



## The Significance of Studying Syntax and Pragmatics in The Interpretation of English Ambiguous Sentences

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### **Abstract**

This study shed light on the role of syntax and pragmatics in interpreting ambiguous sentences. The purpose of this research was to examine to what extent syntax and pragmatics help foreign language learners interpret the deep meaning of English ambiguous sentences. This study was designed to cover two groups (control and experimental). The control group was sophomore students who have not registered yet in either pragmatics or syntax. For the experimental group, the participants were senior students who had taken the two courses: syntax and pragmatics which was the treatment of this study. Both groups were majoring in applied linguistics. A quantitative approach was used in order to collect the data. The research tool was a diagnostic test. The result of this study showed a noticeable effect of taking pragmatics and syntax courses on the interpretation of ambiguous sentences. This result indicated that the students who took syntax and pragmatics courses performed better in interpreting the ambiguous sentences. The data and the finding of this study were collected and analysed to hopefully help future students from different majors such as law, and other students in the legal field in resolving the ambiguity of the sentences.

**Keywords:** pragmatics, syntax, ambiguous sentences

### **INTRODUCTION**

Transferring the meaning is not an easy mission. It needs cooperation from both sides the speaker /writer, and the reader /listener. In fact, losing this connection between them may cause an ambiguity which is a phenomenon that can occur in every language even in daily conversations. This study will focus specifically on sentence ambiguity. McArthur (1992) defines ambiguity as a potential uncertainty of meaning. It occurs when a sentence or a phrase has more than one meaning. In fact, this issue arises due to a misunderstanding from a speaker/writer, and reader/listener. Sentence ambiguity is still an issue because it has not been dealt with in the right way. Many studies have been conducted in order to solve this issue and many techniques have been applied, but there is no practical solution for it till now. Studying syntax: (how to analyze a sentence) and pragmatics: (the underlying meaning) are two major factors that can solve this issue

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which was not mentioned in the previous studies. So, this research took the first step and test the effect of these two factors on enabling the language learners to resolve the sentence ambiguity. In other words, studying syntax and pragmatics may give students a vision of all the possibilities that a sentence can hold.

The reason behind communication is to pass a message and receive a meaning whereas ambiguous sentences phenomenon is making it harder to complete this natural process. As a matter of fact, ambiguity in general and in a sentence level has not been considered as an issue that Saudi learners deal with every day. The ignorance of this issue will only make it worse. This problem has resulted in the ambiguous or incorrect transfer of the meaning in daily conversation as well as in translation.

The main aim of this study was to investigate the effect of studying syntax and pragmatics on Saudi EFL learners in the interpretation of English ambiguous sentences.

The researcher has two main questions:

- 1- How Saudi learners interpreted English ambiguous sentences?
- 2- Does studying syntax and pragmatics have an effect on interpreting English ambiguous sentences based on the deep structure?

## LITERATURE REVIEW

This chapter presents a theoretical background of the study. In this part, there is an overview of pragmatics, syntax and sentence ambiguity. Also, it presents a preview of the previous studies.

### Definitions of Key Concepts

**Pragmatics.** It is the study of the relationship between linguistic forms and the users of them and the meaning in communication. It concerns not only with the utterance but with the intended meaning of the speaker (Yule,1996).

**Syntax.** According to Tallerman (2005), syntax is the study of the relationship among forms and their sequence in a sentence. It is also involved with the study of framing sentences or phrases.

**Ambiguous sentences.** As stated by Kreidler (1998), sentence ambiguity can also arise in the surface structure of a sentence because of the words arrangement within a sentence. Additionally, the structural ambiguity may occur in the deep structure due to the fact that one sequence of words may hold more than one meaning. This is in general due to the rules of sentence construction which allow ellipsis, and the deletion of what is understood. Crystal, (1987:377) thinks that ambiguity is a result of complexity in documents such as forms, insurance policies, contracts, etc., which due also to their complexity are then not filled in correctly, are misunderstood or misinterpreted. The famous semanticist Katz (1977:56) sees ambiguity as a relation between many semantic representations and an expression corresponding to them in natural language.

## Previous Studies in the Literature

The first study was conducted by Al-khawalda and Al-saidat (2012) on structural ambiguity interpretation, a case study of Arab learners of English. This study aimed to investigate how Arabic native speakers interpret English ambiguous sentences. The study took place in Jordan, Karak at Mu'tah University. Sixty Arab native speakers majoring in English participated in this study; however, their age, gender, and language proficiency level were not mentioned. The study was conducted in the framework of a quantitative approach. The participants were asked to translate 18 ambiguous sentences of 7 different types: sentences with coordinate clauses or noun phrases, sentences with adverbial phrases or clauses, sentences with prepositional phrases (PP) in which PP could be connected to the noun or the verb, sentences with non-finite clauses in which the subject of the non-finite clauses is not clear, negative sentences and sentences with ellipsis in the second clause. The findings of this study showed that the participants found difficulty in processing ambiguous sentences.

Another study was conducted by Rabadi and Althawbih (2016). They examined the effects of structural context integration on ambiguity elimination for translation students. This study aimed to investigate the effect of structural context integration on the elimination of ambiguous sentences and answering these questions: what was the influence of the modes of structural context integration on the students' translation? and did each way of structural context integration have the same effect on ambiguity aspects? The participants were 30 randomly selected undergraduate students in the German-Jordanian University from the third and fourth year in Jordan, Amman. Their mother tongue was Arabic and their age was between 20-24 years. All of the participants took the t-test and then they were divided into 15 in each group according to their scores into an experimental and control group. A quantitative method was used as a diagnostic test to measure their performance in translating ambiguous sentences. The test consisted of 24 Arabic sentences which included an ambiguity at one of the four levels of the Arabic language (phonological, morphological, syntactic and semantic), and each with six sentences. The same text was given as a pre-test and post-test. In the post-test, they included different ways of structural context integration such as punctuation marks, the evocation of intonation, and restructuring sentences. In the pre-test, the result of the two groups was similar, but in the post-test, the result showed a great difference. It indicated that the modes of context structural integration had a significant positive impact on eliminating the ambiguity among the experimental group members. It was also confirmed by the differences between the averages of students' performance in both the experimental and control group, which were in the favor of the experimental group.

Kidd and Bavin (2005) carried out a study on lexical and referential cues to sentence interpretation. This study investigated children's comprehension of sentences containing ambiguity of prepositional phrase attachment. The study was conducted in the framework of a quantitative approach. The participants were 90 children at the school of psychological science at La Trobe University and primary schools throughout the Melbourne metropolitan area. All of the participants came from English speaking home and they were a group of boys and girls. Their ages range from 5 to 9. This study took

place in Melbourne, Australia. An off-line picture-pointing task with VP-NP-PP as an instrument for this study. Nine sentences were categorized as the following; activity verb, a verb of perception and sentences containing a locative preposition. The experimenter tested them individually. First, he showed them both pictures, and then he described one of them and asked them to point to the picture he just described. This experiment lasted for 15 to 20 minutes. The finding of this study concluded that children from age 5 to 7 used verb semantics and prepositions type in order to resolve the ambiguity, while older children used NP objects as a cue for interpretation.

Another study was carried out by Zimmer (2016) on Children's comprehension of two types of syntactic ambiguity. This study asked if children accept both interpretations of ambiguous sentences with contexts supporting each one. It was conducted in the framework of a quantitative approach. The participants of this study were 26 children aged between 3 to 5 as the experimental group and 30 adults as the control group. The children were taken from preschools in Tucson, Arizona, and the adult group were under graduated students at the University of Arizona. The participants were native English speakers. A story was presented to the participants as a game with set of toys. After each of the nine stories, the experimenter used a puppet to say 6 statements included the two ambiguous experimental utterance to describe the story. The participants helped the puppet by telling him whether he had said the right thing or wrong thing based on what had occurred in the story. Responses were recorded by hand on individual session sheets by the experimenter.

These data were then coded based on percentage of 'yes' responses as well as percentage of expected response. The experiment lasted between 20 and 30 minutes. An analysis of the filler items showed that the children were correct on at least 83% of the fillers. This shows that they understood the task. The lowest percent correct for an adult on the fillers was 91%. These data suggested that both adults and children frequently said 'yes' to both the NP-attachment and VP-attachment interpretations of the experimental items. However, adults said 'yes' to both interpretations more than the children did. This suggested that both groups were frequently accessing both interpretations of the ambiguous items. Both simple effects of age group were also significant. Children responded 'yes' in true contexts less than the adults indicating that adults accepted both interpretations more than children. In fact, age affected children's responses. Interestingly, older children were less likely than younger children to accept both true interpretations. In this respect, the younger children performed more like adults than the older children did.

Most of these studies focused on testing the translation of ambiguous sentences and there was no treatment, but in the current study, there was a treatment which is taking pragmatic and syntax courses. In addition, while the previous studies were applied to both genders, this study only focused on Saudi female learners of English. This study was different from the previous studies because it dealt with only four different types of ambiguous sentences. Also, it tackled the interpretation of ambiguous sentences by non-native speakers.

## METHOD

This section includes an explanation of the research process in details. It covers the research type, research tools, participants, data collection and procedures.

### Type of the Research

This study used a quantitative approach, which included an experimental and control group. Also, it involved a diagnostic test.

### Research Tool

The research tool used in this research study was:

**Diagnostics test.** The diagnostic test consisted of 11 ambiguous sentences from 4 different categories: (1) sentences with coordinated clauses or noun phrases, (2) sentences with adverbial phrases or clauses, (3) sentences with prepositional phrases in which the PP could be connected to the noun or the verb, and (4) sentences with ellipsis in the second clause. The first three categories included three ambiguous sentences while the last category included only two vague sentences. As the test contained of 11 ambiguous sentences, the participants were asked to give two different possible interpretations for each English sentence by using translation. In other words, each participant was required to translate the ambiguity of English sentences according to the surface and deep structures. So, the maximum correct score for each sentence was 2; 1 for the literal direct interpretation (surface structure) and 1 for the indirect interpretation (deep structure), and the minimum was 0. The maximum test score was 22, and the minimum was 0. The four categories of sentence ambiguity were not distributed in a separate sections, but in the analysis of the data, the researcher examined each type separately and compare to the other types (See Appendix B). The sentences were adapted from a previous study conducted by Al-khawalda and Al-saidat (2012).

### Participants

The participants of this research were 40 Saudi female English learners randomly selected, sophomore and senior students majoring in Applied Linguistics at Yanbu University College. The mean age of the sophomore student was 20 and the mean age of the senior students was 22 years old. Their mother tongue was Arabic and their language proficiency level was intermediate.

### Data Collection Procedure

The diagnostic test included 11 vague sentences. These sentences were taken from the previous study. This test was distributed among the participants in a formal classroom, the responses were collected and analysed individually within each group. Finally, the result was compared between the two major groups which were involved in the study. The group who had taken syntax and pragmatics courses were considered as the experimental group of this study. On the other hand, the control group were sophomore students who have not taken these courses yet. The test was given to them in order to investigate the effectiveness of syntax and pragmatics on EFL's interpretations for English ambiguous sentences.

## RESULTS AND DISCUSSION

The purpose of this study was to investigate the effect of studying syntax and pragmatics on Saudi EFL learners in the interpretation of ambiguous sentences from English to Arabic. Therefore, the researcher used a quantitative method research designed to answer the research questions: “How Saudi learners will interpret English ambiguous sentences?” and “Does studying syntax and pragmatics will have an effect on interpreting ambiguous sentences based on the deep structure?”

### Results of the Diagnostic Test.

The diagnostic test consisted of 11 English ambiguous sentences according to 4 different categories: sentences with coordinated clauses or noun phrases, sentences with adverbial phrases or clauses, sentences with prepositional phrases in which the PP could be connected to the noun or the verb, and sentences with ellipsis in the second clause. The purpose was to test if the participants were able to give two interpretation based on the surface and deep structure for each sentence or not. Moreover, it tended to compare the groups' performance in this task.

**Table 1.** The scores of the control group

The percentage of the control group's performance in the surface and deep interpretations

Number of participants	20	Mean
Percentage of surface interpretation	100%	11
Percentage of deep interpretation	0%	0

According to Table (1), it is clear that all the control group was not able to interpret the deep meaning of the ambiguous sentences in the diagnostic test. All of them wrote the meaning based on the surface structure and they followed the words' sequence.

**Table 2.** The results of the experimental group in each category.

Number of participants	20
The number of the participants' deep interpretations for the ambiguous sentences	
Sentence 1	5 participants
Sentence 2	7 participants
Sentence 3	5 participants
Sentence 4	1 participant
Sentence 5	2 participants
Sentence 6	2 participants
Sentence 7	15 participants
Sentence 8	10 participants
Sentence 9	10 participants

Sentence 10	} Category4	9 participants
Sentence 11		8 participants

As shown in Table (2), the results of the experimental group showed somewhat better interpretation based on the deep structure as some respondents wrote both interpretation of the ambiguous sentences.

**Table 3.** The scores of the experimental group

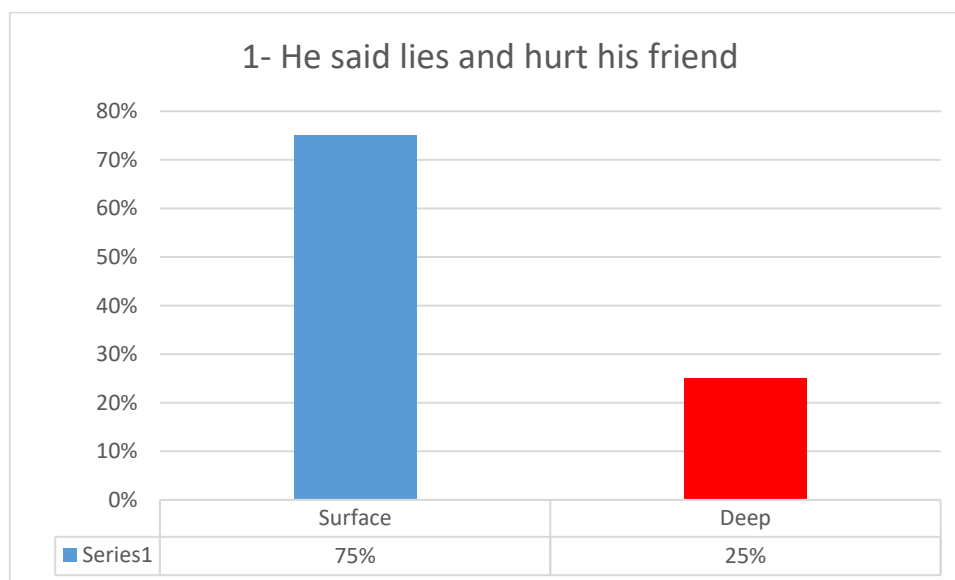
The percentage of the experimental group’s performance in the surface and deep interpretations

Number of participants	20
Mean (22 possible points)	15
Maximum	19
Minimum	12

According to Table (3), the experimental group showed a positive performance which was clear from their results.

**Results of Interpreting Sentences with Coordinated Clauses or Noun phrases**

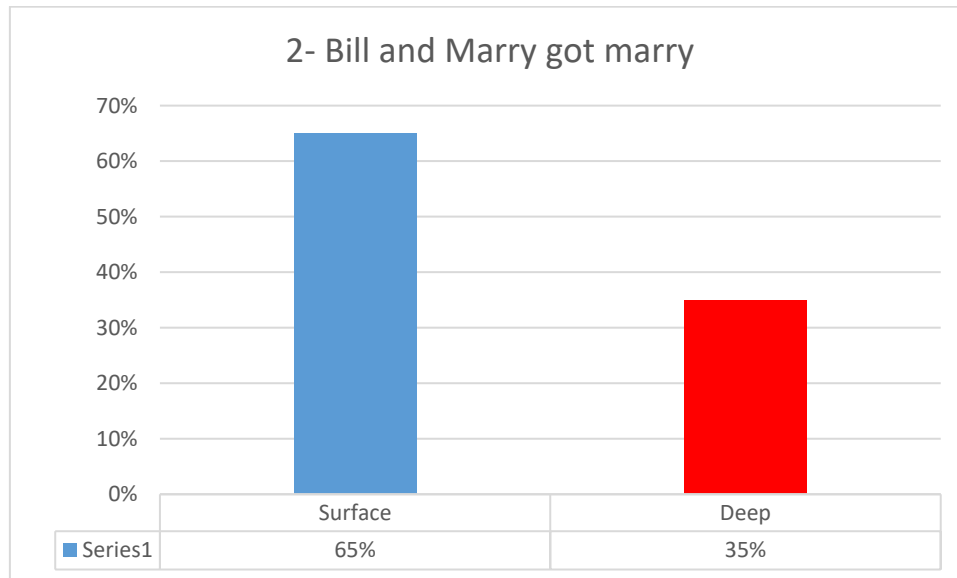
In the first category of the English ambiguous sentences (1/2/3), the ambiguity resulted from whether we treated the coordinated clauses or NPs as one unit or two units with ellipsis.



**Figure 1.** The results of the experimental group's interpretation for the first sentence.

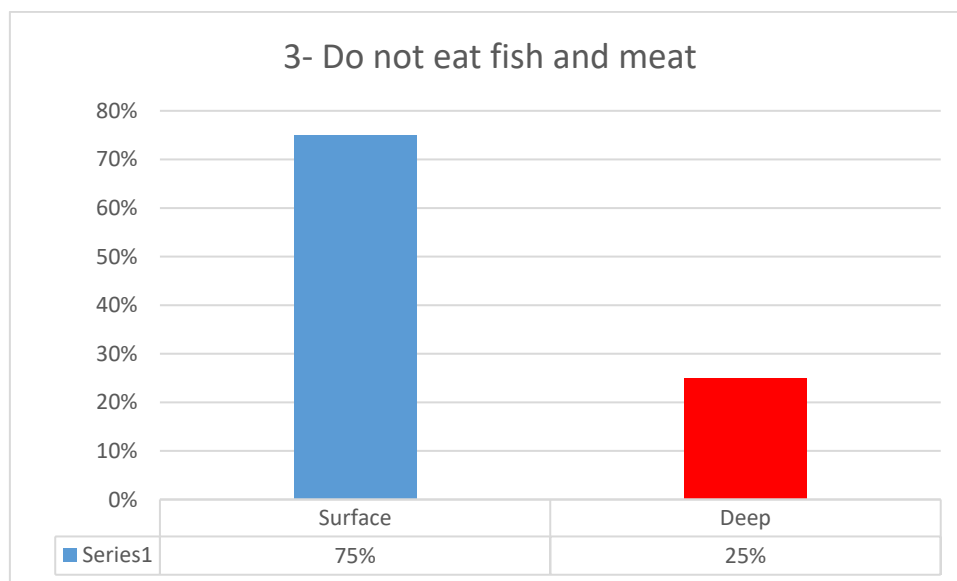
According to Figure (1), 25% of the participants from the experimental group interpret the ambiguous sentence according to the deep structure while the 75% of them were likely to interpret the literal and general meaning of this sentence. The first sentence hold more than one meaning; the first one is that he has done one action which is laying and this lie caused hurting his friend's feelings. The second meaning is that he did two actions

which were laying to his friend and hurting him as two separate actions. It can be interpreted in Arabic in two ways, the first one is the surface meaning (قال كذبة تسببت بجرح صديقه) and the second one is the deep meaning (قال كذبة وجرح صديقه).



**Figure 2.** The result of the experimental group's interpretation for the second sentence.

According to Figure (2), only 35% of the experimental group interpret the indirect meaning of the ambiguous sentence. However, 65% of them found a difficulty in processing the meaning based on the deep structure. The second sentence has more than one interpretation. The first one is Bill and Marry got married from each other and now they are a married couple, and the second interpretation is 'Bill got married another girl (not Mary) and Mary got married someone else (not Bill). It can be interpreted in Arabic in two ways, the first one is the surface meaning (بيل وماري زوجان) and the second one is the deep meaning like (بيل تزوج وماري تزوجت ايضا).

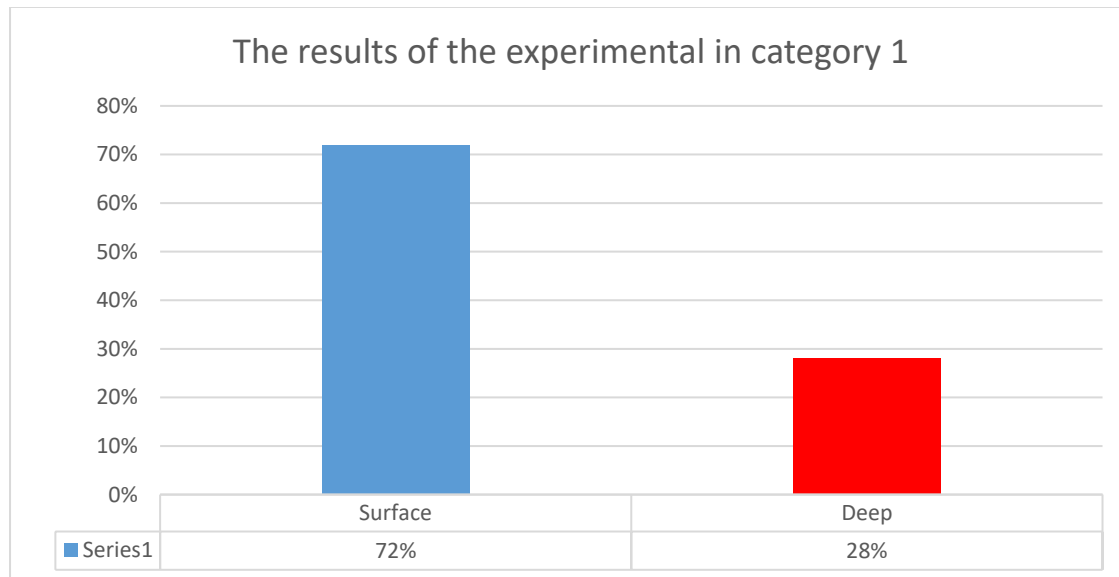


**Figure 3.** The result of the experimental group's interpretation for the third sentence.

According to Figure (3), similarly to sentence 1, only 25% of the participants in the experimental group were able to find the indirect interpretation of this ambiguous



sentence while 75% of them had taken the general meaning based on the sequence of words. The third sentence carries two possible meanings; either 'don't eat fish and meat at the same time' or 'don't eat fish and don't eat meat as well'. It can be interpreted in Arabic in two ways, the first one is the surface meaning (لا تأكل السمك واللحم معا) and the second deep meaning like (لا تأكل السمك ولا اللحم أيضا).

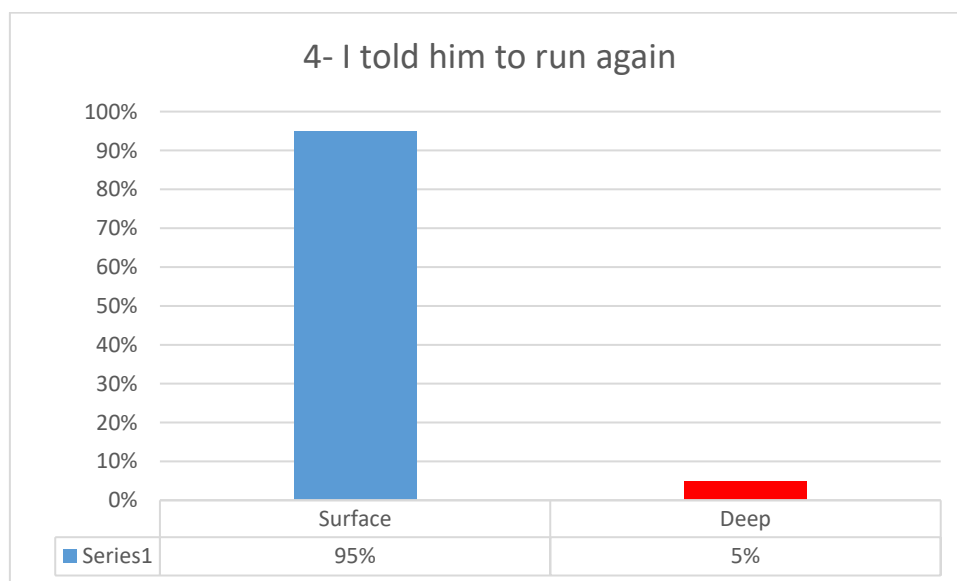


**Figure 4.** The result of the experimental group's interpretation for the first category.

Based on Figure (4), the results indicated a slight improvement in processing the meaning based on the deep structure. The majority of the participants in the experimental group interpreted the sentences based on the surface structure which showed a difficulty in interpreting the deep meaning of the sentences in this group.

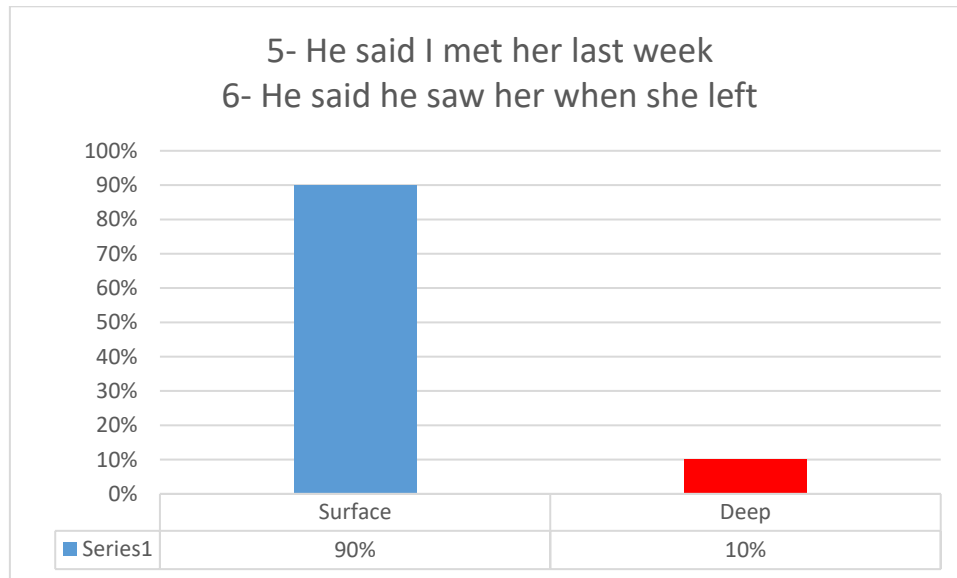
**The Result of Interpreting Sentences with adverbial phrases or clauses**

The ambiguity in this group was due to the usage of adverb where the adverb could be attached to the main verb or to the embedded verb.



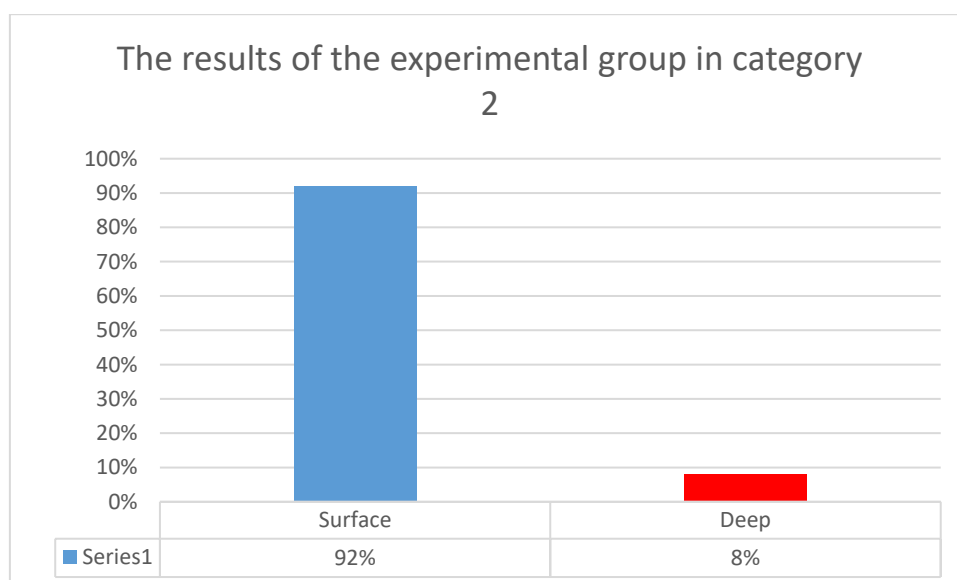
**Figure 5.** The result of the experimental group's interpretation for the fourth sentence.

As shown in Figure (5) above, only 5% of the participants interpreted the ambiguous sentence based on the deep meaning while 95% of them interpreted meaning of the sentence literally. Sentence 4 was the most noticeable obstacle in this study as it is shown in Table (2), only 1 participant could interpret it based on the deep structure. The sentence in Figure (5) carries two interpretations; the first one is ( I told him again) or (to run again). It can be interpreted in Arabic in two ways, the surface meaning as (قلت له اركض مرة أخرى) and the deep meaning as (قلت له مرة أخرى بأن يركض).



**Figure 6.** The result of the experimental group's interpretation for the fifth and sixth sentence.

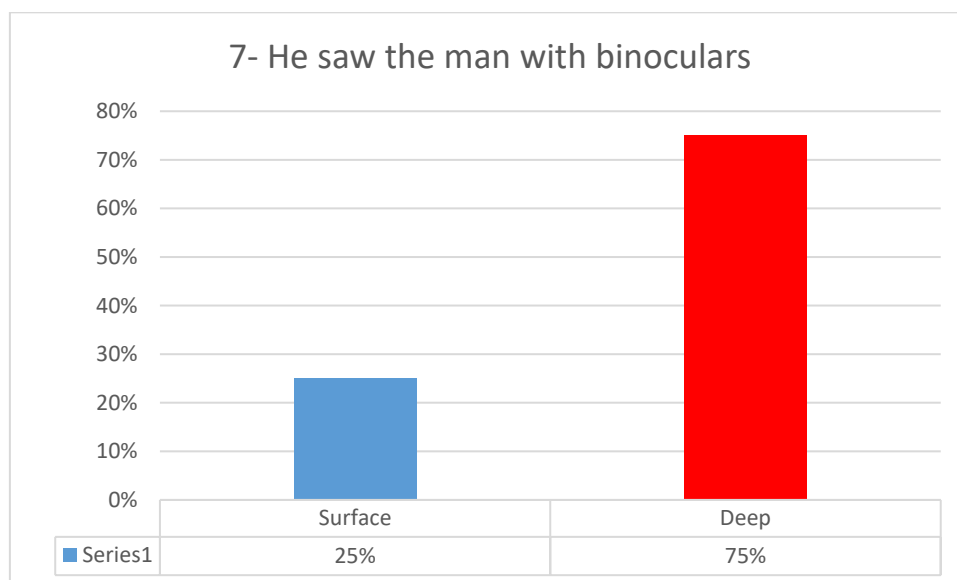
As shown in Figure (6), 10% of the participants interpreted the ambiguous sentence successfully. While 90% of them did not interpret the deep meaning of the sentence. According to Figure 6, the time is ambiguous; it is either the time of meeting, or the time of saying. It can be interpreted in Arabic in two ways, the surface meaning as (قال لقد قابلتها الأسبوع الماضي) and the deep meaning as (في الأسبوع الماضي قال انه قابلها). For sentence 6, both the time of seeing and the time of saying could be described by the same adverbial clause (when she left). It can be interpreted in Arabic as the surface meaning (قابلتها عندما غادرت) and by the deep meaning (بعدما غادرت قال انه قابلها).



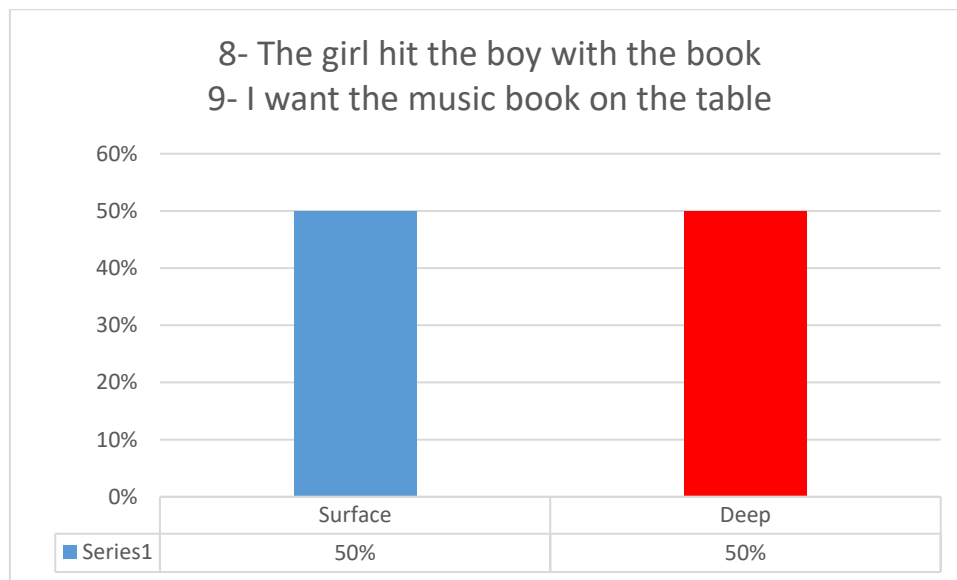
**Figure 7.** The result of the experimental group's interpretation for the second category. As demonstrated in Figure (7), the results showed no appreciable improvement in interpreting the English ambiguous sentences in the second category.

### **The Result of Interpreting Sentences with prepositional phrases in which the PP could be connected to the noun or the verb**

In this group, the prepositional phrase is the source of ambiguity, the meaning of the sentences depends where student attached the prepositional phrase.

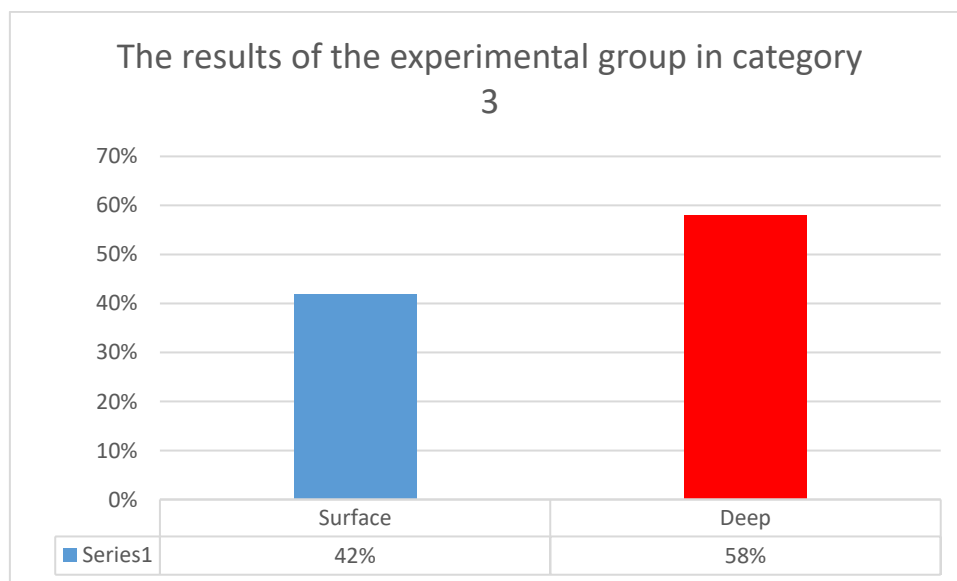


**Figure 8.** The result of the experimental group's interpretation for the seventh sentence. As show in Figure (8), 75% of the participants performed significantly better and interpreted the ambiguous sentence successfully; however, 25% of them did not interpret the deep meaning of the sentence. The prepositional phrase (with the binoculars) could be attached to the NP (the man), or to the V (saw). It can be interpreted in Arabic in two ways, the surface meaning as (رأيت الرجل بواسطة المنظار) and the deep meaning as (رأيت الرجل ذو المنظار).



**Figure 9.** The result of the experimental group's interpretation of the eighth sentence.

As shown in Figure (9), 50% of the participants interpreted the ambiguous sentences (8/9) based on the deep structure. Similarly, 50% of them could only give the literal meaning of the vague sentence based on the words' sequence. According to this figure (9), the prepositional phrase (with the book) was the source of ambiguity, it could be attached to the V hit or to the NP the boy and each one of them hold a completely different meaning. It can be interpreted in Arabic in two ways the surface meaning (ضربت الفتاة الولد بواسطة الكتاب) and the deep meaning as (ضربت الفتاة الولد الذي يحمل الكتاب). According to sentence 9, the prepositional phrase (on the table) could be attached to the V (hit) or to the NP (the music book). It can be interpreted in Arabic in two ways the surface meaning (اريد كتاب الموسيقى الذي على الطاولة) and the deep meaning (اريد كتاب الموسيقى ان يكون على الطاولة).

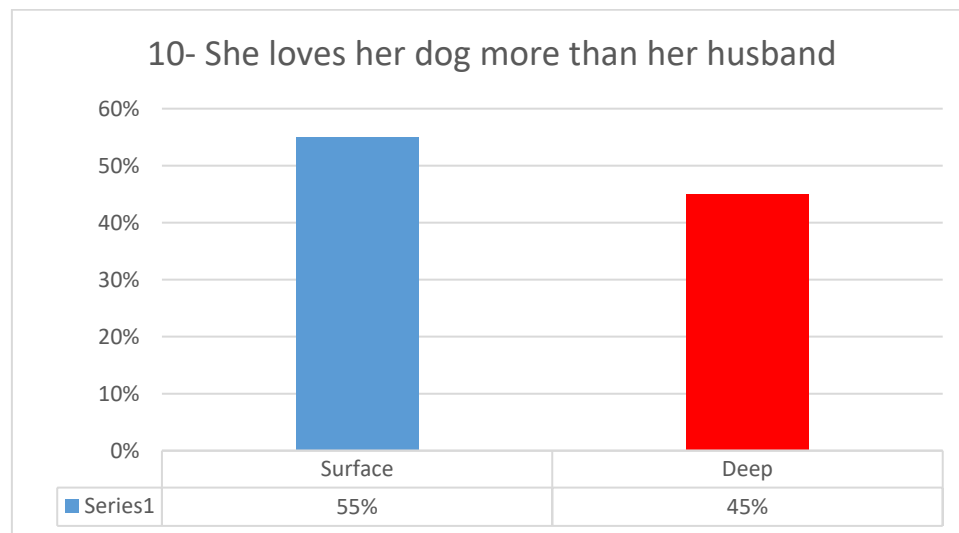


**Figure 10.** The result of the experimental group's interpretation for the third category

As seen in Figure (10), 58% of the participants showed better performance than their results of other categories. The majority were likely to find the interpretation of the deep structure easy.

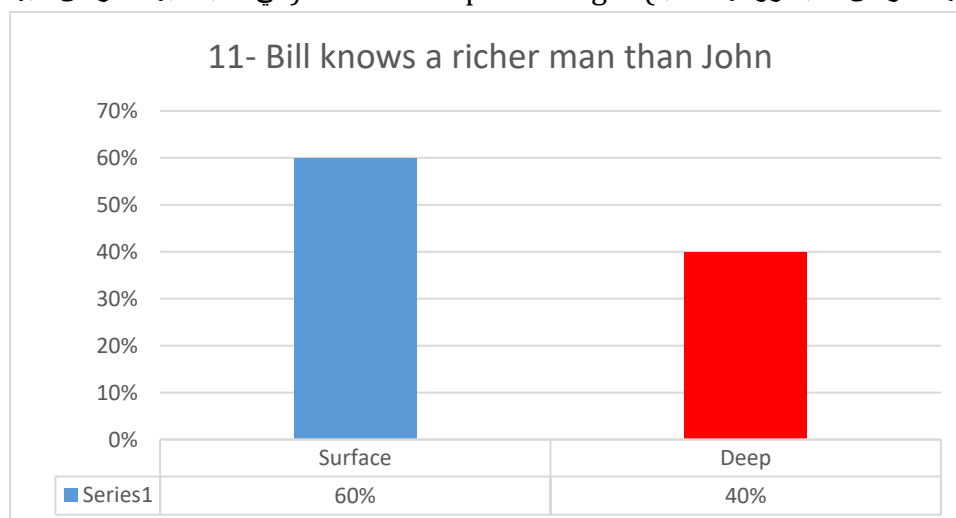
### The Result of Interpreting Sentences with ellipsis in the second clause

In this group the ambiguity resulted from the ellipsis in the second clause it resulted in leaving the NP which could be interpreted as an object or subject.



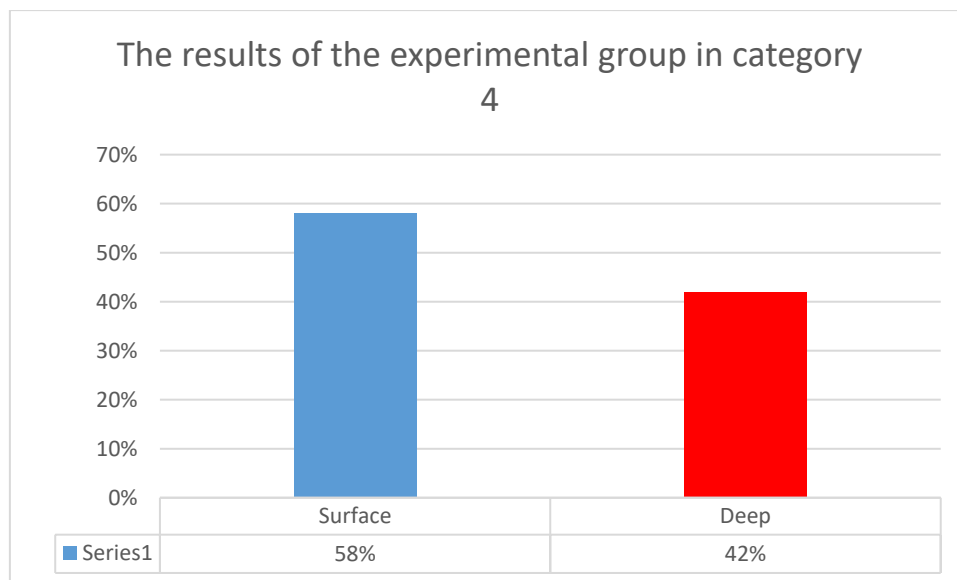
**Figure 11.** The result of the experimental group's interpretation for the tenth sentence.

As shown in Figure (11), 45% of the participants interpreted the ambiguous sentence successfully while 55% of them interpreted the general meaning of this sentence. According to this Figure, the NP here could be interpreted as an object or a subject. For example, her husband could be the subject for the elliptic clause and it will be interpreted as she likes her dog more than her husband likes his dog. Also, her husband could be the object and it will be interpreted as she likes her dog more than she likes her husband. It can be interpreted in Arabic in two ways the surface meaning as (هي تحب كلبها اكثر من حبها لزوجها) and the deep meaning as (هي تحب زوجها اكثر من محبة زوجها للكلب).



**Figure 12.** The result of the experimental group's interpretation for the eleventh sentence.

As shown in Figure (12), 40% of the participants interpreted the ambiguous sentence based on the deep structure; however, 60% of them interpreted the literal meaning of the sentence. According to sentence 11, it holds more than one meaning; the first one is (Bill knows a man who is richer than John) and the second one is (Bill knows a man who is richer than any man John knows). It can be interpreted in Arabic in two ways as (اعرف رجلا اكثر ثراء من جون) and the deep meaning as (اعرف رجلا اكثر ثراء من الرجل الذي يعرفه جون).



**Figure 13.** The result of the experimental group's interpretation for the fourth category.

As seen in Figure (13), 58% of the participants were likely to give the general meaning which is based on the surface structure. The meaning interpretation according to the deep structure was not an easy task for Saudi learners of English. As noticed here, the difference is very clear between both groups specifically in interpreting the indirect meaning based on the deep structure.

Although the sentences were very easy and the instructions were stated clearly for both groups, but due to the lack of knowledge and practice on these types of ambiguous sentences, this was the result. In fact, all of these data can answer the research question "How Saudi learners interpreted English ambiguous sentences". It is undoubtedly that studying syntax and pragmatics helped the participants in analysing the sentences successfully and resolve the ambiguity especially in category 3. These results also answered the second research question "Does studying syntax and pragmatics have an effect on interpreting ambiguous sentences based on the deep structure". Based on the interpretation of the experimental group, this helped them to give the indirect meanings of the ambiguous sentences based on the deep structure which is the complex interpretation. In other words, it increased their awareness that one sentence may hold more than one meaning. In contrast, participants who did not take syntax and pragmatics (the control group) could not predict the second meaning and they only translate the sentence based on the sequence of words.

Although the performance of the experimental group in this current study was better than the control's, their results were consistent to the previous study conducted by

Alkhalda and Alsaïdat (2012). Similarly, some of the participants from the experimental group showed a difficulty in understanding English ambiguous sentences.

## **CONCLUSION**

The purpose of this study was to investigate the effect of studying syntax and pragmatics on Saudi EFL learners in the interpretation of ambiguous sentences from English to Arabic. Therefore, the researcher used a diagnostic test. The result suggested that studying pragmatics and syntax have a positive effect on EFL students' interpretation of ambiguous sentences.

## **Limitations of the Study**

Even though the findings of this study showed a somewhat improvement in the experimental group's interpretation of ambiguous sentences, these results cannot be generalized due to some reasons. First, the sample was small, it just included 40 participants – 20 in each group. Second, only four ambiguous sentences categories were included in this study due to the limited time given to the researcher.

## **Recommendations**

The present study focused on the significance of studying syntax and pragmatics on the interpretation of ambiguous sentences. In the light of this study, it can be suggested that studying pragmatics and syntax has a great impact on the experimental group which helped them in analysing the ambiguous sentences and thinking of more than one possible meaning of each sentence. Researchers in Saudi Arabia and in the Arab world in general can investigate more on the role of studying syntax and pragmatics in the interpretation of ambiguous sentences because it is not commonly used here as a treatment. Resolving the ambiguity of ambiguous sentences using syntax and pragmatics could be taken into consideration for new researches. This study can be extended to involve many fields such as forensic linguistic and analysing testimonies. After all, one point needed to be clear; many people underestimate how ambiguous sentences can be very problematic. It may confuse a jury or a police officer or anyone. However, the data of this study were collected and analysed to hopefully help future forensic linguists, lawyers and other professionals in the legal field in resolving the ambiguity of the sentences used by the accused or victims.

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**APPENDIX A – DIAGNOSTIC TEST**

Translate the following English ambiguous sentences into Arabic by giving all the possible meanings of each one.

1-He said lies and hurt his friends.

.....

2-Bill and Mary got married.

.....

3-Don't eat fish and meat.

.....

4-I told him to run again.

.....

5-He said I met her last week.

.....

6-He said he saw her when she left.

.....

7-He saw the man with the binoculars.

.....

8-The girl hit the boy with the book.

.....

9-I want the music book on the table.

.....

10-She loves her dog more than her husband.

.....

11-I know a richer man than John

.....

## **APPENDIX B – RESEARCH TOOL**

The ambiguous sentences based on the four categories as adapted from a previous study conducted by Al-khawalda and Al-saidat (2012).

### **a) Sentences with coordinated clauses or noun phrases.**

- 1.He said lies and hurt his friends.
- 2.Bill and Mary got married.
- 3.Don't eat fish and meat.

### **b) Sentences with adverbial phrases or clauses.**

- 1.I told him to run again.
- 2.He said I met her last week.
- 3.He said he saw her when she left.

### **c) Sentences with prepositional phrases in which the PP could be connected to the noun or the verb.**

- 1.He saw the man with the binoculars.
- 2.The girl hit the boy with the book.
- 3.I want the music book on the table

### **d) Sentences with ellipsis in the second clause.**

- 1.She loves her dog more than her husband.
- 2.I know a richer man than John