

## Homework 3

LIN 311: Syntax, Fall 2018

### Problem 1

(Carnie, Chapter 3, CPS 5)

Do the words in boldface in the following sentence form a single constituent? That is, is there a [*Barbie and Ken kissing*] constituent? How do you know? Use all the tests available to you.

- (1) **Barbie and Ken** were seen by everyone at the party **kissing**.

A couple of things may help you in this problem.

1. Remember that constituents can be inside other constituents.
2. This sentence is a passive, which means that some movement has happened, so don't let the fact that there is other stuff in between the two bits throw you off.

### Problem 2

(Carnie, Chapter 6, GPS 4)

Using the properties of complements and adjuncts we talked about (reordering, adjacency, conjunction, etc.), determine whether the marked NPs, PPs and AdvPs in the following VPs are complements or adjuncts. Give the examples that you used in constructing your tests. Some of the VPs have multiple PPs and AdvPs. Be sure to answer the question for every PP, NP, and AdvP in the VP.

- a) Erin [VP [AdvP never] keeps [NP her pencils] [PP in the correct drawer]].
- b) Dan [VP walked [PP to New Mexico] [PP in the rain] [AdvP last year]].

### Problem 3

(Carnie, Chapter 6, GPS 7)

Draw the X-bar-theoretic trees for the following sentences. Several of the sentences are ambiguous; draw only one tree, but indicate using a paraphrase (or paraphrases) which meaning you intend by your tree.

- a) Abelard wrote a volume of poems in Latin for Héloïse.
- b) People with boxes of old clothes lined up behind the door of the building with the leaky roof.
- c) The red volume of obscene verse from Italy shocked the puritan soul of the minister with the beard quite thoroughly yesterday.

### Problem 4\*

**Part 1:** Consider the following ambiguous NP:

- (2) the German teacher

It can mean either a teacher (say of math) who is German, or it can mean someone (of any nationality) who teaches the German language.

Using the tests for complements and adjuncts in NPs (adjacency, one-replacement, coordination of likes, only one complement – the test of reordering doesn't work since adjectives in English are ordered by other principles),

decide whether adjectives like *German* are functioning more like complements, or adjuncts, or both. Contrast them explicitly to adjectives such as *red* and *big*. Provide relevant examples to support your claim.

Explain this ambiguity in meaning using your findings. Pay attention to the meaning of *German* (whether it refers to the nationality or the subject) in each of the following sentences. Draw trees to explain your answer.

- (3) a. the French German teacher
- b. the math and German teacher
- c. \*the math and American teacher
- d. not the American teacher but the German one

**Part 2:** Propose a revised set of X-bar rules for English NPs to account for your observations.

Set of rules we discussed in class (that you will have to revise) is given below:

- (4) NP X-bar rules:

$NP \rightarrow (D) N'$    Specifier rule

$N' \rightarrow (AP) N'$    Adjunct rules  
 $N' \rightarrow N' (PP)$

$N' \rightarrow N (PP)$    Complement rule