Syntax Midterm

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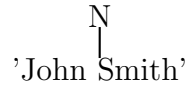
1 Trees (15pts)

Using the X-bar theory of Chapter 7, draw trees for the following sentences. Remember a point emphasized in class: despite the shrill, lowbrow protestations of your textbook, it is possible for a head to have more than one complement.

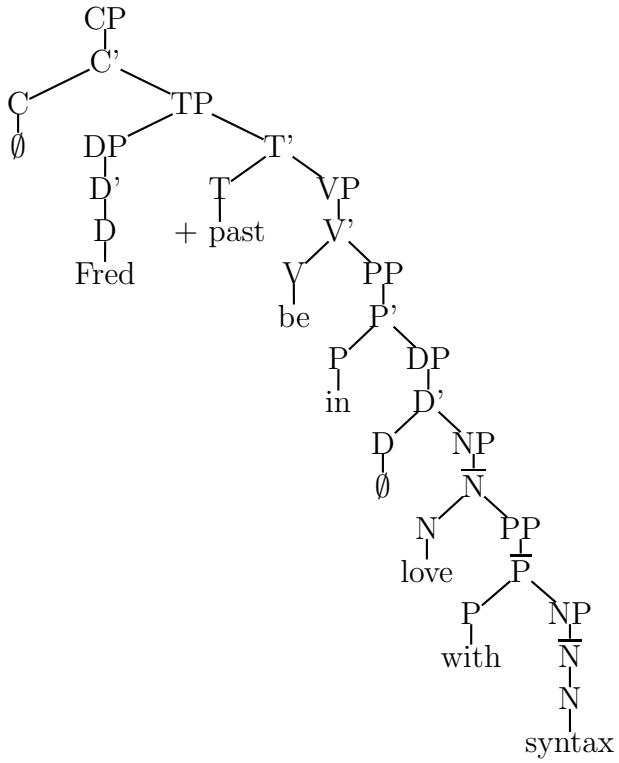
Make sure your trees are readable whether you draw them by hand or with a computer. Readability considerations many of you have ignored in your homeworks include (a) size of the tree and the size of the print in the tree; (b) how dark the pencil you use is; and (c) reasonably spaced layout of the tree. 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. At all. You will be marked off for every node you omit by using a triangle.

If you believe a sentence is ambiguous, say so, but you only have to draw a tree for one reading. Specify clearly which reading the tree you draw represents. You will be marked off for an explanation that preserves the ambiguity you are trying to explain, such as, "*I saw an elephant in my pajamas* is ambiguous. This tree represents the reading on which what I did was see an elephant in my pajamas." (as opposed to "It was an elephant in my pajamas I saw," which has only one reading.)

If a construction poses a problem, do your best, and comment on the problem. 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:



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. For example, the following tree



claims that *love with syntax* is a constituent, predicting that

(1) * It was love with syntax that Fred was in.

is grammatical. But (1) is flatly ungrammatical!

(1.1) For a member *of Congress* to appear on Dancing with the Stars is unseemly.
(1.2) All junior syntacticians must report *to the syntax office* immediately.
(1.3) John resigned himself *to a very long speech.*
(1.4) Max's *tax* attorney served *three years in San Quentin.*

2 Parts of speech (15 pts)

(2.1) What is/are the part(s) of speech of *junior*? Give 3 arguments for one of the parts of speech you claim it has. Be sure that your answer covers the use of *junior* illustrated in example 1.2 as well as any other uses you can think of.
(2.2) What is/are the part(s) of speech of *north*? Give 2 arguments for each of the parts of speech you claim it has.
(2.3) What is/are the part(s) of speech of *record*? Give 1 argument for each of the parts of speech you claim it has.

3 Complements vs. Adjuncts (25pts)

Part A: In drawing trees for Section 1 you had to make a number of decisions about what strings of words were constituents and a number of decisions about whether particular constituents were complements or adjuncts. Defend your decisions for 4 of the italicized strings in Section 1. If they are constituents, give one argument that they are; if not give an argument that they are not.

Part B: Next, defend your decision that the string is a complement or adjunct of whatever head it modifies. Obviously, being a complement or an adjunct presupposes being a constituent, so if you argued that the the string was *not* a constituent, answer this question for the first complete constituent in the string. In each case, defending your decision means using at least 2 of the tests we have discussed for distinguishing complements from adjuncts. Remember that complement and adjunct are relational notions. A complement is a complement *of* some lexical head. An adjunct is an adjunct of some lexical head. Be sure that you make it clear what lexical head you are talking about, and be sure that your examples are the right examples for that head. [For example, one-replacement works as a test **only** when the

head you are testing is a noun, *do so* only works when the head is a verb, and so on.]

4 Binding Theory (25 pts)

Each of the following sentences has a pair of coindexed NPs and is either starred or unstarred. Accept the indicated grammaticality judgment as valid data.

For each sentence, indicate whether the binding theory given in our book rules out or does not rule out the sentence with the given indexing. Then indicate whether this agrees or disagrees with the indicated grammaticality judgment. That is, tell me if this data is a problem for the binding theory or not. **Draw a tree for example j**.

If a sentence is ruled out, say which principle (or principles!) rule(s) it out. Whether or not the sentence is ruled out, *describe the binding relationships between the co-indexed NPs.* If there are no binding relationships between the coindexed NPs, say so. Describing the binding relationships for an example like *Wilma told Fred Flintstone$_i$ that he$_i$ dressed well* will require writing a sentence like this:

> The NP *Fred Flintstone* binds the NP *he* because it C-commands and is coindexed with it; the NP *he* does not bind the NP *Fred Flintstone* because it does not C-command it.

If you are in doubt about a binding relationship, draw the tree you are assuming and show it to me. You will get credit if you are correctly applying the definitions of binding, if the tree is not too incredibly silly.

Note: For verbs like *envy* and *lend*, assume that both NPs that follow it are complements. For example, in

(2) Mary lent John the flowers.

both *John* and *flowers* are complements of *threw*. Also assume that the PP *to John* is a complement in examples like:

(3) Mary lent flowers to John.

. For possessives and verbs like *want*, assume the analysis of Chapter 7.

NOTE: Now that we have switched from NPs to DPs, we are no longer coindexing NPs in the binding theory. We are coindexing DPs. In

$$[_{\text{CP}}[_{\text{DP}}\text{The } [_{\text{NP}} \text{ man }]]_i \text{ shaved } [_{\text{DP}} \text{ himself }]_i]$$

man is an NP and *the man* is a DP, so the question relevant to applying Principle A is not whether the NP *man* C-commands the NP *himself*; the question is whether the DP *the man* C-commands the DP *himself*.

(4.1) John$_i$ sent that article about himself$_i$ to the coach.
(4.2) Mary lent John$_i$ that silly picture of him$_i$.
(4.3) Mary lent John$_i$'s syntax professor that silly picture of him$_i$.
(4.4) Mary sent John$_i$'s mother that silly picture of himself$_i$.
(4.5) * Himself$_i$ flaunts John$_i$.
(4.6) ? Mary lent a picture of himself$_i$ to John$_i$.
(4.7) * Mary lent that picture of John$_i$ to him$_i$.
(4.8) John likes Mary$_i$'s picture of herself$_i$.
(4.9) The colonel's mention of him$_i$ excited John$_i$.
(4.10) John$_i$ gave Mary$_j$ a picture of herself$_j$.

5 Hungarian (20 pts)

Consider the Hungarian data we saw on the homework assignment for Chapter 7.

(4) a. az en kalapom
the I hat
"my hat"

b. a te kalapod
the you hat
"your hat"

c. a Mari kalapja
the Mary hat
"mary's hat"

d. Marinak a kalapja
Mary-Genitive the hat
"mary's hat"

In this problem you will draw the trees for some analyses of (4c). Assume the DP analysis of Chapter 7 and the Xbar theory of Chapter 7. **Assume each of the examples in (4) is a DP.**

(5.1) Draw a tree for the DP in (4a) in which *en* is the specifier of *kalapom*. Does the same kind of tree work for (b) and (c)? [Note: Just say whether it does or not, you don't need to draw it.]

(5.2) Will it work to say that *en* is the specifier of the DP *az en kalapom* in (4a)? If so draw the tree for that analysis. If not, say why not.

(5.3) Why is the form of the word for *hat* changing in examples (a), (b), and (c)? If you don't know, speculate. Be aware that I have asked Professor Csomay not to tell you the answer. Our DP analysis of possessives has made DPs look more like TPs (clauses); does this change in form resemble anything that happens in TPs? Don't just say "yes". Tell me what it resembles.

(5.4) *Marinak* has been labeled as *Genitive* in (d). Hungarian is a case-marking language in which nouns can take many forms, and Genitive is the name linguists use for the case form for possessors in case-marking languages. Consider the following case marking principle:

> The specifier of DP is in the Genitive case. The specifier of NP takes no case.

Draw a tree for (4d) which is consistent for this principle. Draw a tree for (4c) consistent with this principle (assume *Mari* has no case).