LX 321/521/621 Syntax
Fall 2020

Homework #5
DUE FRI OCT 16

# 1 Part 1

## 1.1 Problem

Do the exercises at the end of the September 21, 2020, handout ("Handout 5"). That is, for the following sentences, list the complements, adjuncts, some brief prose about what leads you to those conclusions, and a tree. [You can skip the PS rules and Lexicon part, just assume that you have defined the lexical items that you need in the trees. If you need a PS rule that you don't already have, mention it.]

(1) John gave Ringo a drum on his birthday.

(2) Georgina walked to school nonchalantly.

(3) River phrased her words in a strange manner.

(4) Pat danced a jig near Chris.

## 1.2 Notes

The trees should follow the new structure rules we covered in class. So:

- There should be a CP, a C′, and a C (which will be the silent declarative complementizer $\emptyset_{\text{decl}}$ like in the trees above in this handout).
- There should be a TP, a T′, and a T, and the subject NP should be in the specifier of TP (that is, it should be an NP that is a sister to T′, like in the trees above in this handout).
- The T in all of these examples is past, so it should have the feature [+past]. T is not actually pronounced itself, its features are pronounced with the verb. You do not need to draw any features moving around in this part, just call T [+past] and leave it at that.
- For PPs, following the phrase structure rules from class, there needs to be a P′.
- For NPs that are proper names (e.g., *Chris*), there should be a silent determiner that goes with proper names. You can call this $\emptyset_{\text{prop}}$.
- For *his*, assume it is a Det.

# 2 Part 2

## 2.1 Problem

None of those sentences in Part 1 required thinking about subject agreement because they were all in the past tense. Even if you didn't draw the features above (and you were instructed that you didn't need to, so presumably you did not), draw the tree *including* the features and how they project in the tree for the following sentences. For the ungrammatical ones, point out what made them ungrammatical.

(1) Printers break often.

(2) The printer breaks often.

(3) * The printer break often.

(4) They break often.

(5) * Them break often.

(6) They saw me.

(7) * They saw I.

## 2.2 Notes

- *Printers* is a bare plural (it should have the silent Det we called SOME, that I usually write as $\emptyset_{\text{pl}}$). The whole subject NP will be 3rd person plural.
- Draw arrows showing all the feature sharing like in the example fromt he handout. You don't need to show all the steps like I did on the handout, just the final form. So, the features of NP being shared with T, with TP, with VP, then V.
- For #3 and #5 and #7 (the ungrammatical ones), don't draw a tree, just write a short sentence saying why they cannot be generated.
- For #4 and #6, draw pronouns as NP with a triangle under it.

What is happening in sentences #4 through #7 is really an exploration of how you handle the subject and object case forms of the pronouns. It is similar to subject agreement but it is not quite the same. And I have not given you much guidance on this, that's the fun part for you to figure out!

Let me say a couple of things though: The case form that a pronoun has depends on where it is. So, a subject gets the subject case form. The subject is defined by being the specifier of TP. It shares its features with T (Spec-head agreement). The way we will want to handle these is by supposing that T has something like a [+sub] feature

(in addition to the features we've discussed), and an NP has a feature like [?case], a place where a case feature like [+sub] can be filled in. So, when the subject NP is in the specifier of T, the subject's [?case] feature is filled in as [+sub]. And then the pronunciation of a 3pl +sub pronoun will be "they."

With that much, you can probaby work out how to allow #4 and rule out #5. For #6 and #7, we have an object pronoun as well, so you will need to think about how you can make that work. I can think of a couple of ways you could go, so this is one place I will set you free to think about it without guiding you too carefully in a direction.