

Each constituent is perfectly well formed. Don't worry if the deep structure sounds awkward. It's true that we would be unlikely to utter a sentence like this (except in special contexts), but that's not a problem for the theory of transformations. Remember, the deep structure is *not* what we say; it's the structure from which the surface structure is derived.

We also need to show that this rule is applied systematically to other information questions. In each example, the subject is double underlined, the auxiliary verb is single underlined and the "wh-" word is dotted underlined.

surface: What should concerned teachers study?

deep: Concerned teachers should study what.

surface: How can a teacher with training be effective?

deep: A teacher with training can be effective how.

surface: Why will Linguistics help us?

deep: Linguistics will help us why.

In each example, we see both the sub/aux inversion and the "wh-" movement being applied systematically. Don't worry that the word "how" doesn't begin with the letters "wh-". We group it with words like "what" and "why" because it functions the same way they do in that it moves to the sentence initial position to form information questions. Although the convention is to name this transformational rule after a spelling trend, the spelling similarity among these words doesn't contribute to the rule; it is merely a coincidence that most of them begin with the letters "wh-."

### Quick Exercise 6.20

For each "wh-" question below, undo the sub-aux inversion and "wh-" movement transformations to determine the deep structure.

surface: "What would you do if I sang outta tune?"

deep:

surface: "How can I explain my feelings?"

deep:

surface: "Why should we dislike Mondays?"

deep:

### Relative Clause Transformation

So far our discussion of non-canonical, transformed sentences has focused exclusively on interrogatives. Not all transformed sentences, however, are interrogatives. To illustrate this, consider the sentence in (57).

(57) We chose a profession that provides many rewards.

This sentence is perfectly grammatical, but if we analyze its constituent structure, we'll see that it's non-canonical. Figure 6.25 illustrates the constituent structure of (57). Before we analyze the structure in Figure 6.25, we need to answer a couple of difficult questions. First, we need to determine what kind of word "that" is. Earlier, we saw that "that" could be a subordinating conjunction when it introduced a depend-

*Relevant Linguistics: An Introduction to the Structure and Use of English for Teachers*

**Errata Sheet for the First Edition**

This errata sheet contains corrections to major errors (typographical errors that do not interfere with comprehension are not presented here) in the first printing of the first edition of Relevant Linguistics. Most of these errors were corrected in time for the second printing, so many people who purchased the textbook after November 2002 will already have these corrections in their book. Check to see which printing you have.

Chapter 2: Phonetics

p. 17: Font error - /c&/ should be /č/

p. 22: The description “mid, front, lax /ɔ/” should be “mid, **back**, lax /ɔ/”

Chapter 3: Phonology

p. 66: Font error – every instance of [ð] should be [D]

p. 73: The text in the second box, top row “an” should be “**any vowel**”

Chapter 4: Morphology

p. 80: Sentence (16) should be marked ungrammatical with an “\*”

p. 83: Sentence (22) uses the word “despise” so every instance of “stand” in the paragraph above should be changed to “**despise**”

p. 84: Table 4.6 should be replaced with the corrected table below

# of morphemes	Example Words			
one	act	worth	with	
two	act + ive	worth + y		re + ject
three	act + ive + ate	un + worth + y		re + ject + ed
four	de + act + ive + ate	un + worth + i + ness		

Table 4.6: Some English Words and their Morphemes

- p. 84: Numbering error - change Quick Exercise 4.2 to “**Quick Exercise 4.3**”
- p. 84: Numbering error - change Quick Exercise 4.3 to “**Quick Exercise 4.4**”
- p. 85: Numbering error - change Quick Exercise 4.4 to “**Quick Exercise 4.5**”
- p. 86: Numbering error - change Quick Exercise 4.5 to “**Quick Exercise 4.6**”
- p. 87: Numbering error - change Quick Exercise 4.6 to “**Quick Exercise 4.7**”
- p. 89: Numbering error - change Quick Exercise 4.7 to “**Quick Exercise 4.8**”
- p. 84: Numbering error - change Quick Exercise 4.8 to “**Quick Exercise 4.9**”
- p. 84: Numbering error - change Quick Exercise 4.9 to “**Quick Exercise 4.10**”
- p. 84: Numbering error - change Quick Exercise 4.10 to “**Quick Exercise 4.11**”
- p. 84: Numbering error - change Quick Exercise 4.11 to “**Quick Exercise 4.12**”
- p. 84: Numbering error - change Quick Exercise 4.12 to “**Quick Exercise 4.13**”
- p. 84: Numbering error - change Quick Exercise 4.13 to “**Quick Exercise 4.14**”
- p. 84: Numbering error - change Quick Exercise 4.14 to “**Quick Exercise 4.15**”
- p. 84: Numbering error - change Quick Exercise 4.15 to “**Quick Exercise 4.16**”
- p. 84: Numbering error - change Quick Exercise 4.16 to “**Quick Exercise 4.17**”

Chapter 5: Morphophonology

- p. 117: Spelling “exterminate” in the data set should be “**terminate**”

Chapter 6: Syntax

- p. 169: Directions – add “**complex-coordinate**” to the list of choices