

Syntax Midterm: Monday 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 end of class on Mon. Oct 29, 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*:

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

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) The feckless queen of Spain will make Columbus sail without a proper set of maps.
- (2.2) That evil chieftain's wild horses ran across the plains of central Asia for the next few centuries.
- (2.3) That a horse could do arithmetic problems astonished the wise men of Cologne.

3 Chapter 6 trees

Using the following rules, take the chapter 3 tree you drew for sentence 2.1 and turn it into a chapter 6 tree.

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

4 chapter 7: Issues

- (4.1) The DP analysis introduced in Chapter 7 changes all NPs into DPs. Consider the phrase *that evil chieftain's wild horses* from sentence 2.2. Hopefully you drew *that evil chieftain's wild horses* 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 *that evil chieftain's wild horses*.

- (4.2) Identify all the clauses in sentence 2.1. Identify their subjects and predicates. For each clause you find, identify the T and the C. If there is an embedded clause, say whether it is finite or non-finite, and present one argument for your claim, using a test such as those discussed in Section 2 of Chapter 7. Note: The tree you drew for this sentence should be consistent with the claims you make here, and there will be a deduction if it isn't.

5 Parts of speech and C-command

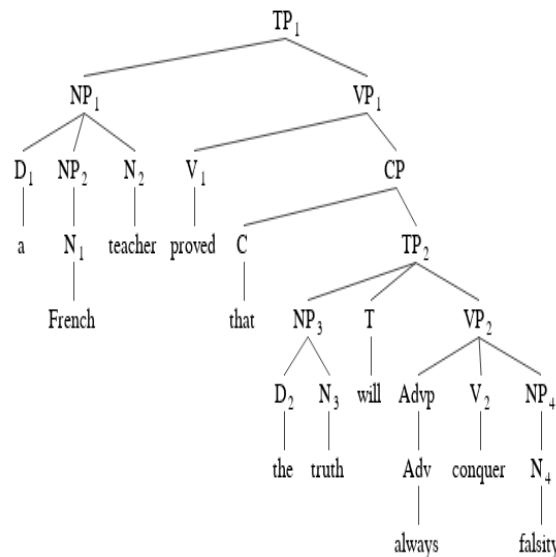
- (5.1) Assign parts of speech in the following sentence. Assume that nouns may be modified by nouns, and use **Deg** as the part of speech for intensifiers like *very*. Assume *only* is modifying *with*.

(1) Every gambler should know that you can play that game reasonably well only with extensive practice..

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

b Present an argument for the part of speech you assigned the first occurrence of *that*. 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 ?
- i Does CP C-command V₁ ?
- j Does D₁ C-command NP₄ ?

6 Complements, Adjuncts, and trees

- (6.1) This section is about the complements or adjuncts in the sentence:
- (6.1) That story about Aladdin really kept me on edge.
- (6.2) Come up with one valid argument using one of the complement-adjunct tests listed in GPS1 (p. 200) in Chapter 6 that the *NP me* is a complement or an adjunct of *kept*. 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 about Aladdin* is a complement or an adjunct of the noun *story*. 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, and remember, you don't have to keep all the elements of sentence 6.1. You're focused on a property of the noun *story* and PP's headed with *about*, 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.

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 (*i*s, *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. If there is no violation, explain why the two co-indexed NPs do not violate any principles. Note: Ignore your own grammaticality judgments about these examples. Just determine what the Binding Theory says in each case. Is there a violation or not?

(7.1) [_{NP} The sad clown]_i talked to [_{NP} the company president]_j
[_{PP} about [_{NP} that picture of [_{NP} her]_j]_k].

(7.2) [_{NP} Rita]_i reminded [_{NP} the attorney]_j that he should
call [_{NP} her]_i.

(7.3) [_{NP} The patriotic play]_i reminded [_{NP} the officer]_j [_{PP} of [_{NP}
[_D her]_j duty]_k].

8 Malagasy Phrase structure rules

Malagasy is an Austronesian language spoken in Madagascar. If you want to get an idea of how mind-blowingly far the ancestors of the Austronesian languages traveled, consider the fact that Rapa Nui, the language of Easter Island, is also Austronesian, and take a look at how far apart Easter Island and Madagascar are. Yes, Google tells us the two points are 14, 297 Km apart. That's almost half way around the globe. Now add in the fact that the linguistic evidence makes it clear they went the *other way* (the Austronesian languages are strewn across Asia and the Pacific, for example, in Malaysia,

the Phillipines, and Polynesia). The circumference of the earth is about 40,000 Km. So the entire journey covered a distance of (40,000 - 14,297) Km, or 25, 703 Km, a lot more than halfway around the earth.

In this problem you will be asked to 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 sentences. You should posit parts of speech and rule-elements only if there is overt evidence for them. For example, if you don't see any evidence for D or Adv, don't posit them.

1. Nividy ronono ho an'ny zaza ny vehivavy
 bought milk for the child the woman
 The woman brought milk for the child.
2. Mamaky ny boku mena ny mpianatra
 read the book red the student
 The student reads the red book.
3. Mamaky itu boku itu ny mpianatra
 read that book that the student
 The student reads that book.
4. Nametraka my mofa ambony ny latabatra Rakoto
 put the bread on the table Raokoto
 Rakato put the bread on the table.
5. Mihinana vary aho
 eat rice I
 I eat rice.
6. Tsy mihinana vary aho
 Not eat rice I
 I don't eat rice.

Answer the following questions about Malagasy.

- (8.1) Using the same constraints on VP as discussed in the Irish problem of Chapter 4, p. 145, Challenge Problem 3, consider whether Malagasy 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 Malagasy?
- (8.2) What is the TP rule? Make sure your answer is consistent with your answer to the previous question.
- (8.3) Draw trees for sentences 2, 3, and 4.
- (8.4) Finish writing the PS-rules. Your rules should handle all the data, not just the trees you drew. Don't write any rule twice.