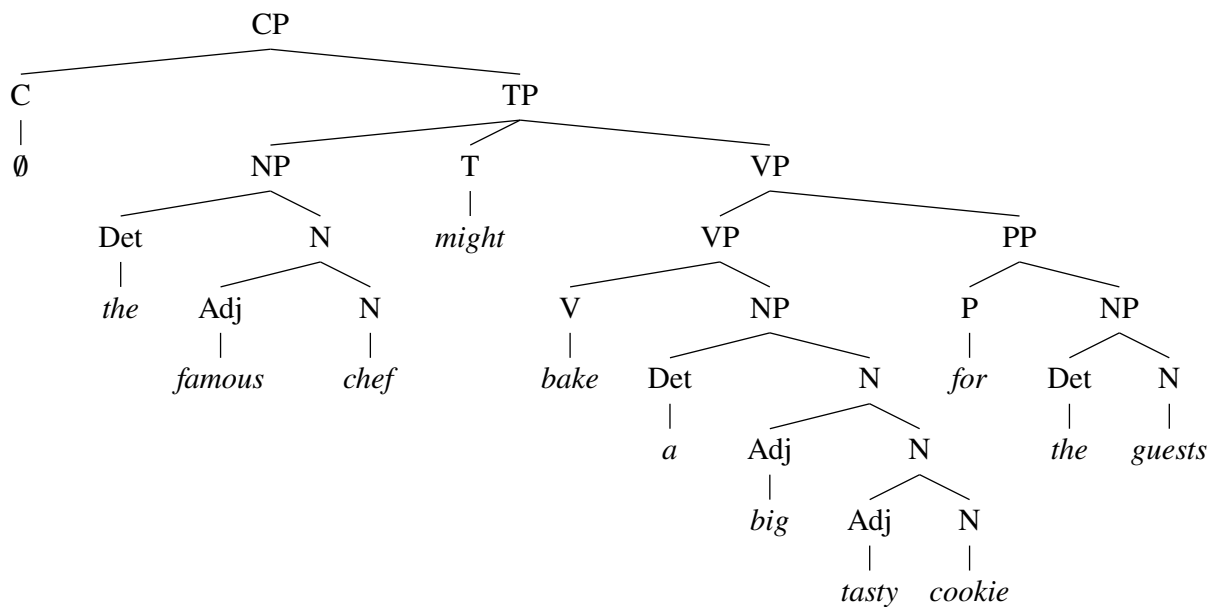


# 1 From trees to rules and *vice versa* (10 points; 5 points per task)

## 1.1 Tree to PS rules

Provide the PS rules that derive the following tree. Give the simplest rule system you can, avoiding redundancy. **For this question, just give the lexical items with their category (no other features).**



## 1.2 PS rules to tree

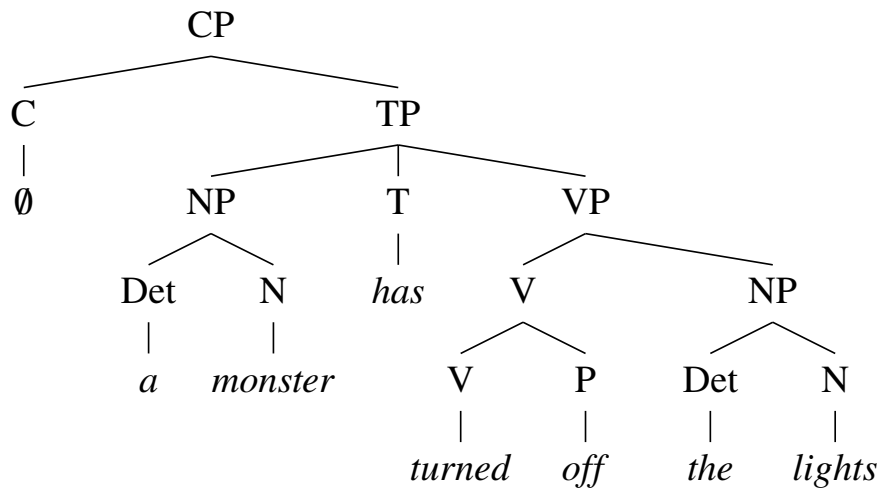
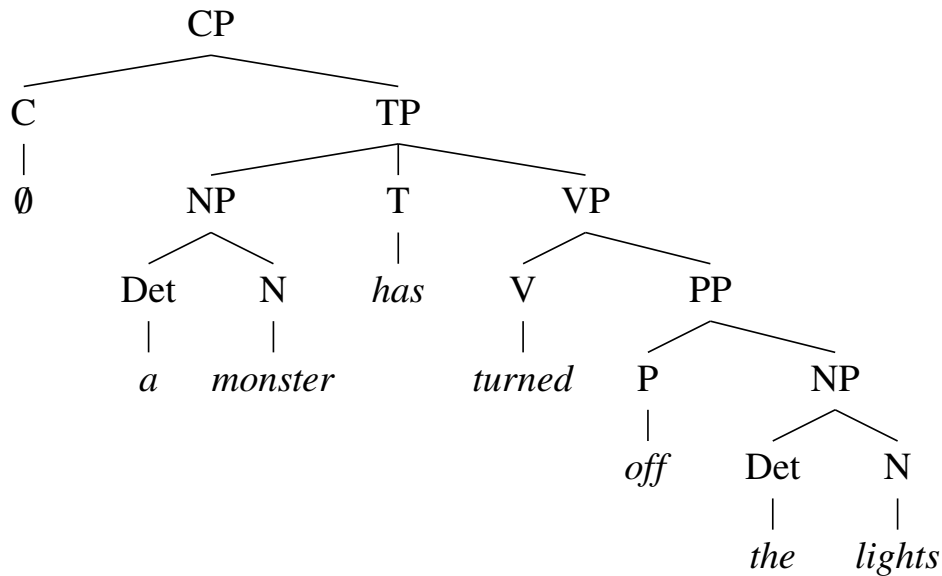
Provide a tree diagram for the following sentence based on the grammar below. (Assume the lexical items that would be appropriate.) You may find that the rule system allows for more than one possible structure. If so, provide the structure that best captures the meaning of the sentence. The root node of the tree should be CP.

**The spies will send the secret recordings to the embassy inside a cake.**

<hr/>	<hr/>
CP → C TP	PP → P NP
TP → NP T VP	NP → Det N
VP → VP PP	N → Adj N
VP → V NP PP	<hr/>

## 2 Developing an argument (5 points [per task: 2, 2, 1])

Consider these two hypotheses concerning the structure of the sentence *A monster has turned off the lights*.



**Task 1.** Construct a sentence that can be used to test whether *off the lights* is a constituent with either the displacement test or clefting test.

**Task 2.** Construct a sentence that can be used to test whether *off the lights* is a constituent with the coordination/conjunction test.

**Task 3.** Admittedly, the judgments on these sentences can be a bit difficult. But, make the assumption that the sentences you provided in tasks 1 and 2 are ungrammatical. (This will probably be clearer for task 1 than for task 2.) Also, observe that (1) is grammatical and has basically the same meaning.

- (1) A monster has deactivated the lights.

What do you conclude about which tree correctly represents the sentence *A monster has turned off the lights*?

### 3 Building a lexicon (5 points)

Observe the following data. For each, come up with a lexical entry for the underlined word. You may add a few words how your lexical entry explains the data in question, if there is anything you'd want to say beyond just what it says in the lexical entry. (No need to just restate the lexical entry in prose.)

- (2) a. They rely on these services.  
b. \* They rely.  
c. \* They rely for these services.  
d. \* They rely with these services.  
e. \* They rely these services.

- (3) a. Philo invented the television.  
b. Philo invented the television in 1927.  
c. \* Philo invented.

- (4) a. They seem fond of syntax.  
b. \* They seem fond.  
c. \* They seem fond with syntax.  
d. \* They seem fond syntax.

- (5) a. The fly died.  
b. The fly died in the web.  
c. \* The spider died the fly.

- (6) a. Tracy put the book on the shelf.  
b. Tracy put the book on the shelf with a thunderous scream.  
c. \* Tracy put on the shelf.  
d. \* Tracy put the book with a thunderous scream.  
e. \* Tracy put with a thunderous scream.