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 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*:

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

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) 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.

$$
\begin{array}{lll}
\text{CP} & \rightarrow & \text{(C) TP} \\[4pt]
\text{TP} & \rightarrow & \left\{ \begin{array}{l} \text{NP} \\ \text{CP} \end{array} \right\} \text{(T)} \left\{ \begin{array}{l} \text{VP} \\ \text{NP} \\ \text{AdjP} \end{array} \right\} \\[10pt]
\text{NP} & \rightarrow & (\left\{ \begin{array}{l} \text{NP POS} \\ \text{D} \end{array} \right\}) \text{ N'} \\[8pt]
\text{N'} & \rightarrow & \text{N' PP} \\
\text{N'} & \rightarrow & \text{AdjP N'} \\
\text{N'} & \rightarrow & \text{NP N'} \\[4pt]
\text{N'} & \rightarrow & \text{N} \left(\left\{ \begin{array}{l} \text{PP} \\ \text{CP} \end{array} \right\} \right) \\[10pt]
\text{PP} & \rightarrow & \text{P'} \\
\text{P'} & \rightarrow & \text{P (NP)} \\
\text{AdjP} & \rightarrow & \text{(DegP) Adj'} \\
\text{Adj'} & \rightarrow & \text{AdvP Adj'} \\
\text{Adj'} & \rightarrow & \text{Adj (PP)} \\
\text{AdvP} & \rightarrow & \text{(DegP) Adv'} \\
\text{Adv'} & \rightarrow & \text{AdvP Adv'} \\
\text{Adv'} & \rightarrow & \text{Adv} \\
\text{DegP} & \rightarrow & \text{(DegP) Deg'} \\
\text{Deg'} & \rightarrow & \text{Deg} \\
\text{VP} & \rightarrow & \text{V'} \\[4pt]
\text{V'} & \rightarrow & \text{V'} \left\{ \begin{array}{l} \text{PP} \\ \text{AdvP} \end{array} \right\} \\[8pt]
\text{V'} & \rightarrow & \text{AdvP V'} \\[4pt]
\text{V'} & \rightarrow & \text{V (NP)} \left(\left\{ \begin{array}{l} \text{PP} \\ \text{NP} \\ \text{CP} \end{array} \right\} \right)
\end{array}
$$

4 chapter 7: DP analysis

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
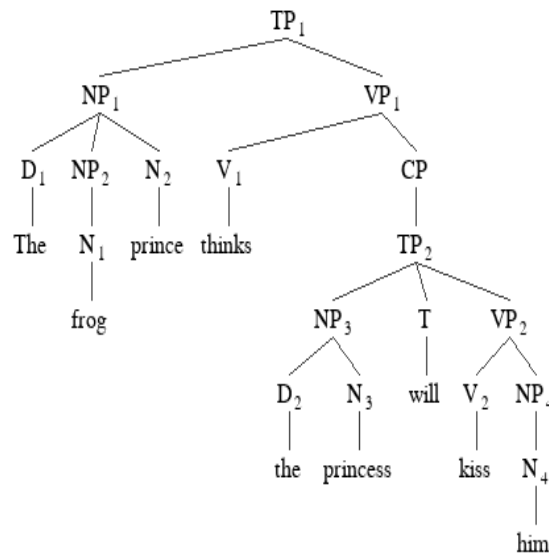
a Does NP_1 C-command NP_4?

b Does T C-commmand NP_3?

c Does V_1 C-command T?

d Does NP_4 C-command V_2 ?

e Does NP_2 C-command N_2 ?

f Does NP_2 C-command D_1 ?

g Does NP_1 C-command NP_2 ?

h Does CP C-command NP_3 ?

i Does CP C-command V_1 ?

j Does D_1 C-command NP_4 ?

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 antcedent 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

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?

   (7.1) [$_{NP}$ The queen of Spain]$_k$ asked [$_{NP}$ the king of France]$_i$ [$_{PP}$ about [$_{NP}$ that picture of [$_{NP}$ him]$_i$]$_j$].

   (7.2) * [$_{NP}$ Laura]$_i$ talked [$_{PP}$ to [$_{NP}$ the president]$_j$] [$_{PP}$ about [$_{NP}$ him]$_j$].

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 take 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 he 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.