

Homework 4

LIN 311: Syntax, Fall 2018

Problem 1

(based on Carnie, Chapter 6, GPS 7)

Part 1:

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. For embedded clauses make sure to use CPs and for modal verbs, use TPs.

- a) The biggest man in the small room said that John should dance an Irish jig from Dublin to Shannon on Thursday.
- b) No-one can understand that syntactic rules explain the little-understood phenomenon of the infinite length of sentences.

Part 2:

Consider the following two sentences. Draw an X-bar theoretic tree for the first sentence, and explain how the tree for the second sentence is different. You are not required to draw the tree for the second sentence! [Hint: the difference is not just *plural vs. singular* — pay attention to the meaning of *that*.]

- a) Robert thinks that students should eat asparagus.
- b) Robert thinks that student should eat asparagus.

Problem 2

(based on Carnie, Chapter 8, GPS 5)

For each of the following sentences, show which θ -roles the verb must assign and which categories of the arguments the verb needs for each θ -role. Demonstrate what is violated in each of the cases (very short answers should suffice!).

- a) *Rosemary hates.
- b) *Saw a firetruck.
- c) *John placed on the table.
- d) *John placed the flute the violin on the table.
- e) *John placed the flute the table.
- f) *Traci gave the whale.

Problem 3

(based on *Carnie, Chapter 8, GPS 4*)

Two forms of the Sinhala verb appear in the data below and are identified in the glosses as A or B. (Data from Gair 1970.)

- (a) Provide a complete θ -grid for each of the verbs in sentences **a.** of the following pairs.
- (b) Now examine the θ -roles in sentences **b.** In terms of θ -roles, what is the difference between the A and the B verb forms?
- (c) Discuss briefly (one sentence should be sufficient!) what kind of NP the suffix $-tə$ attaches to (notice special form for the pronoun *I* – but just ignore this difference!).

- (1) a. lamea kataawə ahanəwa.
child story hear-A
‘The child listens to the story.’
b. lamea-tə kataawə æhenəwa.
child story hear-B
‘The child hears the story.’
- (2) a. hæmə irida mə mamə koləmbə yanəwa.
every Sunday EMPH I Columbo go-A
‘Every Sunday I deliberately go to Colombo.’
b. hæmə irida mə ma-tə koləmbə yæwenəwa.
every Sunday EMPH I Columbo go-B
‘Every Sunday I experience going to Colombo.’
- (3) a. malli nitərəmə aṅḍənəwa.
brother always cries-A
‘Brother always cries.’
b. malli-tə nitərəmə æṅḍənəwa.
brother always cries-B
‘Brother always bursts out crying without his control.’
- (4) a. N/A
b. apiṭə pansələ peenəwa.
we temple see-B
‘We saw the temple.’

Problem 4*

Part 1:

Consider an ambiguous sentence (5):

(5) John jumped on the stage.

It has two meanings:

1. *John jumped onto the stage.* [The Goal reading]
2. *John jumped while standing on the stage.* [The Location reading]

On the other hand, consider (6):

- (6) a. John jumped on the stage, and Mary did so on the table.
b. John jumped on the stage, and Mary did so too.

The sentence in (6-a) only has the *Location* reading, while the sentence in (6-b) seems to allow both *Location* and *Goal* readings. Can you explain why this is so?

Part 2:

Consider the following data from Dutch. All of these examples are embedded clauses; they could, for instance, be following something meaning *I believe*. [Do not worry about this for this problem!]

- (7) a. ... dat Jan **het boek** lest.
... that Jan the book reads
'... that Jan is reading the book.'
b. *... dat Jan lest **het boek**.
- (8) a. ... dat Jan **in de sloot** springt.
... that Jan in the ditch jumps
'... that Jan is jumping in the ditch.'
(either jumping up and down within the ditch, or jumping into the ditch from outside it)
b. ... dat Jan springt **in de sloot**.
... that Jan jumps in the ditch
'... that Jan is jumping in the ditch.'
(only jumping up and down within the ditch)
- (9) a. ... dat Jan **op het podium** springt **op de trampoline**.
... that Jan on the stage jumps on the trampoline
'On the trampoline, Jan jumps onto the stage.'
or: 'On the stage, Jan jumps up and down on the trampoline.'
but not: 'On the stage, Jan jumps onto the trampoline.'
b. ... dat Jan **op de trampoline** springt **op het podium**.
... that Jan on the trampoline jumps on the stage
'On the stage, Jan jumps onto the trampoline.'
or: 'On the stage, Jan jumps up and down on the trampoline.'
but not: 'On the trampoline, Jan jumps onto the stage.'

How can we account for these data? Think about the difference between complements and adjuncts. You don't have to provide trees for Dutch; you can just let us know in prose, using terminology we've developed in class, what the relevant rules are. Your answer should build on the answer you gave to Part 1: assume, as much as possible, that Dutch and English are alike.