1   Part 1. Trees with arguments and adjuncts

Draw a tree for each of the following sentences. See the notes below about the structures, based on where we were when the homework was assigned.

(1)   Pat carefully drove the truck into the snowbank.

(2)   The wheels spun cheerfully on the ice.

(3)   Pat verified that the stereo still worked.

(4)   Pat gave the dispatcher a location over the phone.

Notes

The trees should follow the structures rules up to the point where the homework was assigned. **Follow the example below.** So:

- Assume lexical items are implicitly available, new lexical entries don't need to be given explicitly.

- There should be a CP, a C′, and a C. The C at the top will be the silent declarative complementizer $\emptyset_{decl}$ like in the trees on this handout, since all of the sentences here are declarative.

- There should be a TP, a T′, and a T. The subject should be in the specifier of TP.

- The T in all of these examples is [+PAST]. T itself is not itself actually pronounced in these cases, its features wind up being pronounced with the verb. So just write "[+PAST]" under T. No need to write any other features anywhere else.

- For PPs, following the phrase structure rules from class, there needs to be a P′.

- For DPs, draw them with triangles. You basically know how to draw the internal structure of DPs now, but here I don't want to focus on that part of the tree. So just use triangles for DP like in the example below.

Example.

CP
|
C′
C
Ø_decl
TP
DP
△
Pat
T′
T
[+PAST]
VP
VP
|
V′
V
turn
DP
△
the key
PP
P′
P
in
DP
△
the ignition
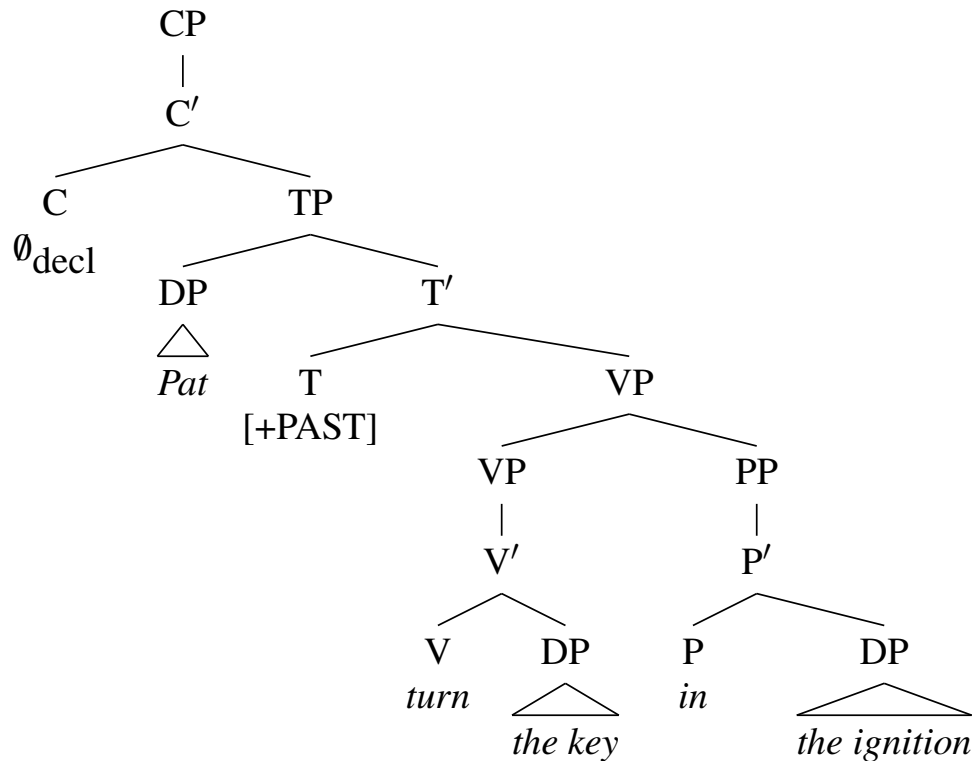
2 Agreement

For each of the sentences below, either a) (where the sentence is grammatical) draw the tree *including* the features and how they project in the tree for the following sentences, or b) (where the sentence is ungrammatical and so there is no valid tree), point out in prose what made them ungrammatical. See the notes and example tree below. Continue to draw subjects and objects as triangular DPs but with features this time. Draw arrows showing the feature sharing like in the example below or on the class handout.

(1)   Squirrels chatter loudly.

(2)   The squirrel chatters loudly.

(3)   * The squirrel chatter loudly.

(4)   They chatter loudly.

(5)   * Them chatter loudly.

(6)   They saw me.

(7)   * They saw I.

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 (though we talked through it a little bit in class, in terms of a slightly earlier system). Something fun 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 a DP has a feature like [?case], a place where a case feature like [+sub] can be filled in. So, when the subject DP 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 probably 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. Do you need a new feature sharing rule? Do you need to posit an [+obj] feature parallel to [+sub]? Can you find a solution that doesn't require adding either of those things?

Example.

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