

## 1 DP

The first part is mostly just practice using DP. They aren't really much different. D (aka "Det") is still required, like it was, but now it (not N) is the head of the argument. Some Ds are silent. Mark the D when silent as  $\emptyset_{\text{prop}}$  (proper name),  $\emptyset_{\text{pl}}$  (plural indefinite), or  $\emptyset_{\text{mass}}$  (mass). Also, some Ts are "silent"—you can mark them (like on the handout) as "PAST" or "NONPAST" and they combine with the verb to determine the verb form (i.e. PAST+eat = ate).

**Your task:** Draw trees for each of the following sentences:

- (1) Chris should read Chomsky's early books.
- (2) Chris' untalented uncle put paint on the canvas.
- (3) The ending of the movie surprised the entire audience.
- (4) The coat's untimely disintegration saddens Pat.

## 2 Secret agents

Now, we return to some things we talked about before, with the silent subject PRO that can occur as the subject of infinitive clauses.

### 2.1 Identifying argument structure

For each of the following, write down:

- the verbs
- the arguments (required complements and subject) for each verb
- the category of each argument
- what PRO refers to if PRO is one of the arguments

For example, in the sentence *Pat said Chris ate lunch in the subway*, the first verb is *said* (*say*) and the arguments are *Pat* (the subject, the sayer, a DP) and *Chris ate lunch in the subway* (what was said, a CP). The second verb is *ate* (*eat*) and the arguments are *Chris* (the subject, the eater, a DP) and *lunch* (what was eaten, a DP). Note that *in the subway* is not an argument/complement at all, it's just an optional adjunct.

Sometimes the subject will be PRO if it is in an infinitive clause. But not always, sometimes the subject of an infinitive clause is pronounced. The task here is to differentiate those situations. If you say that PRO is the subject of a given verb, also make note of what it refers to.

One more example. In *Homer persuaded Marge to win the race* (a sentence from the handout), the first verb is *persuade*, and the arguments are *Homer* (the subject, persuader, a DP), *Marge* (a complement, the one persuaded, a DP), and *... to win the race* (that of which the persuaded is persuaded, a CP). The second verb is *win*, and the subject/winner is invisible here, but it is PRO (a DP). There must be a winner in a winning, and *Marge* is already busy being persuaded (the same DP can't simultaneously be both a winner and persuaded), so we need to hypothesize a silent winner, PRO. So, for *win*, PRO is the subject/winner, a DP, and *the race* is the thing won, also a DP. So the answer would look like:

- *persuade*: *Homer* (DP), *Marge* (DP), *to win the race* (CP)
- *win*: PRO (DP, refers to Marge), *the race* (DP)

Here are yours:

- (5) Pat expected Chris to leave.
- (6) Pat told Chris to paint the fence.
- (7) Pat wants Chris to rake the leaves.
- (8) Pat convinced Chris to leave.
- (9) Pat promised Chris to eat prudently.

## 2.2 Trees

Now, draw a couple of trees. Do the argument structure identification quietly to yourself first, though, so you know whether to draw a PRO or not. Draw the tree of each of the following sentences.

- (10) Pat's friends want to mow the neighbor's lawn.
- (11) The neighbor wants Pat's friends to leave.
- (12) Pat's neighbor told the police to arrest the kids.
- (13) The police persuaded Pat's neighbor to withdraw the complaint.
- (14) Pat's neighbor promised to talk to Pat's parents.

### 3 Leading the French

[from Larson (2010)]

Observe the DP in (15) and its meaning. Thinking carefully, you will see that (15) is ambiguous, having two different meanings.

- (15) The French leader arrived today.
- a. ‘The leader who is French arrived today.’
  - b. ‘The leader of the French arrived today.’

On reading (15a), the person must be French, but it is not necessary that he or she *lead* the French. On reading (15b), the person must lead the French, but it is not necessary that he or she *be* French.

Now compare example (16):

- (16) The English French leader arrived today.

Interestingly, this example can only refer to the leader of the French who is English; it cannot refer to the leader of the English who is French.

Using what you know about the syntax of complements and adjuncts, propose structures for (15) and (16) that explain the following things:

- Why (15) is ambiguous.
- Why (16) has exactly the reading that it has (namely, why it means ‘The leader of the French who is English’ and not ‘The leader of the English who is French’).

In working out your answer, you might want to consider the following additional data:

- (17)
- a. the leader who is French (unambiguous, reading (15a))
  - b. the leader of the French (unambiguous, reading (15b))
  - c. \* the leader of the French of the English
  - d. the English leader of the French (unambiguous, equivalent to (16))
  - e. the leader of the French who is English (unambiguous, equivalent to (16))
  - f. \* the leader who is English of the French (under normal intonation)