that we can create any sentences that have never been produced or comprehended. The simplest idea is that we humans can combine any two objects, X and Y, to create sentences. At the same time, however, we cannot ignore the properties of each object (\((12a)\)). Moreover, those properties can be influenced by the context in which they are used (\((12b)\)). Finally, even if \((12a-b)\) are satisfied, the creation of sentences appears to be constrained by its mechanism, which we have called “syntax” (\((12c)\)). The intriguing questions for future research are whether more elements than \((12a-c)\) have to be assumed for a valid theory of human language, and whether those elements in \((12a-c)\) are innate or not (in other words, language-specific or not).

Acknowledgments

This work would never exist without a reviewer, M. I am grateful to her for her always fruitful criticism.

Notes

1. The current paper is an extended version of the manuscript (Yamada, 2015) presented at TL/MAPLL 2015 at Tsuda College on August 5th, 2015. I thank the audience for their valuable comments.
2. In this paper, I use the terms (un)acceptable and (un)grammatical interchangeably. See Sprouse, Schütze, and Almeida (2013) for the recent discussion on those terms.
3. Notice that what is extracted is different in \((2a)\) and \((2b)\) in that it is the complement of the prepositional phrase in the former, while it is the prepositional phrase as a whole in the latter. This may make a difference in judgment. I thank Janet Dean Fodor for her comments on this point during my presentation at TL/MAPLL 2015. Note, however, that I asked several native speakers of English (informally) about the sentence in \((2b)\), and some of them judged it as unacceptable. This reflects the speaker-variability of ungrammaticality after all.
4. The I-language theory of Chomsky (1986 and subsequent work) suggests that our linguistic knowledge may be slightly different from individual to individual even in the same community of a particular language, for example, English. As a consequence, the sentence in \((2b)\) is acceptable for some native speakers of English but unacceptable for others (see footnote 3). It might be the case that every native speaker of English has his/her own differently individualized knowledge of language, which is called grammar. However, it is also the fact that there are sentences that are excluded by English grammar without exception. The string of words in \((1b)\) is an example of those sentences. Using such unexceptionally ungrammatical sentence, we would be able to present a falsifiable linguistic analysis. I thank Douglas Roland for his discussion on this issue with me during my presentation at TL/MAPLL 2015.
5. The way of asking the experimental participants to read ungrammatical sentences has to be well designed; otherwise, they would read sentences, including grammatical ones, always considering the issue of grammaticality, which hinders their normal reading. I thank Chunhua Bai for this point during my presentation at TL/MAPLL 2015.
6. Although the chapters in the three books are extracted from the papers of distinct authors, I specify the citations by the
books' page numbers without reference to those authors (just for simplicity).
7. To construct a more comprehensive database, we have to collect ungrammatical sentences from much more books and articles. In this paper, however, I selected these three books just due to the space limitation.
8. Notice in Appendix below that, in the comparison of the data between the second and third books, generative syntax heavily depends on ungrammatical sentences as the empirical evidence for theory construction. This does not imply that a linguistic theory dependent on ungrammatical sentences is inherently superior to others independent on them. Nevertheless, it suggests that for generative grammar and cognitive linguistics, what is assumed as the "core" data is different.
9. In what follows, we focus on two linguistic theories, generative grammar and cognitive linguistics. This by no means suggests that other framework are not worth considering. For example, functional syntax, a kind of unification of generative and cognitive linguistic insights, may be promising (e.g., Kuno & Takami, 1993, 2007). We also focus on sentences in English as the empirical data. This never means that other languages are not appropriate for theory evaluation and comparison. Depending on the phenomena in question, other languages are much better because it may be the case that the relevant properties for analysis are difficult to surface (i.e., unobservable) in English sentences. This suggests that if the theoretical framework to be offered in the current paper is on the right track, we have to collect ungrammatical sentences in other languages as well in the spirit of a universal database. For now, this is, of course, left for future research.
10. This representative example was extracted from Chomsky (1973) instead of Appendix below.
12. See Rizzi and Shlonsky (2007); Sobin (1987, 2002) for the exceptions to the that-trace effect as in (i-ii), where the insertion of an adverbial expression appears to blind the effect.
   (i)  a. *An amendment which they say that will be law next year
        b. An amendment which they say that, next year, will be law
   (ii) a. *Which doctor did you tell me that had had a heart attack during an operation?
        b. Which doctor did you tell me that, during an operation, had had a heart attack?
        (cf. Kayne, Leu, & Zanuttini, 2014: 391, (83a-b), (84a-b))
14. Cf. Hasegawa (2003) for a syntax-phonology interface account of the that-trace phenomenon, which is consistent with CL.

References


Appendix: A Sample USE (Ungrammatical Sentences in English) Database

Note that the sentences here were extracted (with the notations and italics) only from the numbered examples in the respective books, excluding both the data with no numbers in the main text and the data in notes. Also note that the grammaticality judgments depend on the author(s) of papers in question (an asterisk (*) stands for the unacceptability, a question mark (?) means that the sentence may be unacceptable, and a hash mark (#) means that the sentence is pragmatically infelicitous). The reliability of those judgments should be critically examined with more empirical or experimental evidence. I defer it to future research.

For the following references, the chapter information (underlined) is provided, only if the relevant data are presented in the chapter, instead of the author(s) of each chapter (i.e., paper).

The three books' information is listed up in Table 1. Sentences from Kayne, Leu, and Zanuttini (2014); den Dikken (2013); and Geeraerts and Cuyckens (2007) are listed up in Tables 2, 3, and 4, respectively below. In Tables 2-4, the column of Phenomenon is excluded because the relevant names are not available in some cases. The columns of Expt, Technique, # of Informants, and # of Responses are also excluded, but they should be included in the database eventually with the relevant experimentation in future studies.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>The three books' information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author(s)</td>
<td>Year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Sentences from Kayne, Leu, and Zanuttini (2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence</td>
<td>Number Page</td>
</tr>
<tr>
<td>I met the one who Lucille divorced</td>
<td>23a 17</td>
</tr>
<tr>
<td>*I met the one who Lucille divorced</td>
<td>26a 17</td>
</tr>
<tr>
<td>I met the man</td>
<td>26b 17</td>
</tr>
<tr>
<td>I ate the one Schwartz gave me</td>
<td>24a 17</td>
</tr>
<tr>
<td>*I ate the one Schwartz gave me</td>
<td>24b 17</td>
</tr>
<tr>
<td>I ate the apple</td>
<td>27a 17</td>
</tr>
<tr>
<td>I ate the apple</td>
<td>27b 17</td>
</tr>
<tr>
<td>I bred the small one</td>
<td>25a 17</td>
</tr>
<tr>
<td>I bred the small lion</td>
<td>25b 17</td>
</tr>
<tr>
<td>*I bred the one</td>
<td>28a 18</td>
</tr>
<tr>
<td>I bred the lion</td>
<td>28b 18</td>
</tr>
<tr>
<td>*You see us men</td>
<td>36a 19</td>
</tr>
<tr>
<td>*You see Bill, who is six feet tall</td>
<td>33b 19</td>
</tr>
<tr>
<td>*he didn’t like us Americans</td>
<td>36c 19</td>
</tr>
<tr>
<td>he didn’t insult you Communists</td>
<td>36d 19</td>
</tr>
<tr>
<td>*he didn’t eat the mango, which I bought for him yesterday</td>
<td>34a 19</td>
</tr>
<tr>
<td>*he didn’t write a novel, which was banned as obscene</td>
<td>34b 19</td>
</tr>
<tr>
<td>*no one is a good professor or any</td>
<td>36e 19</td>
</tr>
<tr>
<td>none of us professors is quitting</td>
<td>36f 19</td>
</tr>
<tr>
<td>none of you professors is quitting</td>
<td>36g 19</td>
</tr>
<tr>
<td>*no American, who was wise, remained in the country</td>
<td>35a 19</td>
</tr>
<tr>
<td>*none of the cars, which were Chevrolets, were any good</td>
<td>35b 19</td>
</tr>
<tr>
<td>*they never insulted the men, who were democrats</td>
<td>35c 19</td>
</tr>
<tr>
<td>you troops will embark but the other troops will remain</td>
<td>40a 20</td>
</tr>
<tr>
<td>lets us three men leave first</td>
<td>40b 20</td>
</tr>
<tr>
<td>you, who are troops, will embark but the other troops will remain</td>
<td>41a 20</td>
</tr>
<tr>
<td>lets us, who are three men, leave first; lets us three, who are men, leave first</td>
<td>41b 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>John is easy (difficult) to please</td>
</tr>
<tr>
<td>John is certain (likely) to win the prize</td>
</tr>
<tr>
<td>John is certain (likely) to win the prize</td>
</tr>
<tr>
<td>John’s being easy (difficult) to please</td>
</tr>
<tr>
<td>John’s being certain (likely) to win the prize</td>
</tr>
<tr>
<td>John’s amusing (interesting) the children with his stories</td>
</tr>
</tbody>
</table>
Linguistic Theory Evaluation and Comparison Based on a Universal Database of Ungrammatical Sentences

*John's sinlessness (difficulty) to please
John's certainty (likelihood) to win the prize
John's amusement (interest) of the children with his stories
John's eagerness to please
John's certainty that Bill will win the prize
John's amusement at (interest in) the children's antics
John's being eager to please
John's being certain that Bill will win the prize
John's being amused at (interest in) the children's antics
The question whether John should leave.
The prospects are for peace.
The plan is for John to leave.
The excuse that John had left.
The question whether John should leave.
The prospects for peace.
The plan for John to leave.
The excuse that John had left.
The question whether John should leave is why Bill stayed.
The prospects for peace are for a long delay.
The plan for John to leave is that Bill should stay.
The excuse that John had left was that Bill should stay.

Chapter 4
I believe [a the dog is hungry].
I believe [a the dog to be hungry].
The dog is believed [a is hungry].
The dog is believed [a to be hungry].
Who do [S you think X [S Alice said Y [S we saw Z]]?]
What did [S you hear [NP the claim X [S John said Y]]?]
The candidates each hated the other(s).
The candidates each expected the other(s) to win.
The candidates each expected that the other(s) would win.
The candidates hated each other.
The candidates expected each other to win.
The candidates expected that each other would win.
The candidates each expected [S PRO to defeat the other].
The candidates expected to defeat each other.
The men each expected [S the soldier to shoot the other].
The men expected the soldier to shoot each other.
What did he wonder where John put.
What crimes does the FBI know how to solve.
What crimes does the FBI know whether to solve.
How does the FBI know what crimes to solve.
What books does John know to whom to give.
To whom does John know what books to give.
John knows what books to give to whom.
John knows to whom to give what books.
John knows what John saw.
Who did he expect Bill to see.
Who did he find Bill's picture of.
Who did you see a picture of.
Who did you hear stories about.
What do you write articles about.
What do you generally receive requests for.
Who did you hear stories about a picture of.
What do you receive requests for articles about.

Chapter 5
John is taller than Mary is.
John is taller than I heard the claim that Mary is.
John is taller than you think Mary is.
*What did John complain that he had to do this evening
*What did John quip that Mary wore
*Who did he murmur that John saw
Mary isn't the same as [she was five years ago]
Mary isn't the same as [John believes [Bill's claim [that she was five years ago].]]
*Mary isn't the same as [John believes [Bill's claim [that she was five years ago].]]
Mary isn't the same as [I wonder whether she was five years ago].
Mary isn't different from [she was five years ago]
Mary isn't different from [what John believes [Bill's claim [that she was five years ago].]]
Mary isn't different from [what I wonder [whether she was five years ago].]

*Mary isn't different than [what John believes [Bill's claim [that she was five years ago].]]
*Mary isn't different than [what I wonder [whether she was five years ago].]

Chapter 7
Did that John showed up please you?
Did that please you?
Such things that he reads so much doesn't prove.
Such things it doesn't prove.
Although that the house is empty may depress you, it please me.
Although this outcome may depress you, it please me.
*That for Bill to smoke bothering the teacher is quite possible.
*Although that the house is empty may depress you, it please me.
*Did that John showed up please you?
*What does that he will come prove?
It doesn't prove such things.
Such things it doesn't prove.
That he reads so much doesn't prove such things.
Such things that he reads so much doesn't prove.
That John has blood on his hands proves that Mary is innocent.
It proves that Mary is innocent that John has blood on his hands.
How likely is that John will come?
The children are always late shows the necessity of discipline.
The necessity of discipline is shown by that the children are always late.
What did [that John saw] surprise Mary.
What is important? Love is.
What is important? That we work harder is.
Who is nice? John is.
Who is nice? *John, he is.

Chapter 8
Who was she wondering where they should seat?
Your brother, to whom I wonder which stories they told.

Chapter 9
I believe to have made a mistake.
I told him where for her to go.
She's looking for someone with whom for her child to speak.
I told him where to go.
She's looking for someone with whom to speak.
*Who would you prefer for to leave first?
*Who did you think that had married her?
*They seem for to speak English.
They seem that they speak English.
It would be a pity for something to happen to him.
It would be a pity for to leave now.
Something to happen to him would be a pity.

Chapter 10
*I like the dog that is Zhangsan that bought.'
*The book that it was yesterday that Zhangsan bought a very good.'
*That it is tomorrow that Zhangsan will come does not matter.'
*It is Zhangsan that it is tomorrow that will come.'
*Who is it Zhangsan that beat?*
*He wonders who it is Zhangsan that beat.'
*Who is it Lisie that believes that beat him?*
*The man that stole what was caught?*
*The book that you did not buy why is very good?*
*That Zhangsan married whom is a real pity?*
*That Zhangsan married whom, you know?*
*Books that who wants to buy are most expensive!*

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1a 86
1b 86
1c 86
42a 92
42b 92
42c 92
52a 95
52b 95
52c 95
52d 95
56a 96
56b 96
56c 96
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63a 98
63b 98
63c 98
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75a 100
75b 100
75c 100
75d 100
2a 109
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3a 109
3b 109
4a 109
4b 109
2a 110
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3a 110
3b 110
4a 110
4b 110
5a 111
5b 111
6a 111
6b 111
41a 116
41b 116
43 116
44a 116
44b 116
45a 117
45b 117
2a 122
3b 122
3a 137
11 139
12 139
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31a 141
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33a 141
33b 141
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25b 160
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"You want to see movies that he filmed when?" 37 161
"You like articles in which I criticize who?" 38 161
What did you wonder who bought? 47 163
Who did you wonder what bought? 48 163
Who bought what? 49 163
Who wonders where we bought what? 50 163

Chapter 11
*e will come 1b 171
*e will come Gianni 2b 171
*Who, do you think that e will come? 3b 171
*Who do you believe that will come? 84b 183
*I believe that will come somebody 85b 183

Chapter 13
I showed Mary herself. 2a 204
*I showed herself Mary. 2b 204
I presented/showed Mary to herself. 3a 204
*I presented/showed herself to Mary. 3b 204
I showed Mary herself. 3a 206
*I showed herself Mary. 3b 206
I gave every worker, his paycheck. 3c 206
*I gave its, every paycheck,. 3b 206
Which man, did you send his, paycheck? 3c 206
*Whose, pay did you send his, mother? 3c 206
Who did you give which paycheck? 3d 207
*Which paycheck did you give who? 3d 207
I showed each man the other's socks. 3e 207
*I showed the other's friend each man. 3e 207
I showed no one anything. 3f 207
*I showed anyone nothing. 3f 207
I presented/showed Mary to herself. 5a 208
*I presented/showed herself to Mary. 5a 208
I gave/sent every check, to its, owner. 5b 208
*If I gave/sent his, paycheck to every worker,. 5b 208
Which check, did you send to its, owner? 5c 208
*Which worker, did you send his, check to? 5c 208
Which check did you send to who? 5d 208
*Whom did you send which check to? (*To whom did you send which check?) 5d 208
I sent each boy to the other's parents. 5e 208
*I sent the other's check to each boy. 5e 208
I sent no presents to any of the children. 5f 208
*I sent any of the packages to none of the children. 5f 208

Chapter 15
*John like not Mary. 2a 236
*Likes he Mary? 3a 236
John kisses often Mary. 4a 237
John often kisses Mary. 4c 237
My friends love all Mary. 5a 237
My friends all love Mary. 5c 237
*To speak hardly Italian after years of hard work means you have no gift for languages. 38a 240
*To look often sad during one's honeymoon is rare. 38b 240
*To lose completely one's head over pretty students is dangerous! 38c 240
*To forget almost one's name doesn't happen frequently. 38d 240
I believe John to often be sarcastic. 39a 240
I believe John to often sound sarcastic. 39b 240
(!) I believe John to be often sarcastic. 39c 240
*I believe John to sound often sarcastic. 39d 240
The English were then said to have never have had it so good. 39e 240
The English were then said to have never have had it so good. 39f 240

Chapter 17
I would do that in no case. 26a 269
*In no case I would do that. 26b 269
In no case would I do that. 26c 269

Chapter 18
He doesn't know whether to go to the movies. 3a 279
*He doesn't know if to go to the movies. 3b 279
He doesn't know whether he should go to the movies. 53 280
He doesn't know if he should go to the movies. 54 280

If you had not left, he would have been a lot happier. 61 280
*Whether you had no left, he would have been happier. 62 280
John knows how to get oneself elected. 94 287
John knows the best way to get oneself elected. 95a 287
John knows the best way of getting oneself elected. 95b 287

Chapter 20
*It cowed a calf. (cf. A cow had a calf. A cow calved.) 11a 319
*It marred a foal. (cf. A mare had a foal. A mare foaled.) 11b 319
*It dusted the horses blind. (cf. The dust made the horses blind. The dust blinded the horses.) 11c 319
*It Churchill the wine into bottles. (cf. A machine got the wine into bottles. A machine bottled the wine.) 11d 319
He shelved the books on. (cf. He put the books on a shelf. He shelved the books.) 12a 319
He coralled the horses in. (cf. He put the horses in a corral. He coralled the horses.) 12b 319
He bottled the wine in. (cf. He put the wine in bottles. He bottled the wine.) 12c 319
*She churched her money. (cf. She gave a church her money.) 13a 320
*HeBushed a trim. (cf. He gave a bush a trim.) 13b 320
*They housed a coat of paint. (cf. They gave a house a coat of paint.) 13c 320
*She matted flat. (cf. She flattened some metal.) 17a 322
*He spreade a straight. (cf. He straightened a spear.) 17b 322
They screened clear. (cf. They cleared a screen.) 17c 322

Chapter 22
Who do you think (*that) left? 56 355
*That John left. 82 358

Chapter 24
*A man who I think that k knows this book very well 82a 391
*A man who I think that, this book, k knows very well 82b 391
An amendment which they say that t will be law next year 83a 391
An amendment which they say that, next year, t will be law 83b 391
*Which doctor did you tell me that I had had a heart attack during an operation? 84a 391
*Which doctor did you tell me that, during an operation, I had had a heart attack? 84b 391
*Who do you think [? that [t will win the prize]]? 88a 391
*Who do you think [? 0 [t will win the prize]]? 88b 391
Who did you see? 106a 393
*Who you see? 106b 393
*Who did see you? 107a 393
Who saw you? 107b 393

Chapter 28
*It was expected PRO to shave himself. 4a 453
*John thinks that it was expected PRO to shave himself. 4b 453
*John's campaign expects PRO to shave himself 4c 453
John expects PRO to win and Bill does too. (= Bill wins) 4d 453
*John, told Mary, PRO, to wash themselves/each other. 4e 453
The unexpected expects PRO to get a medal. 4f 453

Only Churchill remembers PRO giving the BSt speech. 4g 453
*Only Churchill remembers himself giving the BSt speech. 5a 453
Only Churchill remembers the BSt speech. 5b 453
*We never expected [PRO, to appear to t, that [... 25 456
*We were expected [t, to appear to t, that [... 26 457
The shit seems [t have hit the fan. 28a 457
There seems [t be a man in the garden. 28b 457
*The shit expects [PRO to hit the fan. 29a 457
*There expects [PRO to be a man in the garden. 29b 457

Chapter 32
"He, hit Jakamarra,'s dog. 2a 517
"Jakamarra,'s dog bit him, " 2b 518

Chapter 33
I predicted that John would marry Susan, and marry Susan/her."Anne he will. 16 541
I predicted that John would marry Susan, and marry he will the woman he loves. 17 541
*... and marry he will Susan/her. 18 541
*I predicted that John would look at Susan and look at he will the woman he loves. 20 541

Toshiyuki YAMADA
Table 3 Sentences from den Dikken (2013)

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Number</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>*John’s easiness to please</td>
<td>4a</td>
<td>12</td>
</tr>
<tr>
<td>John’s eagerness to please</td>
<td>4b</td>
<td>12</td>
</tr>
<tr>
<td>John is eager for us to please</td>
<td>5a</td>
<td>12</td>
</tr>
<tr>
<td>*John is eager for us to please [*with John as the object of please.]</td>
<td>5b</td>
<td>12</td>
</tr>
<tr>
<td>to please John is easy</td>
<td>6a</td>
<td>12</td>
</tr>
<tr>
<td>*to please John is easy</td>
<td>6b</td>
<td>12</td>
</tr>
<tr>
<td>it is easy to please John</td>
<td>7a</td>
<td>12</td>
</tr>
<tr>
<td>*it is eager to please John [*unless it is referential]</td>
<td>7b</td>
<td>12</td>
</tr>
<tr>
<td>Chapter 2</td>
<td></td>
<td></td>
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<tr>
<td>he met his wife in Italy</td>
<td>34a</td>
<td>44</td>
</tr>
<tr>
<td>*he met in Italy his wife</td>
<td>34b</td>
<td>44</td>
</tr>
<tr>
<td>*Irv and someone were dancing, but I don’t know who Irv and were dancing</td>
<td>49</td>
<td>49</td>
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<tr>
<td>Irv and someone were dancing, but I don’t know who</td>
<td>50</td>
<td>49</td>
</tr>
<tr>
<td>*we want for to win</td>
<td>5b</td>
<td>51</td>
</tr>
<tr>
<td>*John read what?</td>
<td>58</td>
<td>55</td>
</tr>
<tr>
<td>Guess who bought what?</td>
<td>59</td>
<td>56</td>
</tr>
<tr>
<td>*Guess who bought?</td>
<td>60</td>
<td>56</td>
</tr>
<tr>
<td>Chapter 3</td>
<td></td>
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<tr>
<td>the man who is tall is in the room</td>
<td>2a</td>
<td>63</td>
</tr>
<tr>
<td>*the man who tall is in the room?</td>
<td>2b</td>
<td>63</td>
</tr>
<tr>
<td>Is the man who is tall in the room?</td>
<td>2c</td>
<td>63</td>
</tr>
<tr>
<td>Chapter 4</td>
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<tr>
<td>*How do you wonder [why Mary left t]</td>
<td>2</td>
<td>97</td>
</tr>
<tr>
<td>*you wanna John go there</td>
<td>5a</td>
<td>100</td>
</tr>
<tr>
<td>cf. you want John to go there</td>
<td>5b</td>
<td>100</td>
</tr>
<tr>
<td>you wanna go there</td>
<td>5c</td>
<td>100</td>
</tr>
<tr>
<td>cf. you want PRO to go there</td>
<td>5d</td>
<td>100</td>
</tr>
<tr>
<td>*Who do you wanna go there?</td>
<td>5e</td>
<td>100</td>
</tr>
<tr>
<td>cf. Who, do you want t, to go there</td>
<td>5f</td>
<td>100</td>
</tr>
<tr>
<td>Mary is certain t to leave</td>
<td>8</td>
<td>102</td>
</tr>
<tr>
<td>*Mary is certain t will leave</td>
<td>9a</td>
<td>102</td>
</tr>
<tr>
<td>the belief Mary to be likely t will leave</td>
<td>9b</td>
<td>102</td>
</tr>
<tr>
<td>??What do you wonder [why John bought t]</td>
<td>12a</td>
<td>104</td>
</tr>
<tr>
<td>??What do you like [Mary’s picture of t]</td>
<td>12b</td>
<td>104</td>
</tr>
<tr>
<td>*Mary wondered which picture of Tom, he, liked</td>
<td>17a</td>
<td>106</td>
</tr>
<tr>
<td>What did John read without filing?</td>
<td>23a</td>
<td>108</td>
</tr>
<tr>
<td>Who read without filing?</td>
<td>23b</td>
<td>108</td>
</tr>
<tr>
<td>??What do you wonder why John bought?</td>
<td>28a</td>
<td>111</td>
</tr>
<tr>
<td>What do you wonder John bought?</td>
<td>28b</td>
<td>111</td>
</tr>
<tr>
<td>*What do you wonder why John bought?</td>
<td>28c</td>
<td>111</td>
</tr>
<tr>
<td>*Which argument that John, is a genius did he, believe?</td>
<td>29a</td>
<td>111</td>
</tr>
<tr>
<td>Which argument that John, made did he, believe?</td>
<td>29b</td>
<td>111</td>
</tr>
<tr>
<td>*What evidence that each other,’s friends brought up in court did the lawyers, refuse to talk about?</td>
<td>30a</td>
<td>111</td>
</tr>
<tr>
<td>the lawyers, refused to talk about the evidence that each other,’s friends brought up in court</td>
<td>30b</td>
<td>111</td>
</tr>
<tr>
<td>??*What did John fall asleep [after Mary had bought]?</td>
<td>31</td>
<td>111</td>
</tr>
<tr>
<td>Who did you tell that she should buy what?</td>
<td>36a</td>
<td>114</td>
</tr>
<tr>
<td>??What did you tell who that she should buy?</td>
<td>36b</td>
<td>114</td>
</tr>
<tr>
<td>Chapter 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*the man who, that I know t</td>
<td>2d</td>
<td>125</td>
</tr>
<tr>
<td>*the book [about which], that he spoke t,</td>
<td>2d</td>
<td>125</td>
</tr>
<tr>
<td>Chapter 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*writes books</td>
<td>18a</td>
<td>173</td>
</tr>
<tr>
<td>the boy writes books</td>
<td>18b</td>
<td>173</td>
</tr>
<tr>
<td>*the boys writes books</td>
<td>18c</td>
<td>173</td>
</tr>
<tr>
<td>*Cara, started her[self], to ride a bicycle [cf. Cara started PRO to ride a bicycle, TY]</td>
<td>24</td>
<td>175</td>
</tr>
<tr>
<td>Who did you think that Cara would propose that we send to France?</td>
<td>33a</td>
<td>179</td>
</tr>
<tr>
<td>*Who did you think that Cara would propose that we send to France?</td>
<td>33b</td>
<td>179</td>
</tr>
<tr>
<td>discuss (<em>frankly/openly</em>) one’s child/the problem (frankly/openly) talk (frankly/openly) to one’s child/about the problem (frankly/openly)</td>
<td>35a</td>
<td>181</td>
</tr>
<tr>
<td>…that he (was on time/is on time/be on time) to be on time</td>
<td>43a</td>
<td>186</td>
</tr>
<tr>
<td>he tried (to leave/leaving/*is leaving/*will leave)</td>
<td>44a</td>
<td>186</td>
</tr>
<tr>
<td>Chapter 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I consider [Ted the cause of our problems]</td>
<td>25a</td>
<td>246</td>
</tr>
<tr>
<td>*I consider [the cause of our problems Ted]</td>
<td>25b</td>
<td>246</td>
</tr>
<tr>
<td>Ted is the cause of the problems</td>
<td>26a</td>
<td>246</td>
</tr>
<tr>
<td>the cause of our problems is Ted</td>
<td>26b</td>
<td>246</td>
</tr>
<tr>
<td>Ted is considered the cause of our problems</td>
<td>27a</td>
<td>247</td>
</tr>
<tr>
<td>*the cause of our problems is considered Ted</td>
<td>27b</td>
<td>247</td>
</tr>
<tr>
<td>I consider Ted to be the cause of our problems</td>
<td>28a</td>
<td>247</td>
</tr>
<tr>
<td>I consider the cause of our problems to be Ted</td>
<td>28b</td>
<td>247</td>
</tr>
<tr>
<td>Ted is considered to be the cause of our problems</td>
<td>29a</td>
<td>247</td>
</tr>
<tr>
<td>the cause of our problems is considered to be Ted</td>
<td>29b</td>
<td>247</td>
</tr>
<tr>
<td>*the professor appears that it was expected to have finished the course</td>
<td>30</td>
<td>250</td>
</tr>
<tr>
<td>*What did you ask who said that we should bring?</td>
<td>37</td>
<td>252</td>
</tr>
<tr>
<td>Chapter 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*happiness ate the apple [requiring metaphoric interpretation, TY]</td>
<td>3</td>
<td>267</td>
</tr>
<tr>
<td>*John hit</td>
<td>11a</td>
<td>275</td>
</tr>
<tr>
<td>*Mary elapsed the time</td>
<td>11b</td>
<td>275</td>
</tr>
<tr>
<td>*John are dinner the fork</td>
<td>11c</td>
<td>275</td>
</tr>
<tr>
<td>the ship sank (<em>to collect the insurance</em>)/*by the torpedo</td>
<td>28a</td>
<td>287</td>
</tr>
<tr>
<td>the ship was sunk (to collect the the [sic] insurance)/*by the torpedo</td>
<td>28b</td>
<td>287</td>
</tr>
<tr>
<td>*physics knows easily</td>
<td>30a</td>
<td>288</td>
</tr>
<tr>
<td>*the wall hits easily</td>
<td>30b</td>
<td>288</td>
</tr>
<tr>
<td>the glass broke</td>
<td>36a</td>
<td>291</td>
</tr>
<tr>
<td>John broke the glass</td>
<td>36a</td>
<td>291</td>
</tr>
<tr>
<td>Mary danced</td>
<td>37a</td>
<td>291</td>
</tr>
<tr>
<td>*John danced Mary</td>
<td>37b</td>
<td>291</td>
</tr>
<tr>
<td>the broken glass</td>
<td>38a</td>
<td>291</td>
</tr>
<tr>
<td>*the danced girl</td>
<td>38b</td>
<td>291</td>
</tr>
<tr>
<td>John broke the safe open</td>
<td>39a</td>
<td>291</td>
</tr>
<tr>
<td>*Mary danced tired (on the reading: Mary danced until she became tired as a result)</td>
<td>39b</td>
<td>291</td>
</tr>
<tr>
<td>John ate porridge for an hour/*in an hour</td>
<td>46a</td>
<td>295</td>
</tr>
<tr>
<td>John ate five apples in an hour/*for an hour</td>
<td>46b</td>
<td>295</td>
</tr>
<tr>
<td>John ate at the apple</td>
<td>71a</td>
<td>315</td>
</tr>
<tr>
<td>John hit at the table</td>
<td>71b</td>
<td>315</td>
</tr>
<tr>
<td>*John destroyed at the city</td>
<td>71c</td>
<td>315</td>
</tr>
<tr>
<td>John broke the stick/*the stick broke</td>
<td>72a</td>
<td>315</td>
</tr>
<tr>
<td>John ate the apple/*the apple ate</td>
<td>72b</td>
<td>315</td>
</tr>
<tr>
<td>John destroyed the city/*the city destroyed</td>
<td>72c</td>
<td>315</td>
</tr>
<tr>
<td>John hit the table/*the table hit</td>
<td>72d</td>
<td>315</td>
</tr>
<tr>
<td>John broke the vault open/*into pieces</td>
<td>73a</td>
<td>315</td>
</tr>
</tbody>
</table>
Chapter 10
I regard Julia as wise (wisdom/being wise/*wise) is a desirable attribute
it is important that students are unionized
it is important for students to appear to be unionized
it is important that people be unionized
it is important for it to appear that students are unionized
it is important to appear that students are unionized
it seemed that John was wrong without [*PRO/it seeming that Mary was right]*
if a house, is going to last, PRO, not (to be/being) built on sand is a prerequisite
if it, is going to last, PRO, not (to be) built on sand is a prerequisite
if it, is going to be obvious that we’re the right people, PRO, (to be/being) evident that we know what we’re doing is important
if *it*, is going to be obvious that we’re the right people, PRO, *(to seem/seeing)* that we know what we’re doing is important
*it’s likelihood that Julia will arrive on time is a relief*
*its rain bothered us*
*its appearance that Julia has already left is a relief*
Mary considers that [an island/*Schiermonnikoog]*
John is in [London/*a good mood]*
I consider John in [??London/*a good mood]*
I don’t know who, the culprit was t, (if it wasn’t Jennifer)
*I don’t know [which student], the culprit was t*,
*I don’t know what, the cause of the riot was their announcement of t,*

Ahab is the best man for the job, isn’t he/*it?*
The best man for the job is Ahab, isn’t he/*it?
The winners were Federer and Williams, *( weren’t they/ wasn’t it?)*
Federer and Williams were the winners, even though they don’t look */them/*
John guessed the winner of the Oscar for best actress before I guessed */it/ her*
John guessed the winners before the committee announced */it/ them/*
John is the one thing that I want a man to be—honest
The one thing that I want a man to be—honest— is John
The one thing that I want a man to be honest.

There are sympathetic nurses and callous nurses; which kind of nurse is Mary?
Mary is the first kind of nurse.
There are sympathetic nurses and callous nurses; give me an example of the second kind of nurse.
Mary is the second kind of nurse.
The second kind of nurse is Mary.

*Is not the least of Upali’s enemies Sri Lanka’s prime minister, Ranasinghe Premadasa?*

[Which pictures of himself/*]/, did John, think Bill, liked t,?
[criticize himself/*], John thinks Bill, never will t, [prove of himself/*], John thinks Bill, will never be t, [as a genius, I would hesitate to regard him]
[a genius, I would hesitate to regard him as]
[How proud of himself/*, does Bill, regard John, as?]*

Chapter 11
*he slept [the man] *
*he slept [that John was afraid of cats]*
*he recommended Sue *
*John recognized in the mirror *
*Bill slept it (meaning: ‘Bill slept’) *
it seems that John speaks Swahili
John will show Sue, herself, *(in the mirror)*

*John will show herself, Sue, (in the mirror)*
*John will show Sue, to herself,*
*the Italian invasion of Albania *
*the invasion Italian of Albania*

Peter kissed [an extremely pretty girl]*
*Extremely pretty*, Peter kissed a t, girl*
Peter kissed [a girl with red hair]*
[With red hair], Peter kissed a girl t, *
*Whoose did kiss sister*
*Who did you kiss-se sister?*
*Whose sister did you kiss?*

*How, do you think he is [t, dependent on his sister]?*
*How dependent on his sister? do you think he is?*
[How heavily], do you think he is [t, dependent on his sister]?
[How heavily dependent on his sister] do you think he is?

Chapter 12
*John not see Mary *
*John does not see Mary *

John is usually often obliged to stay home
*John is often usually obliged to stay home*
the book that, tomorrow, I will give to Mary
*the book that, to Mary, I will give tomorrow*
*this is the man I think that will sell his house next year*
*this is the man who I think that, next year, will sell his house*
*this is the man who I think that, his house, will sell next year*

Chapter 13
fearful of Bill *
*fearfully of Bill*

honestly I am unfortunately unable to help you
*happily I am honestly unable to help you*
fortunately, he had evidently had his own opinion of the matter
evidently, he had evidently had his own opinion of the matter
*clearly John probably will quickly learn French perfectly*
*probably John clearly will quickly learn French perfectly*
*probably he once had a better opinion of us*
*once he probably had a better opinion of us*
*he was then certainly at home*
*he was certainly then at home*

Chapter 14
John often kisses Mary
*John kisses often Mary*
*John did kiss Mary (did unstrained, non-contrastive)*

Whom, did John persuade t, [ to visit whom, ] *
*Whom, did John persuade whom, [ to visit t, ]*
*there is likely [someone to be in the room]*
*there is likely [to be someone in the room]*
*I expected [someone to be in the room]*
*I expected [t, to be someone in the room]*

Chapter 15 (*italics in the examples indicate that two terms are to be coconstructed.* (p.516))
*George loves him.*
even Bill hates Bill’s mother
crazy Bill hates (crazy) Bill’s mother
*the man who he praised t left town*
*the man who his mother praised t left town*
*the man who praised his mother left town*
*his mother loves everyone*
everyone loves his mother
John loves everyone.* Mary likes him/theem too.*

the men [sic] love themselves/each other/*them
the men expected that they/*each other/*themselves would be happy
the men expected themselves/each other/*them to be happy

Toshiyuki YAMADA

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the men expected me to love them/*each other*/ themselves/ each other
they/*themselves*/each other implicated themselves/ each other
PRO, to praise himself/*him*/the guy, would upset
John,
PRO, to praise *himself*/him*/the guy, would upset John,
Mary saw a*Bill’s description of herself
Melito thinks that she is smart
Melito lifted her book
*Melito forgave her
Paul praised himself/*him*/
Esther expects herself/*her*/to win
Sam seems to himself/*him*/to be smart
Parish praised himself/*him*/
Thory thinks that she/*herself*/is smart
*Look! It’s himself. (Accompanied, perhaps, by pointing gesture)
*Alice introduced John to each other’s accountant(s)
Charlotte introduced Emily to their accountant
the boys expect each other to be honorable
the boys read each other’s*/their*/theirs*/themselves*/books
Chapter 16
*Kim, seemed for Pat to believe — to know the answer
Which artist, do you admire paintings by —, to sell the best?
*/*Which artist, do you expect paintings by —, to sell the best?
it was easy for Jones to force Smith to leave
Smith was easy for Jones to force to leave
it was easy for Jones to expect Smith to leave
*Smith was easy for Jones to expect to leave
there is likely to be a riot
*there decided to be a riot
the governor decided to withdraw the resources from the program
*the crisis decided to withdraw the resources from the program
the police’s appearance (to the protesters) to stay calm
*Kim’s consideration of Pat to be a good role model
the police’s intention to stay calm
the police’s appeal to the protesters to remain calm
Which senator did she persuade the staff of to give her an internship?
*Which senator did she expect the staff of to give her an internship?
the DA proved none of these defendants to be guilty
during any of the trials
*the DA proved none of these defendants was guilty
during any of the trials
Mary, said that her professor, decided —, to apply for a grant
Mary, said that her professor, wondered whether —, to apply for a grant
John prayed to Athena to take care of herself/*himself*/
Pat persuaded Kim to run the race
Kim was persuaded by Pat to run the race
Kim promised Pat to run the race
*Pat was promised by Kim to run the race
Chapter 17
I expect Mary to come/*comes*/
I hope that Mary comes/*come*/
Mary is/*was*/coming
*Mary are/*were*/coming
Mary does not help
*Mary do not helps
Does Mary help?
*Do Mary helps?
John helps and Mary does too
*John helps and Mary do too
five linguists are/*is*/in the room
there are/*is*/five linguists in the room
five linguists seem/*seems*/to be in the room
*there seem/*seems*/to be five linguists in the room
*there seem/*seems*/to some linguists that agreement is a fascinating topic
(Compares: it seems to some linguists that agreement is a fascinating topic)
there seem/*seems*/to be five linguists in the room
*there seem/*seems*/to some linguists that five linguists are in the room
(Compares: it seems to some linguists that five linguists are in the room)
Mary is a linguist/*linguists*/
they are linguists/*a linguist*/
*John seems/*has*/solved the problem
John seems*/to have solved the problem
*it seems*/that*/John has solved the problem
I believe she has solved the problem
I believe she has solved the problem
I believe*/that*/she has solved the problem
that Chris will declare bankruptcy is unfortunate
*Chris to declare bankruptcy would be unfortunate
(PRO) to declare bankruptcy would be unfortunate
for Chris to declare bankruptcy would be unfortunate
Chapter 18 (ec: empty category, or a trace)
Who would you approve of my seeing er?
*Who would you approve of my seeing er?
*Who would you approve of my seeing er?
*Who would you approve of my seeing er?
*Who would you approve of my seeing er?
*Who would you approve of my seeing er?
*Who would you approve of my seeing er?
*Who would you approve of my seeing er?
*Who would you approve of my seeing er?
*Who would you approve of my seeing er?
*Who would you approve of my seeing er?
*Who would you approve of my seeing er?
*Who would you approve of my seeing er?
*What did John | work/paint this picture | whistle etc? | 24a 668
*Which letter did John break a glass before/after writing etc? | 24b 668
Who do you think | that John invited etc? | 26a 669
Who do you think | *(that) etc* invited Mary? | 26b 669
Who would you prefer | *(for) etc* to invite? | 27a 669
Who would you prefer | *(for) etc* to invite Mary? | 27b 669
John will be invited | 29a 670
Will John be invited? | 29b 670
*Be John will be invited? | 29c 670
John seems to be invited | 30a 671
*John seems that it/there will be invited | 30b 671
*How do you think that he behaved etc? | 31a 671
*How do you wonder why he behaved etc? | 31b 671
*How don't you think that he behaved etc? | 31c 671
*How did he deny that he behaved etc? | 31d 671
*How do few people think that he behaved etc? | 31e 671
*How does only Mary think that he behaved etc? | 31f 671
it is to go home every evening that John prefers | 39a 677
*it is to go home every evening that John seems | 39b 677
*it is to go home every evening that John seems | 39c 677
John likes Mary | 47a 683
Mary, John likes t, | 47b 683
*John, t, likes Mary | 47c 683
John, likes t, | 50a 683
John likes himself | 50b 683
nobody believes that this will happen | 51a 684
that this will happen, nobody believes that | 51b 684
*this will happen, nobody believes | 51c 684
John, said that Bill, likes pictures of himself, | 52a 684
John, said that pictures of himself, Bill, likes | 52b 684
John, said that Bill, would never criticize himself, | 53a 684
John, said that criticize himself, Bill, never would | 53b 684

**Chapter 19**

*John read the long book and I read the short -- | 1 702
I didn't think there would be many linguists at the party, but there were| 3a 704
I didn't think there would be a linguist at the party, but there were| 3b 704
*they attended a lecture on a Balkan language, but I don't know which they | 11a 706
ED attended a lecture on carpentering, but I don't know | 11b 706
what MARY did

*Abby DOES want to hire someone who speaks GREEK, but I don't remember what kind of language she | 12a 707
*Ben will be mad if abby talks to Mr. Ryberg, and guess who CHUCK will | 12b 707
*they got the president and 37 Democratic Senators to agree to revise the budget, but I can't remember how many Republican ones they DIDN'T | 12c 707
*Abby DOES want to hire someone who speaks GREEK, but I don't remember what kind of language she | 13a 707
*Ben will be mad if abby talks to Mr. Ryberg, and guess who CHUCK will | 13b 707
*they got the president and 37 Democratic Senators to agree to revise the budget, but I can't remember how many Republican ones they DIDN'T | 13c 707
*Sally will stand near Mag, but he won't HOLLY | 15a 708
*I know which woman FRED will stand near, but I don't know which woman YOU will | 15b 708
*while Holly didn't discuss a report about every boy, she did every girl | 16a 708
I know which woman HOLLY will discuss a report about, but I don't know which woman YOU will | 16b 708
*while Doc might claim that O. J. Berman had read his book, he wouldn't the paper | 17a 708
I know which book DOC might claim O. J. Berman had read, but I don't know which book PERRY might | 17b 708
*Which films did he refuse to see, and which ones did he agree? | 18a 709
*these films he refused to see and those he agreed | 18b 709
*I know the films he refused to see and the ones he agreed to see a movie executive refused to see every film, and an intern agreed | 18c 709
*to show, and a | 18d 709
John might seem to enjoy that, and Fred might do too | 20a 709
*although we don't know what John might read, we do know what Fred might do | 20b 709
*Injustices, he rights, but books he doesn't | 21 710
*Emily was beautiful at the recital and her sister will too | 23a 711
Emily was beautiful at the recital and her sister will be beautiful at the recital, too | 23b 711
*Joe was murdered, but we don't know who | 26a 712
*someone murdered Joe, but we don't know who by | 26b 712
John didn't see anyone, but Mary did *but Mary did see someone | 27 713
John didn't see anyone, but Mary did | 27a 713
I could find no solution, but Holly might *but Holly might find no solution | 29a 713
they arrested Alex, even though he, thought they wouldn't | 30a 714
*they arrested Alex, even though he, thought they wouldn't arrest | 30b 714
*Moby Dick was being discussed and War and Peace was being too | 31a 714
Moby Dick was discussed and War and Peace was | 31b 714
*Mag Wildwood came to read Fred's story and I also came to | 35 716
*You shouldn't play with rifles, because to is dangerous you shouldn't play with rifles, because it's dangerous to | 36a 716
36b 716
*Mary was told to bring something to the party, so she asked Sue what to | 37a 716
John wants to go on vacation, but he doesn't know when to | 37b 716
*Mary must be a successful student, and they say Frances must too | 38a 716
*Mary must be a successful student, and they say Frances may too | 38b 716
decorating for the holidays is easy if you know how | 58a 724
=how (to decorate for the holidays)
=how (decorating for the holidays)
*I'll try fix the car if you tell me how | 58b 724
=how (to fix the car)
=*how (I'll fix the car)
I remember meeting him, but I don't remember when | 58c 724
=when (I met him)
=*when (meeting him)
*they're jealous, but it is unclear who | 60a 725
*Joe was murdered, but we don't know who | 60b 725
*last night he was very afraid, but he couldn't tell us what | 60c 725
they're jealous, but it is clear of who | 61a 725
Joe was murdered, but we don't know by who | 61b 725
last night he was very afraid, but he couldn't tell us of what | 61c 725
*it was painted, but it wasn't obvious that | 74a 729
*the Pentagon leaked that it would close the Presidio, but no-one knew for sure whether | 74b 729
*Sue asked Bill to leave, but for -- would be unexpected | 74c 729
*somebody stole the car, but they couldn't find the person who | 74d 729
*What did Ernie but? | 81a 731
A banana. | 81b 731
*Bert said that a banana. | 81b 731
the poor deserve our help | 84a 732
*if you have money, you should help the poorer (than you) | 84b 732
A: Look at the poor kitty stuck in the tree! B: That's no poor—he lives there. | 84c 732
*The poors are everywhere in this town! | 84d 732
Chapter 20

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>yesterday John met the woman who was elected two years ago</td>
<td>7a</td>
</tr>
<tr>
<td>two years ago John met the woman who was elected two years ago</td>
<td>7b</td>
</tr>
<tr>
<td>yesterday John said that Mary was elected two years ago</td>
<td>8a</td>
</tr>
<tr>
<td>*two years ago John said that Mary was elected yesterday</td>
<td>8b</td>
</tr>
<tr>
<td>John played baseball when Mary played/ plays soccer</td>
<td>19</td>
</tr>
<tr>
<td>John, will be late, he, said</td>
<td>30a</td>
</tr>
<tr>
<td>*John, would be late, he, said</td>
<td>30b</td>
</tr>
<tr>
<td>he would be late, John said</td>
<td>30c</td>
</tr>
<tr>
<td>*a panda eats leaves at this very moment</td>
<td>35a</td>
</tr>
<tr>
<td>*the baby walks (as I speak)</td>
<td>35b</td>
</tr>
<tr>
<td>*Sue reads a novel at this moment</td>
<td>35c</td>
</tr>
<tr>
<td>a panda eats leaves</td>
<td>36a</td>
</tr>
<tr>
<td>Sue studies at the library</td>
<td>36b</td>
</tr>
<tr>
<td>*the baby walks</td>
<td>36c</td>
</tr>
<tr>
<td>when the train arrived, Fred met Mary</td>
<td>42a</td>
</tr>
<tr>
<td>*when the train arrived, Fred meets Mary</td>
<td>42b</td>
</tr>
<tr>
<td>*when the train arrives, Fred met Mary</td>
<td>42c</td>
</tr>
<tr>
<td>when the train arrives, Fred will meet Mary</td>
<td>43a</td>
</tr>
<tr>
<td>when the train arrives, Fred would meet Mary</td>
<td>43b</td>
</tr>
<tr>
<td>when the train arrives, Fred will meet Mary</td>
<td>43c</td>
</tr>
<tr>
<td>*when the train arrives, Fred would meet Mary</td>
<td>43d</td>
</tr>
<tr>
<td>Sue arrived when Fred left/ leaves/ will leave</td>
<td>52a</td>
</tr>
<tr>
<td>Sue plays the piano after Mary does a flute solo/ did a flute solo</td>
<td>52b</td>
</tr>
<tr>
<td>John had been laughing</td>
<td>84a</td>
</tr>
<tr>
<td>*John had laughed</td>
<td>84b</td>
</tr>
<tr>
<td>Jack's wife can't be very rich 'it is not possible that Jack's wife is very rich'</td>
<td>92a</td>
</tr>
<tr>
<td>Jack's wife couldn't be very rich 'it is not possible that Jack's wife is very rich'</td>
<td>92b</td>
</tr>
<tr>
<td>John could move his arm yesterday</td>
<td>102a</td>
</tr>
<tr>
<td>*John might move his arm yesterday</td>
<td>102b</td>
</tr>
<tr>
<td>*John should move his arm yesterday</td>
<td>102c</td>
</tr>
<tr>
<td>John left when he could/ can</td>
<td>103a</td>
</tr>
<tr>
<td>John left when he ?might/? may</td>
<td>103b</td>
</tr>
</tbody>
</table>

Chapter 21

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>with no clothes is Sue attractive</td>
<td>1a</td>
</tr>
<tr>
<td>with no clothes Sue is attractive</td>
<td>1b</td>
</tr>
<tr>
<td>With no clothes Sue is attractive, isn't she?</td>
<td>2a</td>
</tr>
<tr>
<td>With no clothes Sue is attractive, isn't she?</td>
<td>2b</td>
</tr>
<tr>
<td>with no clothes Sue is attractive, and/or Mary either/ too</td>
<td>3a</td>
</tr>
<tr>
<td>with no clothes Sue is attractive, and/or Mary too/ either</td>
<td>3b</td>
</tr>
<tr>
<td>we * (didn't) read any books</td>
<td>27a</td>
</tr>
<tr>
<td>I have * (n't) been there yet</td>
<td>27b</td>
</tr>
<tr>
<td>I need * (n't) do that</td>
<td>27c</td>
</tr>
<tr>
<td>I * (didn't) read the book, and John * (didn't) either</td>
<td>27d</td>
</tr>
<tr>
<td>nobody/ somebody lifted a finger</td>
<td>27e</td>
</tr>
<tr>
<td>I didn't drink some wine</td>
<td>30a</td>
</tr>
<tr>
<td>I am * (not) rather ill</td>
<td>30b</td>
</tr>
<tr>
<td>*perhaps John read any books</td>
<td>39</td>
</tr>
<tr>
<td>*he read any of the stories to none of the children</td>
<td>45</td>
</tr>
<tr>
<td>Sam didn't read every child a story</td>
<td>46a</td>
</tr>
<tr>
<td>Sam didn't read every child any story</td>
<td>46b</td>
</tr>
<tr>
<td>John didn't see somebody * John saw nobody</td>
<td>52a</td>
</tr>
<tr>
<td>I am * (not) rather ill</td>
<td>52b</td>
</tr>
<tr>
<td>they * (don't) possibly like spinach</td>
<td>52c</td>
</tr>
<tr>
<td>Mary mustn't leave *Mary doesn't have to leave'</td>
<td>52d</td>
</tr>
</tbody>
</table>

Chapter 22

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>there is a bone in every corner of the room</td>
<td>5a</td>
</tr>
<tr>
<td>*there is a bone which is in every corner of the room</td>
<td>5b</td>
</tr>
<tr>
<td>*every girl, is here and she, wants to study</td>
<td>6a</td>
</tr>
<tr>
<td>*his, mother loves every boy</td>
<td>6b</td>
</tr>
<tr>
<td>some student admires every professor and John does too</td>
<td>23a</td>
</tr>
</tbody>
</table>

*Linguistic Theory Evaluation and Comparison Based on a Universal Database of Ungrammatical Sentences*
Chapter 11

I need to put more soil/dirt/earth in the planter. 7a 274
The soil/dirt/earth is slowly changing color. 7b 274
The bike is near the house. 10a 275
The house is near the bike. 10b 275

Chapter 16

I hear him singing. 7a 406
I hear that he sings/is singing. 7b 406
I hear that he sang/was singing. 7c 406
I hear him being to sing. 7d 406
She married and got pregnant. 12 407
She got pregnant after she married. 13a 407
He ran too hard so (that) he fell down. 13b 407
So (that) he fell down he ran too hard. 13c 407

Chapter 18

Mud oozed onto the driveway. 5a 468
The car oozed onto the driveway. 5b 468
The car started. 6a 469
**Mud started.** 6b 469
Tom pulled strings to get the job. 7a 469
Tom pulled ropes to get the job. 7b 469
Tom grasped strings to get the job. 7c 469
She spilled the beans. 8a 469
She spilled the succotash. 8b 469
Judith danced. 38a 496
Judith danced a kopanica. 38b 496
Judith slept. 39a 496
Judith slept bed. 39b 496
*Judith found. 40a 496
Judith found a 20-dollar bill. 40b 496
Raselas dug his way out of the Happy Valley. 44a 502
The wounded soldiers limped their way across the field. 44b 502
Convulsed with laughter, she giggled her way up the stairs. 44c 502

Chapter 29

He sneezed the napkin off the table. 4 758
The child resembles his father. 10a 766
His father resembles the child. 10b 766
Mary exercises in the living room. 15a 767
The living room is exercised in by Mary. 15b 767
That flea-bitten dog has slept in this bed again. 16a 767
This bed has been slept in again by that flea-bitten dog. 16b 767

Chapter 30

We all wanted to stay at home. 1a 787
We all wanted staying at home. 1b 787
We all kept to play. 2a 787
We all kept playing. 2b 787
She expected him to come. 7a 788
She expected for him to come. 7b 788
She waited him to come. 8a 788
She waited for him to come. 8b 788
She was keen to go. 9 789
She was keen for him to go. 10a 789
She was keen for herself to go. 10b 789

Chapter 31

He walked for two hours. 27a 813
He walked a mile for two hours. 27b 813
He walked in two hours. 28a 813
He walked a mile in two hours. 28b 813

<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>91a</td>
<td>I am loving her. 31a 816</td>
<td>6 143</td>
</tr>
<tr>
<td>91b</td>
<td>I am loving her more and more, the better I get to know her. 31b 816</td>
<td></td>
</tr>
</tbody>
</table>

Chapter 34 (*Italics are used to indicate coreference* (p.891))

Near him, Luke saw a skunk. 1a 891
His mother says John is a wonderful human being. 1b 891
*Near Luke, he saw a skunk. 1c 891
*He says John's mother is a wonderful human being. 1d 891

*I love John's mother. 4 900
I gave John his book. 6a 900
*I gave him John's book. 6b 900
Sally saw John at his sister's house. 6c 900
*Sally saw him at John's sister's house. 6d 901
Ralph showed Samantha a picture of her cat. 8e 901
*Ralph showed her a picture of Samantha's cat. 6f 901
John put a handkerchief in his pocket. 10a 907
In his pocket, John put a handkerchief. 10b 907
*He put a handkerchief in John's pocket. 10c 907
*In John's pocket, he put a handkerchief. 10d 907
Sally thought Sam said she was right. 11a 907
*Sally thought Sam said Sally was right. 11b 907
Sam told Sally that she deserved a better job. 11c 907
*Samantha told that Sally deserved a better job. 11d 907
John breeds tarantulas in his apartment. 13a 908
*He breeds tarantulas in John's apartment. 13b 908
*In John's apartment, he breeds tarantulas. 13c 908
Mr. Green printed an entire book on his printer. 13d 908
*He printed an entire book on Mr. Green's printer. 13e 908
*On Mr. Green's printer, he printed an entire book. 13f 908
Tom Cruise gets framed for murder in his latest movie. 14a 909
*He gets framed for murder in Tom Cruise's latest movie. 14b 909
Rosa is riding a horse in Ben's picture of her. 14c 909
*She is riding a horse in Ben's picture of Rosa. 14d 909
John is described as mild-mannered in his biography. 14e 909
*He is described as mild-mannered in John's biography. 14f 909

*I handed him the contract outside Ralph's office. 18a 910
*Rosa tickled him with Ben's peacock feather. 18b 910
Outside Ralph's office, I handed him the contract. 18c 910
Rosa tickled Ben with his peacock feather. 18d 910

I saw John after he came back from work. 19a 910
*I saw him after John came back from work. 19b 910
Alex called Sue when she was in Chicago. 19c 910
*Alex called her when Sue was in Chicago. 19d 910
John's worst fear is that he might have to sing in public. 22a 912
*His worst fear is that John might have to sing in public. 22b 912
That he might have AIDS worries John. 23a 912
*That John might have AIDS worried him. 23b 912

*She joined a new organization, which paid Sally a lot more money. 24a 913
She joined a new organization, whose members all found Sally to be absolutely delightful. 24b 913
*He found a new insurance company, which promised Mark excellent benefits. 24c 913
He married a former dental hygienist, who clearly thinks Mark is the greatest guy on earth. 24d 913

Chapter 36 (*"the conjunction while, which was previously a noun meaning a length of time" (p.972))

*It was there the same while you were. 20 972
*It was all that while. 22 972
*It was the while very long. 23 972