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 end of class on Th. Oct 26, 2017.

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 Ch 3

Draw trees for the following sentences, using the rules of Chapter 3, given at the end of the chapter (pp. 106-107).
You may replace the NP rule (iv d) on p. 107 with this rule, in pos is the part of speech for the “s” in possessive expressions like the cat’s paw:

\[
NP \rightarrow \left( \left\{ \text{D} \right\} \text{NP} \text{pos} \right) (\text{AdjP}^+) (\text{NP}^+) \text{N} (\text{PP}^+) (\text{CP})
\]

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. 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) Every reasonably intelligent child with a soccer ball knew that Pele was coming to town.

(2.2) For a small team of athletic girls from Brazil to dominate the league surprised the small business owners.

(2.3) The tall Greek teacher’s sports car was parked at the rear of the stadium.

3 Chapter 6 trees

Using the following rules, take the chapter 3 tree you drew for sentence 2.3 and turn it into a chapter 6 tree.
The DP analysis introduced in Chapter 7 changes all NPs into DPs. Consider the phrase the tall Greek teacher’s sports car from sentence 2.7. Hopefully you drew the tall Greek teacher’s sports car as an NP in your trees for that sentence. Now draw the chapter 7 analysis for that phrase. That is, draw a DP tree for the tall Greek teacher’s sports car.
5 Parts of speech and C-command

(5.1) 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. Assume bright is modifying yellow.

(1) The pen at the back of the drawer in the medicine chest near the bright yellow painting may break.

a Present an argument for the part of speech you assigned bright. It may be syntactic or morphological.
b Present an argument for the part of speech you assigned near. It may be syntactic or morphological.

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

a Does NP1 C-command NP4?
b Does T C-command NP3?
c Does V1 C-command T?
d Does NP4 C-command V2?
e Does NP2 C-command N2?
f Does NP2 C-command D1?
g Does NP1 C-command NP2?
h Does CP C-command NP3?
6 Complements, Adjuncts, and trees

(6.1) This section is about the complements or adjuncts in the sentence:

(6.1) The tall Greek teacher’s sports car was parked at the rear of the stadium.

(6.2) Come up with one valid argument using one of the complement-adjunct tests introduced in Chapter 6 that the PP at the rear of the stadium is a complement or an adjunct of parked. Remember one-replacement only works when the head the PP is modifying is a Noun (one can only replace N’s, not V’s).

(6.3) Produce an example illustrating a one-replacement test, which shows that the PP of the stadium is a complement or an adjunct of the noun rear. Use enough context in your example to make it clear what the antecedent that one is replacing is. (Produce a whole new sentence, not just a noun phrase with one in it. For example, a good test sentence for the container of flour case is The container of flour is heavier than the one of salt.)

(6.4) Using a chapter 6 tree, draw the tree for (6.1) in a way that is consistent with the results of your two tests. If you already drew this tree in Section 3 that way, you do not have to draw it again. So if you’ve been clever enough to read through the exam in its entirety before drawing any trees, you can say, as your answer to this question, that you have already drawn the tree for example (6.1) in a way that is consistent what your tests tell you in this section.

7 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, using the same rules you used in Section 2.

Note your trees should have indices (is, js, and ks) consistent with the indices you are given below. Remember that only NPs and possessive

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?

(7.1) 
\[ \text{The queen of Spain asked the king of France about that picture of him.} \]

(7.2) * \[ \text{Laura talked to the president about him.} \]

8 Phrase structure rules

Quenya (/kwenya/) is an Elvish Language of Middle Earth bearing uncanny resemblances to both Finnish and Welsh. Although some of the example words in the data below are taken from known Elvish (Tolkienesque) sources, some are made up, the agreement is iffy, and the word order facts are further fictional examplars of this already fictional language, concocted purely as a toy PS problem.

Write phrase-structure rules for the following data. You may either use rules in the style of Chapter 3, or in the style of Chapter 6, but do not mix the rule styles. In other words, if you are going to use bar theory, use it consistently. If you try to use the rules of Chapter 6 but run into a problem, explain any departures from Xbar rule format. Whatever the rule style, your rules should account for all the grammatical sentences and block the ungrammatical ones. You may need to posit two varieties of Adjective; you can just treat these as different parts of speech. Draw trees for examples 5, 10, and 12.
0. sukuvie
drink-prf
There was drinking.

1. sukuvie nér
drink-prf man
The man drank.

2. sukuvie nér nén
drink-prf man water
The man drank water.

3. sukuvie nér alta nén
drink-prf man tall/great water
The tall man drank water.

4. sukuvie nér nén alta
drink-prf man water great
The man drank holy water.

5. sukuvie nér alta han
drink-prf man tall very
The very tall man drank.

6. * sukuvie alta
drink-prf tall
The tall drank.

7. * sukuvie nér han
drink-prf man very
The very man drank.

8. * sukuvie han
drink-prf very
The very drank.

9. utuvie nér alta koppa
find-prf man tall cup
The tall man found a cup.
10. utuvie nér alta auré koppa
    find-prf man tall golden cup
    The tall man found a golden cup.
    * The tall golden man found a cup.

11. sukuvie nér loma tana an
    drink-prf man night that on
    The man drank on that night.

12. utuvie nér koppa auré loma tana an
    find-prf man cup golden night that on
    The man found a cup on that golden night.
    * The man found a golden cup on that night.

Answer the following questions about Quenya.

(8.1) Using the same constraints on VP as discussed in the Irish problem of Chapter 4, p. 145, Challenge Problem 3, consider whether Quenya can have a VP. Explain why or why not, being sure to explain the similarity to, or difference from, the Irish case. If you cannot posit a VP don’t do so. If you can, what is the VP rule for Quenya?

(8.2) What is the TP rule? Make sure your answer is consistent with your answer to the previous question.