

Syntax Midterm: Monday Section

Jean Mark Gawron

Introduction to Syntax

San Diego State University

gawron@mail.sdsu.edu

<http://www.rohan.sdsu.edu/~gawron>

2018 Oct 22

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 will be penalized.

The midterm is due at the start of class on Mon. Oct 29, 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*:

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

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) Those incredibly popular initiatives caused a large increase in contributions to the party's candidates.
- (2.2) Greta moved the salt shaker to the back of the stove.
- (2.3) That papers were filed by her lawyer on her behalf greatly complicates her case now.

3 Chapter 6 trees (10 points)

Consider the following sentence:

- (3.1) The poems of Byron were mostly written before 1820 during Byron's travels through Europe.

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

| | | |
|------|---|---|
| CP | → | (C) TP |
| TP | → | $\left\{ \begin{array}{c} \text{NP} \\ \text{CP} \end{array} \right\} \text{(T)} \left\{ \begin{array}{c} \text{VP} \\ \text{NP} \\ \text{AdjP} \end{array} \right\}$ |
| NP | → | $\left(\left\{ \begin{array}{c} \text{NP POS} \\ \text{D} \end{array} \right\} \right) \text{N}'$ |
| N' | → | N' PP |
| N' | → | AdjP N' |
| N' | → | NP N' |
| N' | → | N $\left(\left\{ \begin{array}{c} \text{PP} \\ \text{CP} \end{array} \right\} \right)$ |
| PP | → | P' |
| P' | → | P (NP) |
| AdjP | → | Adj' |
| Adj' | → | AdvP Adj' |
| Adj' | → | Adj (PP) |
| AdvP | → | Adv' |
| Adv' | → | AdvP Adv' |
| Adv' | → | Adv |
| VP | → | V' |
| V' | → | $\text{V}' \left\{ \begin{array}{c} \text{PP} \\ \text{NP} \\ \text{AdvP} \end{array} \right\}$ |
| V' | → | AdvP V' |
| V' | → | $\text{V (NP)} \left(\left(\left\{ \begin{array}{c} \text{PP} \\ \text{NP} \\ \text{CP} \end{array} \right\} \right) \right)$ |

4 chapter 7: DP analysis (5 points)

The DP analysis introduced in Chapter 7 changes all NPs into DPs. Consider the phrase *Byron's travels through Europe* from sentence 2.1. Hopefully you drew *Byron's travels through Europe* 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 *Byron's travels through Europe*.

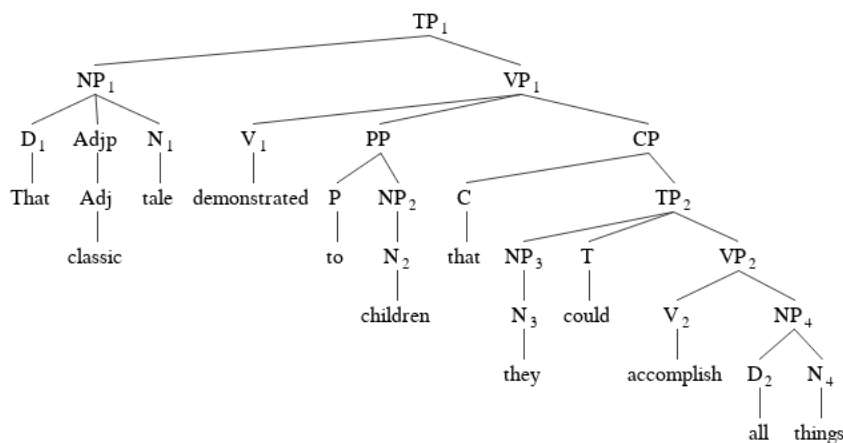
5 Parts of speech and C-command (20 points)

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

(1) The bus driver from Australia can probably prove beyond a reasonable doubt that he never attended any classes.

- Present a syntactic argument for the part of speech you assigned *reasonable*.
- Present a morphological argument for the part of speech you assigned *reasonable*.

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



- Does NP₁ C-command NP₄?
- Does T C-command NP₃?
- Does V₁ C-command T?
- Does V₂ C-command T?
- Does NP₄ C-command V₂?
- Does PP C-command V₁?
- Does VP₂ C-command NP₃?
- Does VP₂ C-command V₂?
- Does V₁ C-command CP?
- Does CP C-command V₁?
- List all nodes that C-command NP₃.

6 Complements, Adjuncts, and trees (10 points)

- (6.1) This section is about the complements or adjuncts in the sentence:
- (a) Your cell phone may not work from the lavatory 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 *lavatory*. 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 lavatory on the first floor* is a complement or an adjunct of the verb *work*. 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 (*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 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 He]_i told [NP the bride]_j [CP that [NP a news article about [NP the
bridgeroom]_i]_k had appeared].
- (7.2) * [NP Georgianna]_i told [NP the chair]_j [CP that [NP herself]_i was innocent.].

8 Phrase structure rules (20 points)

Consider the following sentences of Bambara, a language spoken in Mali.

- (2) A kasira.
He cried
“He cried.”
- (3) Den ye ji min.
child PAST water drink
“The child drank water.”
- (4) N sonna a ma.
I agreed it to
“I agreed to it.”

Draw trees for all three sentences. Do not break apart words in your analysis. After drawing your trees, write the phrase structure rules for those trees.

Answer the following questions:

- (8.1) Do you need a T category in Bambara? Why or why not?
- (8.2) Do you need a D category in Bambara? Why or why not?
- (8.3) Can you have a VP rule for Bambara? (The VP rule must exclude the subject and include the object). If you can have a VP rule, write one. If not, explain why.