

# Homework 5

LIN 311: Syntax, Fall 2018

## Problem 1

(based on Carnie, Chapter 10, GPS 6)

English has two verbs *to have*. One is an auxiliary seen in sentences like (1):

(1) I have never seen this movie.

The other indicates possession:

(2) I never have a pen when I need it.

Let us assume that the adverb *never* is generated in the same position as a regular negation, in NegP (while it is not exactly true, it is close enough to truth for the purposes of this problem!). From the position of the adverb *never* you can notice that the possessive verb *have* and the auxiliary *have* behave differently.

### Part 1:

Consider the following data from American English. We know that auxiliary *have* originates in Perf position within PerfP, below NegP (according to our hierarchy of projections). Is the same true for the possessive *have*? Where does it originate, and does it move?

- (3)
- a. I have had a horrible day.
  - b. I have never had a pencil case like that!
  - c. Have you seen my backpack?
  - d. \*Have you a pencil?

### Part 2:

Consider now the following sentences, which are grammatical in some varieties of British English:

- (4)
- a. Have you a pencil?
  - b. I have not a pencil.

How different is the behavior of possessive *have* in such varieties of British English? Discuss it in terms of verb movement.

## Problem 2

Draw the X-bar-theoretic trees for the following sentences. Use TP instead of S, and do not forget about NegP, PerfP, and ProgP phrases, which only occur if they are needed. That is, if there is no Negation or a Perfect/Progressive auxiliary, these phrases do not exist. Let us also assume that in the absence of the modal, the highest auxiliary moves from its phrase to T. For example, in the sentence, *Sally has read the book.*, the auxiliary *has* originated in PerfP, and moved to T (similarly to the movement of T to C in questions).

- (5)
- a. Bill might have read the book.
  - b. Rory had been eating muffins.
  - c. Calvin will not be eating.
  - d. Should I be bringing the spouse?
  - e. Has she not been drinking?

### Problem 3

(based on *Carnie*, Chapter 8, CPS 3)

#### Part 1:

Write up the theta grids for the verbs in the following sentences. Assume there are two verbs *give* (*give*<sub>1</sub> is seen in (6-d), *give*<sub>2</sub> in (6-e)).

- (6)
- John bit the apple.
  - Susan forgave Louis.
  - The jockey rides the horse.
  - Phillip gave the medal to the soldier.
  - Phillip gave the soldier the medal.

#### Part 2:

English has a suffix *-en* that, when attached to verbs, changes the structure of the sentence associated with them. This is called the **passive morpheme**. The following sentences are the passive equivalents of the sentences in part 1. The bracketed PPs starting with *by* are optional.

- (7)
- The apple was bitten (by John).
  - Louis was forgiven (by Susan).
  - The horse was ridden (by the jockey).
  - The medal was given to the soldier (by Phillip).
  - The soldier was given the medal (by Phillip).

Describe in your own words what the *-en* passive suffix does to the  $\theta$ -grids of verbs. Pay careful attention to the last two examples, and to the optionality of the *by*-phrases.

### Problem 4\*

(also in Quiz #2 – but now you have time!)

Consider the following sentences:

- (8)
- It appears [to rain everyday in England].
  - The monster appeared.

Provide full  $\theta$ -grids for all verbs in these sentences (*appear* x 2 and *rain*). Do not forget that embedded clauses (here marked with [ ]) also receive  $\theta$ -roles. What can we say about these two instances of the verb *appear*? Also consider the sentences (without specified grammaticality judgements):

- (9)
- It appears.
  - Appears.

Do your  $\theta$ -grids predict these sentences to be grammatical or ungrammatical? If a sentence is grammatical, what does it mean?