

1 Korean

So far we have been concerned strictly with grammars for English. In this exercise, we will construct a grammar for a small fragment of Korean.

1.1 Basic Korean sentences

Observe the following data. Note: In all examples *SUB* stands for *subject marker* and *OBJ* stands for *object marker*. Depending on whether the object ends in a consonant, it might be either *lul* or *ul*, but the difference is like English *a* vs. *an*. In your grammar, treat it as *lul* everywhere (don't have two different subject markers).

- (1) Chelswu ka ulessta.
Chelswu SUB cried
'Chelswu cried.'
- (2) Chelswu ka ku sakwa lul poassta.
Chelswu SUB that apple OBJ saw
'Chelswu saw that apple.'
- (3) Chelswu ka Sunhi lul conkyenghanta.
Chelswu SUB Sunhi OBJ respect
'Chelswu respects Sunhi.'
- (4) Chelswu ka ku kemun kae lul cohanta.
Chelswu SUB that black dog OBJ like
'Chelswu likes that black dog.'
- (5) Chelswu ka hakkyo e kassta.
Chelswu SUB school to went
'Chelswu went to school.'
- (6) Chelswu ka Sunhi eykey chayk ul cwuessta.
Chelswu SUB Sunhee to book OBJ gave
'Chelswu gave a book to Sunhi.'

Part 1. Give a grammar that generates these Korean data.

Part 2. Check to see whether your grammar generates any of the ungrammatical examples below. It probably does. If your grammar does generate any of these, revise it so that they will be correctly excluded. Give the new set of rules (assuming you changed them).

- (7) a. * Chelswu lul ulessta.
- b. * Sunhi ka Chelswu lul ulessta.
- c. * Chelswu ka poassta.
- d. * Chelswu ka Sunhi lul chayk ul cwuessta.

Note: Any Korean speakers, consider (7c) to be ungrammatical. (It is grammatical, but for a reason we are not ready for yet.)

Part 4. Give the phrase markers (tree diagrams) that your grammar above assigns to sentence (1) through (6).

1.2 Incorporating conjunction

Consider the following additional Korean facts:

- (8) Chelswu ka Sunhi eykey i chayk ul kuliko ku phyen ul cwuessta.
Chelsu SUB Sunhi to this book OBJ and that pen OBJ gave
'Chelsu gave this book and that pen to Sunhi.'
- (9) Chelswu ka Sunhi eykey kuliko Jae eykey chayktul ul cwuessta.
Chelsu SUB Sunhi to and Jae to books OBJ gave
'Chelswu gave books to Sunhi and Jae.'
- (10) Chelswu ka ku chayk ul Sunhi eykey kuliko i phyen ul Jae eykey
Chelsu SUB that book OBJ Sunhi to and this pen OBJ Jae to
cwuessta.
gave
'Chelswu gave that book to Sunhi and this pen to Jae.'

Now do the following:

Part 4. State what rules you must add to your grammar in order to generate the conjunctions in (8) and (9).

Part 5. Give the phrase marker your rules assign to (8).

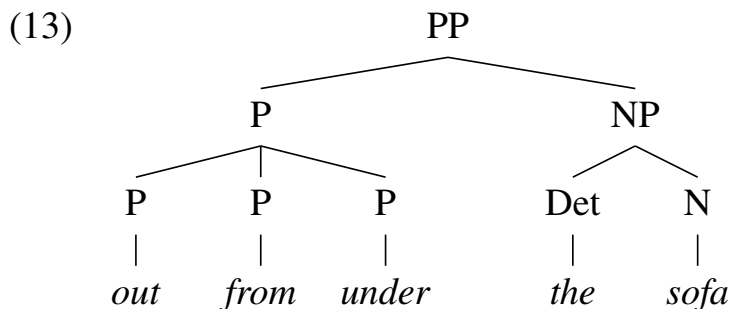
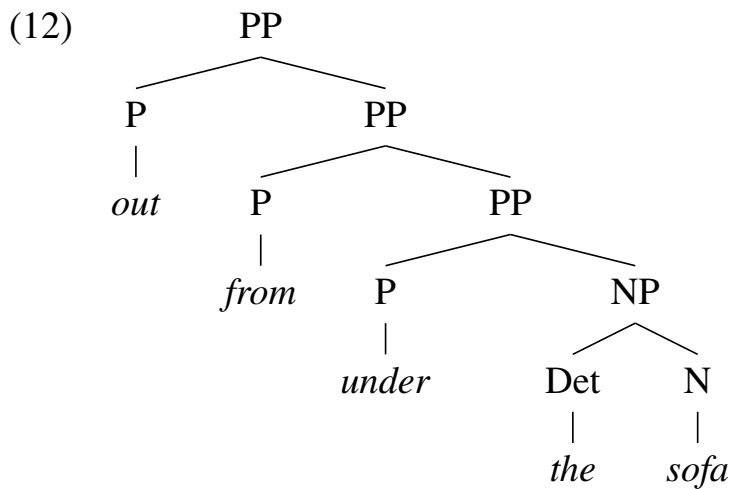
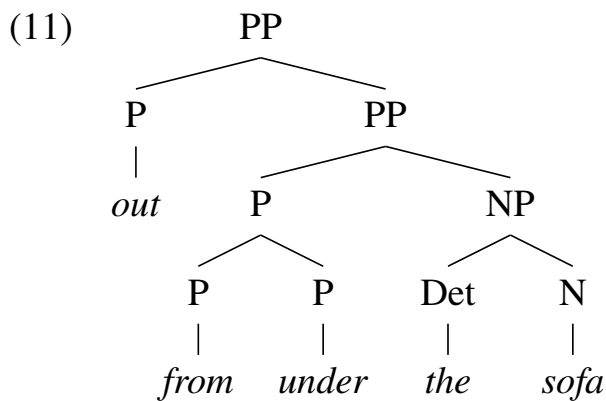
Part 5. Do your rules also generate (10)? If they do, give the phrase marker they assign. If they do not, explain why they do not.

1.3 Reflection

Part 6. On the basis of your results for Parts 1.1 and 1.2, compare the structure of Korean with that of English. Discuss any similarities and differences you can see in their syntactic patterning and/or their phrases structure rules. Be precise and explicit.

2 Out from under the sofa

Along with simple PPs like *under the sofa*, English contains more complex PPs like those in *Bart jumped out from under the sofa* and *Lisa came in out of the rain*. Three potential structures for the PP *out from under the sofa* are shown in (11), (12), and (13).



Now consider the following well-formed sentences:

- (14) Bart jumped out from under the sofa and out from behind the chair.
- (15) Bart jumped out from under the sofa and from behind the chair.
- (16) Bart jumped out from under the sofa and behind the chair.
- (17) Bart jumped out from under the sofa and Lisa jumped out from there too.
- (18) Bart jumped out from under the sofa and Lisa jumped out from under it too.
- (19) From under the sofa, Bart jumped out.
- (20) Out from under the sofa, Bart jumped.
- (21) Bart jumped out from under the sofa and the chair.

Note: (15), (16), and (21) are to be understood as meaning the same as (14).

Part 1. Look at each box in the table below. Put a check in the box if the tree structure *does* predict the sentence to be grammatical. Put an x in the box if the tree structure *does not* predict the sentence to be grammatical.

Tree/Sentence	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)
(11)								
(12)								
(13)								

Part 2. Given your results in Part 1, which tree diagram—(11), (12), or (13)—seems to give the best account of the structure of *out from under the sofa*? Explain your reasoning.

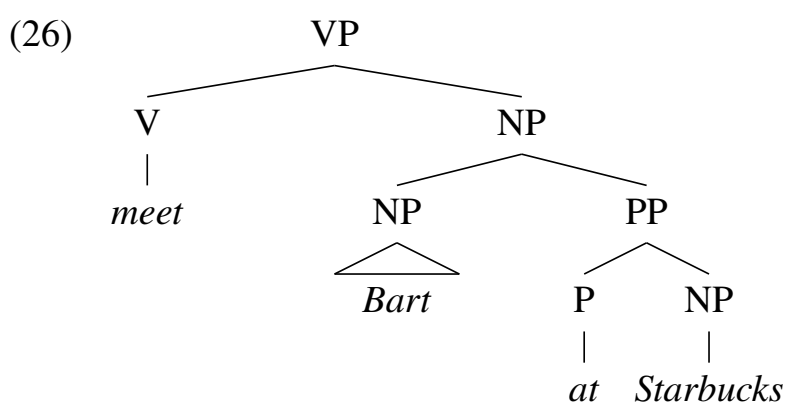
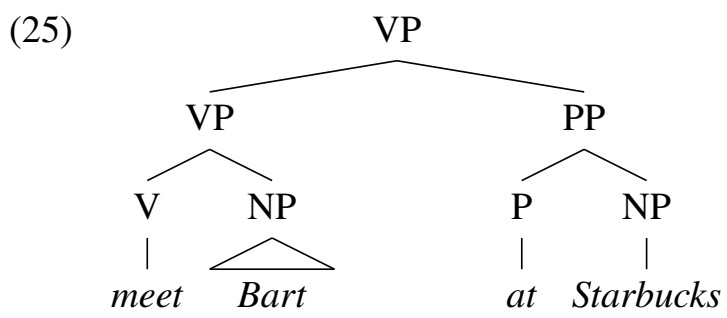
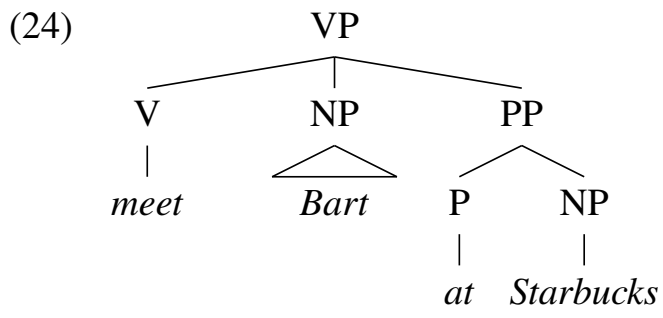
Part 3. What problem does the following well-formed example raise for the results so far?

- (22) Kids jumped out from under and out from behind the sofa.

3 Coffee

Consider the VP in (23) and the three possible structures for it in (24), (25), and (26) (where the triangle indicates that we are ignoring the internal structure of the node in question):

- (23) meet Bart at Starbucks



Assume that *at 3:00*, *in the Student Center*, and *near the Information Booth* are all PPs. Which of the structures in (24), (25), (26) (if any) can account for the following additional VPs?

- (27)
- a. meet Bart at Starbucks at 3:00
 - b. meet Bart at Starbucks at 3:00 in the Student Center
 - c. meet Bart at Starbucks at 3:00 in the Student Center near the Information Booth.

Explain your answer carefully.