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. Scribbled-on copies of the original exam will not be accepted. Start your exam on blank paper. Label each of your answers with the number of the question you are answering. **When a question asks for a short answer, please write a short answer in complete sentences.** When you need to need to create a linguistic example to properly answer a question, put the example on a separate line and assign a letter it and refer to it by that letter. **All ungrammatical sentences must be marked with an asterisk**. For example,

> English verbs agree in person and number with their subject.
>
> a.　The boy walks.
> b.　*The boy walk
>
> In the grammatical sentence (a), the verb *walks* is in the third person singular form and agrees with its third person singular subject *the boy*; in the ungrammatical sentence (b), the verb form *walk* fails to agree with the subject.

When you are **given data** the same rules apply. The data is always given to you in numbered or lettered examples. Please refer to the examples by number or letter, and refer to individual words in the example, as above, even when the words are in a foreign languages. **Avoid vague claims** that suggest you know some term is a buzz word, but have no clue how to apply it. If you have doubts about whether an answer is specific enough, make it more specific by directly mentioning the words or phrases involved. Vagueness wiil be penalized.

The midterm is due at the start of class on Th. Oct 25, 2018.

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 (25 points)

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 (rule iv. d) on p. 107 with this rule; in this POS is the part of speech for the "'s" in possessive expressions like *the cat's paw*:

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

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 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 can also search for lists of words having particular parts of speech. But note that this works best with functional categories like T, P, D, and C, and that even when a word has a functional part of speech, it may be ambiguous. For example, the word *that* can be both a Determiner (D) and a complementizer (C). You are always be responsible for choosing a part of speech that works in the sentence you are given.

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. If you think a sentence is ambiguous, say so, describe the readings, and make it clear which reading you're drawing a tree for.

(2.1) Some highly unexpected developments turned the tide of the county's recent election.
(2.2) That no children appeared for the early show created great disappointment for the performers.
(2.3) The chocolate lover found that his voyage to Brazil fulfilled his wildest dreams.

3   Chapter 6 trees (10 points)

Consider the following sentence:

(3.1) The Republic of California was established in 2058 after the secession from the union of three western states.

Using the following rules, draw a chapter 6 tree for (3).

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

4   chapter 7: DP analysis (5 points)

The DP analysis introduced in Chapter 7 changes all NPs into DPs. Consider the phrase *the county's recent election* from sentence 2.1. Hopefully you drew *the county's recent election* 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 county's recent election*.

5 Parts of speech and C-command (20 points)

(5.1) Assign parts of speech in the following sentence. Assume that nouns may be modified by nouns.

(1) The unfortunate performance of our political leaders will probably guarantee that the November election brings us change.

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

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

(5.2) Consider the following tree and answer the questions about C-command below it
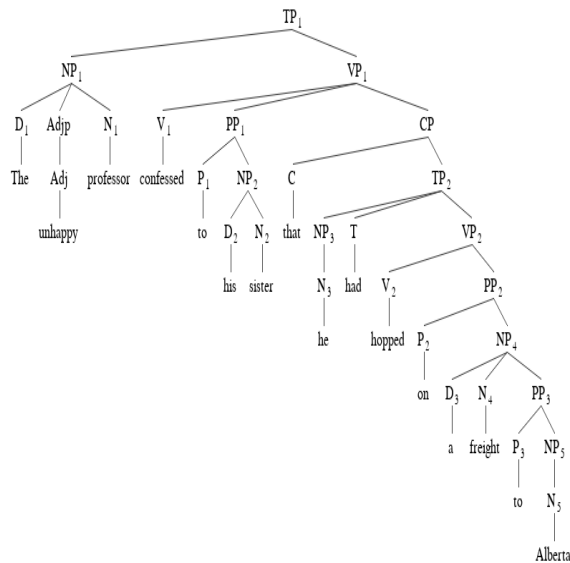
a. Does NP_1 C-command NP_4?

b. Does T C-commmand NP_3?

c. Does V_1 C-command T?

d. Does V_1 C-command T?

e. Does NP_4 C-command V_2 ?

f. Does PP_2 C-command V_2 ?

g. Does NP_2 C-command NP_3 ?

h. Does NP_1 C-command NP_2 ?

i. Does CP C-command NP_2 ?

5

j. Does CP C-command V$_1$?

k. Does NP$_4$ C-command NP$_5$?

6   Complements, Adjuncts, and trees (10 points)

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

    (a) The sleek black automobile was stolen from the garage on the first floor.

(6.2) Produce an example illustrating a *one*-replacement test, which shows that the *PP on the first floor* is a complement or an adjunct of *garage*. 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.*)

(6.3) Come up with one valid argument using one of the complement-adjunct tests introduced in Chapter 6 that the *PP from the garage on the first floor* is a complement or an adjunct of the verb *stolen*. Remember *one*-replacement only works when the head the PP is modifying is a Noun (*one* can only replace N's, not V's).

(6.4) Using a chapter 6 tree, draw the tree for sentence (a) in a way that is consistent with the results of your two tests.

7   Binding Theory (10 points)

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 the following ungrammatical sentences, 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.

(7.1) * [NP A faculty member]$_k$ told [NP the president of the university]$_i$ [CP that [NP a news article about [NP himself]$_i$]$_j$ had appeared].

(7.2) * [NP Georgianna]$_i$ wrote [PP to [NP the chair]$_j$] [PP about [NP her]$_i$].

8   Phrase structure rules (20 points)

Tzotzil is a Mayan language spoken in Mexico. Consider the following sentences, then answer the questions that follow. Glosses have been simplified and the orthography altered from the original source. (Data from Aissen 1987.)

(2)   'ispet   lok'el   'antz   ti   t'ule.
      carry   away   woman   the   rabbit
      "The rabbit carried away (the) woman." (Assume *lok'el* is an Adv).

(3)   'ibat   xchi'uk   smalal   li   Maruche.
      go   with   her-husband   the   Maruche
      "(the) Maruch went with her husband." (*Maruche* is a proper name.)

(4)   Pas   ti   'eklixa'une.
      built   the   church
      "The church was built."

Draw trees for (2), (3) and (4). Then write out the phrase structure rules for those trees.

Then answer the following questions about Tzotzil.

(8.1) Using the same constraints on VP as discussed in he Irish problem of Chapter 4, p. 145, Challenge Problem 3, consider whether Tzotzil can have a VP. Explain why or why not, being sure to explain the similarity to, of difference from, the Irish case. If you cannot posit a VP don't do so. Note, that in that case, means your trees and your rules shouldn't have VPs.

(8.2) What is the subject of sentence (3)? Have you drawn your tree so that the subject of (2) is consistent with the definition of subject on p. 132 of your text?

(8.3) Is *ti 'eklixa'une* a subject or an object in sentence (4) ?

(8.4) Does the verb precede the subject in Tzotzil?

(8.5) Does the object precede the subject in Tzotzil?

(8.6) Does the verb precede the object in Tzotzil?

(8.7) Using the rules you developed in (1-4) above, draw the trees for (2), (3) and (4).