

Syntax Midterm: Tuesday/Thursday Section

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Introduction to Syntax

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1 Introduction

You midterm should be on $8\frac{1}{2}'' \times 11''$ paper computer printed or typewritten. You may draw your trees by hand on the same size paper, but draw them in ink. Pencil will not be accepted.

The midterm is due at the start of class on Th. Oct 27, 2016.

Work by yourself. No collaboration is allowed. Non-native speakers may ask native speakers for help with judgments with their own constructed examples, but not for help on any of the technical material in the exam or for help in constructing the examples. Non-native speakers should remember that their judgments will not be scored; the only thing being scored is whether they draw the right conclusions from the judgments they give.

2 Trees

Draw trees for the following sentences, using the rules of Chapter 6. Here are the only rules you will need to use in your trees. Assume the part of speech

of the English possessive ending ('s) is POS.

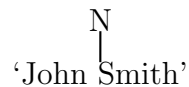
$$\begin{array}{l}
 \text{CP} \quad \rightarrow \quad (\text{C}) \text{ TP} \\
 \text{TP} \quad \rightarrow \quad \left\{ \begin{array}{c} \text{NP} \\ \text{CP} \end{array} \right\} (\text{T}) \left\{ \begin{array}{c} \text{VP} \\ \text{NP} \\ \text{AdjP} \end{array} \right\} \\
 \text{NP} \quad \rightarrow \quad \left(\left\{ \begin{array}{c} \text{NP POS} \\ \text{D} \end{array} \right\} \right) \text{N}' \\
 \text{N}' \quad \rightarrow \quad \text{N}' \text{ PP} \\
 \text{N}' \quad \rightarrow \quad \text{AdjP N}' \\
 \text{N}' \quad \rightarrow \quad \text{NP N}' \\
 \text{N}' \quad \rightarrow \quad \text{N} \left(\left\{ \begin{array}{c} \text{PP} \\ \text{CP} \end{array} \right\} \right) \\
 \text{PP} \quad \rightarrow \quad \text{P}' \\
 \text{P}' \quad \rightarrow \quad \text{P} (\text{NP}) \\
 \text{AdjP} \rightarrow \quad (\text{DegP}) \text{Adj}' \\
 \text{Adj}' \rightarrow \quad \text{AdvP Adj}' \\
 \text{Adj}' \rightarrow \quad \text{Adj} (\text{PP}) \\
 \text{AdvP} \rightarrow \quad (\text{DegP}) \text{Adv}' \\
 \text{Adv}' \rightarrow \quad \text{AdvP Adv}' \\
 \text{Adv}' \rightarrow \quad \text{Adv} \\
 \text{DegP} \rightarrow \quad (\text{DegP}) \text{Deg}' \\
 \text{Deg}' \rightarrow \quad \text{Deg} \\
 \text{VP} \quad \rightarrow \quad \text{V}' \\
 \text{V}' \quad \rightarrow \quad \text{V}' \left\{ \begin{array}{c} \text{PP} \\ \text{AdvP} \end{array} \right\} \\
 \text{V}' \quad \rightarrow \quad \text{AdvP V}' \\
 \text{V}' \quad \rightarrow \quad \text{V} (\text{NP}) \left(\left\{ \begin{array}{c} \text{PP} \\ \text{NP} \\ \text{CP} \end{array} \right\} \right)
 \end{array}$$

Make sure your trees are readable whether you draw them by hand or with a computer. Readability considerations many of you have ignored in your homeworks include (a) size of the tree and the size of the print in the tree; (b) using a pencil; use a pen instead; and (c) reasonably spaced layout of the tree. If you draw your tree illegibly, you will receive no credit for it. Please use [the tree website](#) if you are having trouble drawing legible trees.

If you draw your tree by hand, draw it on a separate piece of paper as many times as it takes to resolve your layout issues. Then copy it to your

final version neatly. Do not use any triangles in these trees. At all. You will be marked off for every node you omit by using a triangle.

If you posit a word with white space in it, put quotation marks around the proposed lexical item. For example, a tree claiming that *John Smith* is a noun would look like this:



However, if you treat phrases that have a syntactic analysis, such as *too happy*, as single words, you will lose points.

If you do not know the part of speech of a word, consider the fact that this is a take home midterm. Do a Google search and get examples of the usage of the word.

You do not have to give any syntactic arguments in this section but, before drawing your trees, you should make sure that the things your trees claim are constituents are in fact constituents.

- (2.1) The rather handsome young man's talent for evasion left his parole officer at a loss for words.
- (2.2) The news that the party leaders had lied astonished the party membership that week.
- (2.3) An unreasonable thirst for fame afflicts many young aspiring writers.

3 Parts of speech and C-command

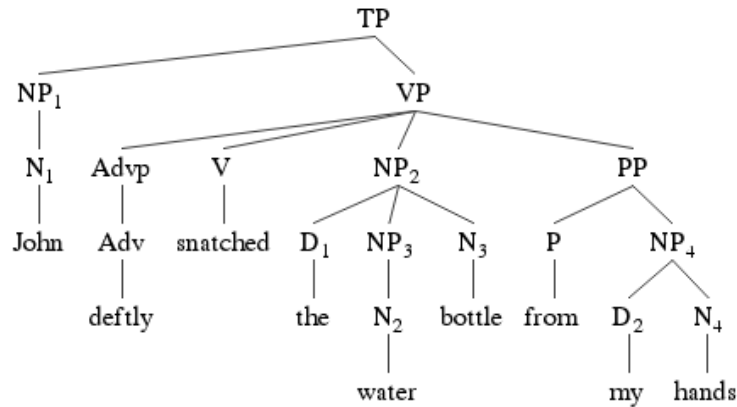
- (3.1) Assign parts of speech in the following sentence. Assume that nouns may be modified by nouns, and use **Deg** as the part of speech for intensifiers like *very*. You may assume the the possessive 's has the part of speech POS.

- (1) That rather handsome young man 's talent for evasion left his parole officer at a loss for words.

- a Present an argument for the part of speech you assigned *loss*. It may be syntactic or morphological.

- b Present an argument for the part of speech you assigned *parole*. It may be syntactic or morphological.

- (3.2) Consider the following tree and answer the questions about C-command below it



- a Does NP₁ C-command Advp?
- b Does V C-command NP₁?
- c Does NP₁ C-command V?
- d Does NP₂ C-command Advp?
- e Does PP C-command V?
- f Does PP C-command C-command NP₄?
- g Does NP₃ C-command NP₄?
- h Does NP₂ C-command NP₄?

4 Complements, Adjuncts, and trees

This section is about the complements or adjuncts in the following sentence

- (2) Peter ordered a glass of water.
- (4.1) Come up with two arguments of your own that the *of-PP* following the noun *glass* is a complement or an adjunct of *glass*.
 - (4.2) Come up with two arguments of your own that the *a glass of water* is a complement or an adjunct of *ordered*.
 - (4.3) Draw the tree for (2) in a way that is consistent with the two analyses you argued for. Now you may ask: should I use a Chapter 6 tree or a Chapter 3 tree? Actually, only one of these options makes sense. Use that option.

5 Binding Theory

Each of the following sentences has a pair of coindexed NPs. Consider *each* sentence and do the following:

1. Draw a tree according to the rules of Chapter 3, with the following rule replacing the NP rule:

$$\text{NP} \rightarrow \left(\left\{ \begin{array}{l} \text{D} \\ \text{NP POS} \end{array} \right\} (\text{AdjP}^+) (\text{NP}^+) \text{N} (\text{PP}^+) (\text{CP}) (\text{PP}^+) \right)$$

In the NP rules, POS is the part of speech of “s”. So in the NP

John ’s book

there are three words and the middle word has part of speech POS.

Note your trees should have indices (*i*, *j*s, and *k*s) consistent with the indices you are given below. Remember that only NPs and possessive determiners get indices. Nouns **never** get indices. Words never get indices.

2. Find all the Binding theory violations in each of the following sentences, if any, and state what principle is being violated. Explain what the violation is (Principle A, B, or C), what NP causes it, and what the Binding domain is, if the Binding domain is relevant to the principle you’re invoking. Note: Judgments are given which we believe capture the judgments of most speakers, but don’t base your answers upon the judgments. Just determine what the Binding Theory says in each case. Is there a violation of not?

(5.1) * $[_{\text{NP}} \text{Al}]_k$ told $[_{\text{NP}} \text{Sam}]_i$ $[_{\text{PP}} \text{about } [_{\text{NP}} \text{that picture of } [_{\text{NP}} \text{him}]_i]_j]$.

(5.2) * $[_{\text{NP}} \text{Reed}]_i$ talked $[_{\text{PP}} \text{to } [_{\text{NP}} \text{Fred}]_j]$ $[_{\text{PP}} \text{about } [_{\text{NP}} \text{him}]_j]$.

(5.3) $[_{\text{NP}} \text{She}]_i$ forgot $[_{\text{NP}} [_{\text{NP}} \text{Lois}]_i \text{'s request to } [_{\text{NP}} \text{Bill}]_j]_k$.

(5.4) $[_{\text{NP}} [_{\text{D}} \text{his}]_i \text{ victory}]_j$ amazed $[_{\text{NP}} \text{Sam}]_i$.