

40 points total; 21 for #1, 2 for #2, 7 for #3, 1 for #4, 9 for #5

SENTENCES FOR PROBLEM #1

- (i) The schedulers *put* our final on the first day.
- (ii) What were they trying to *prove*?
- (iii) My homework *appears* to have been *eaten*.

Problem 1. For each of the sentences in (i-iv):

(22 points total)

- a. **(1 point each, 5 points total)** For each *italicized* predicate, for each θ -role that the predicate assigns, list the θ -role (one of: Agent, Experiencer, Theme, Goal, Proposition) and indicate what constituent it is assigned to.

Notes: Include whatever θ -roles are assigned by *v* or *n* as well as whatever θ -roles are assigned by V or N—as in the example tree.

- b. **(3 points for (i), 4 each for (ii-iii))** Draw a tree, showing where all the elements of the structure are after all of the movements are finished. **See the example tree.** No triangles. Where something moves, put traces in the tree at each position occupied by the moving element. **Connect** the initial trace (at the original Merge position) to each subsequent trace and to the final position of the moved element with arrows. (Also note, CP should be the top node.)

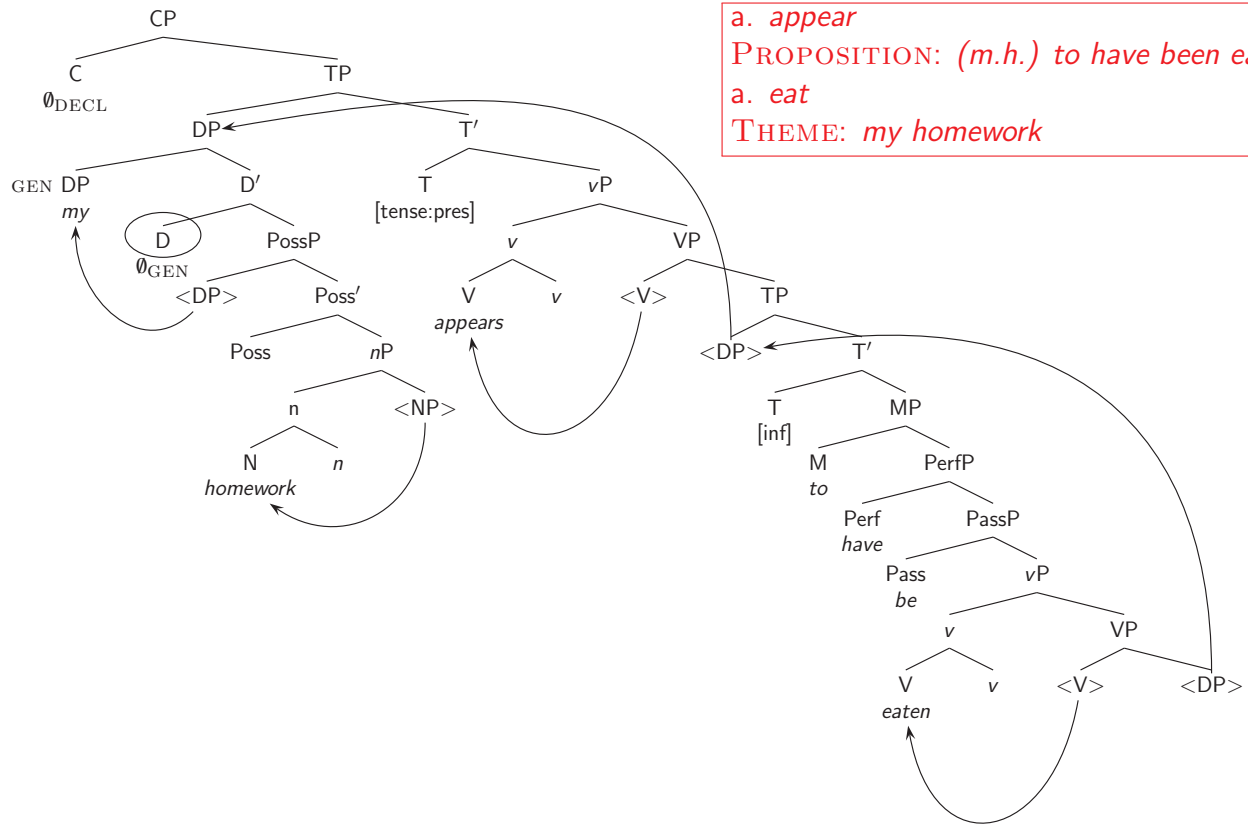
Notes: You do *not* need to list all of the features for each head. Draw everything in full (adjunction, DPs, etc.), as on the example tree. No triangles.

- c. **(1 point each, 5 points total)** On the tree you drew for part (b), for each underlined DP **circle the head** that checks its case feature. Then, **write the case it receives by the DP** (one of: nominative, accusative, genitive, of).

Notes: If the head is a complex head, circle the top node (see example tree). If the head has moved away after checking the case feature, circle the trace that is in the position where the case feature was checked.

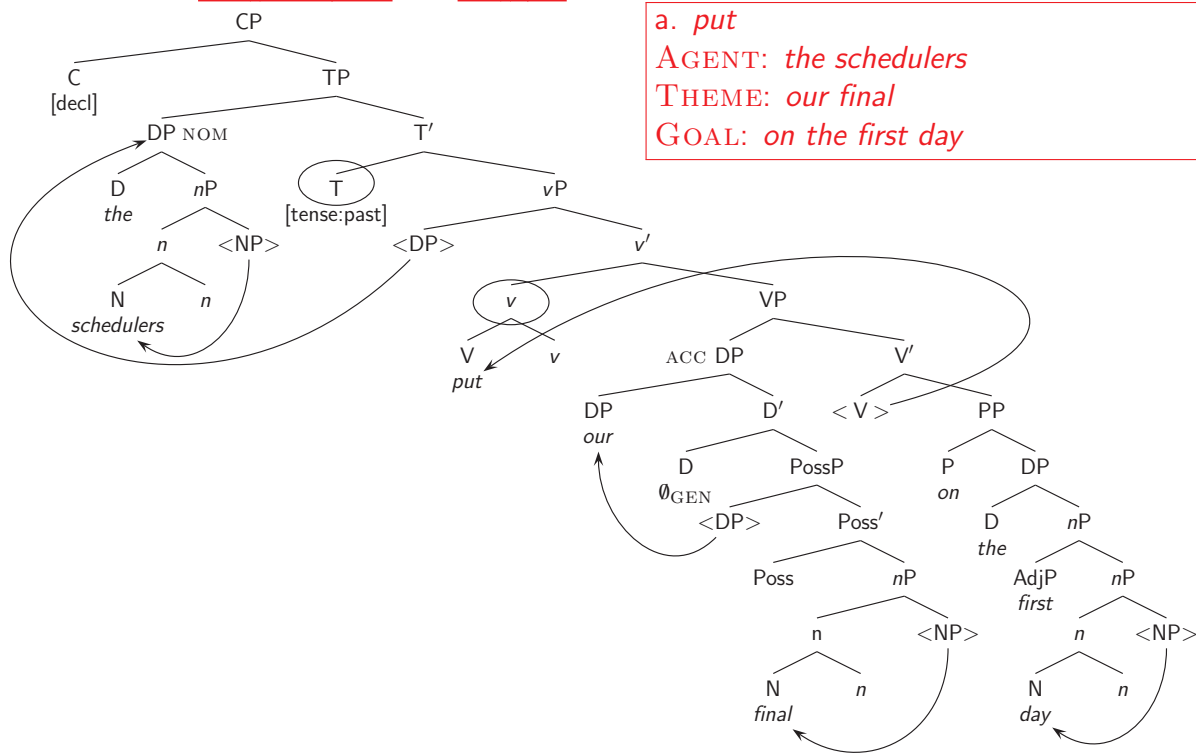
Example tree on next page

Problem 1(iii) My homework appears to have been eaten.



a. *appear*
 PROPOSITION: (m.h.) to have been eaten
 a. *eat*
 THEME: my homework

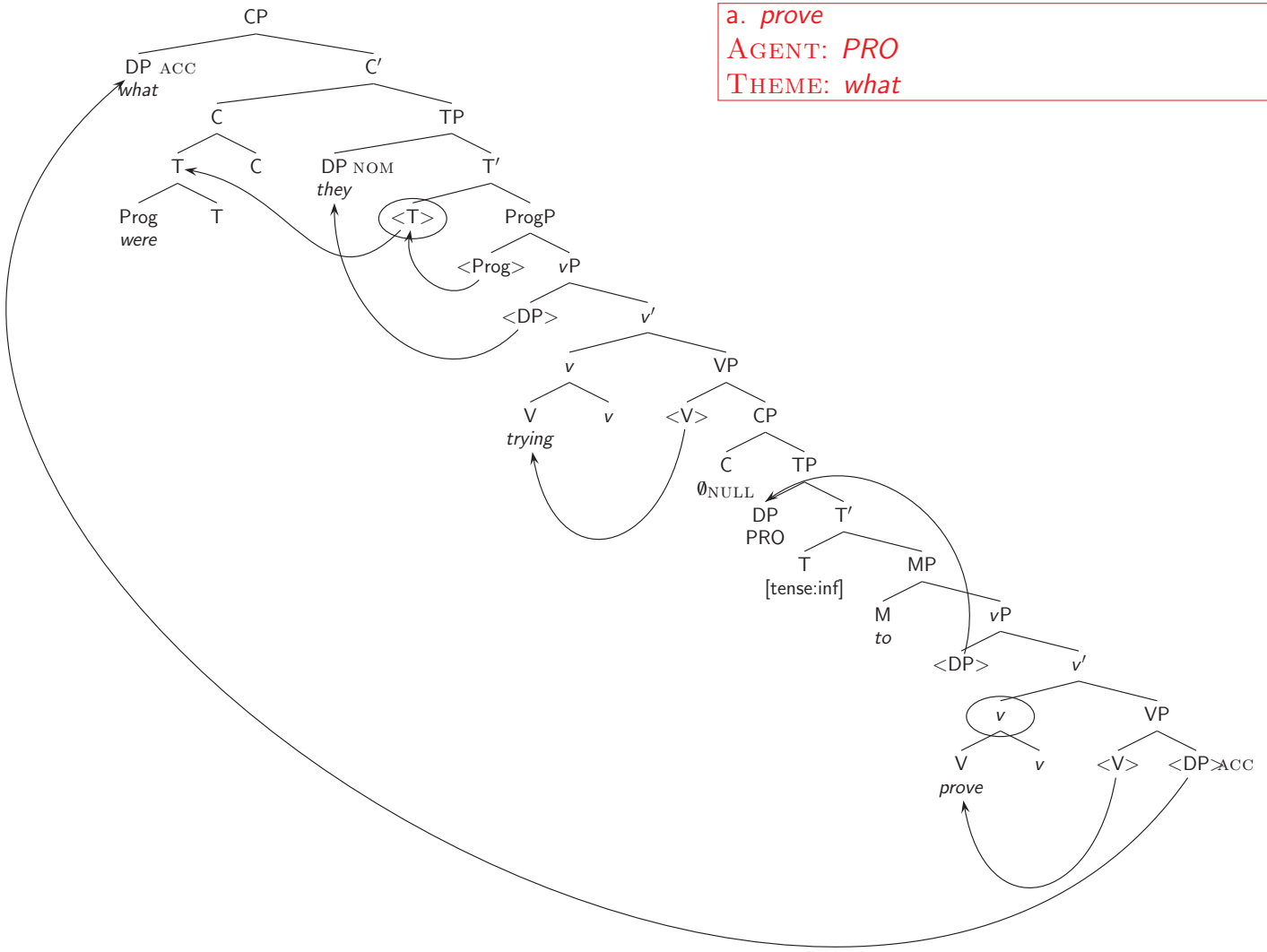
Problem 1(i) The schedulers put our final on the first day.



a. *put*
 AGENT: the schedulers
 THEME: our final
 GOAL: on the first day

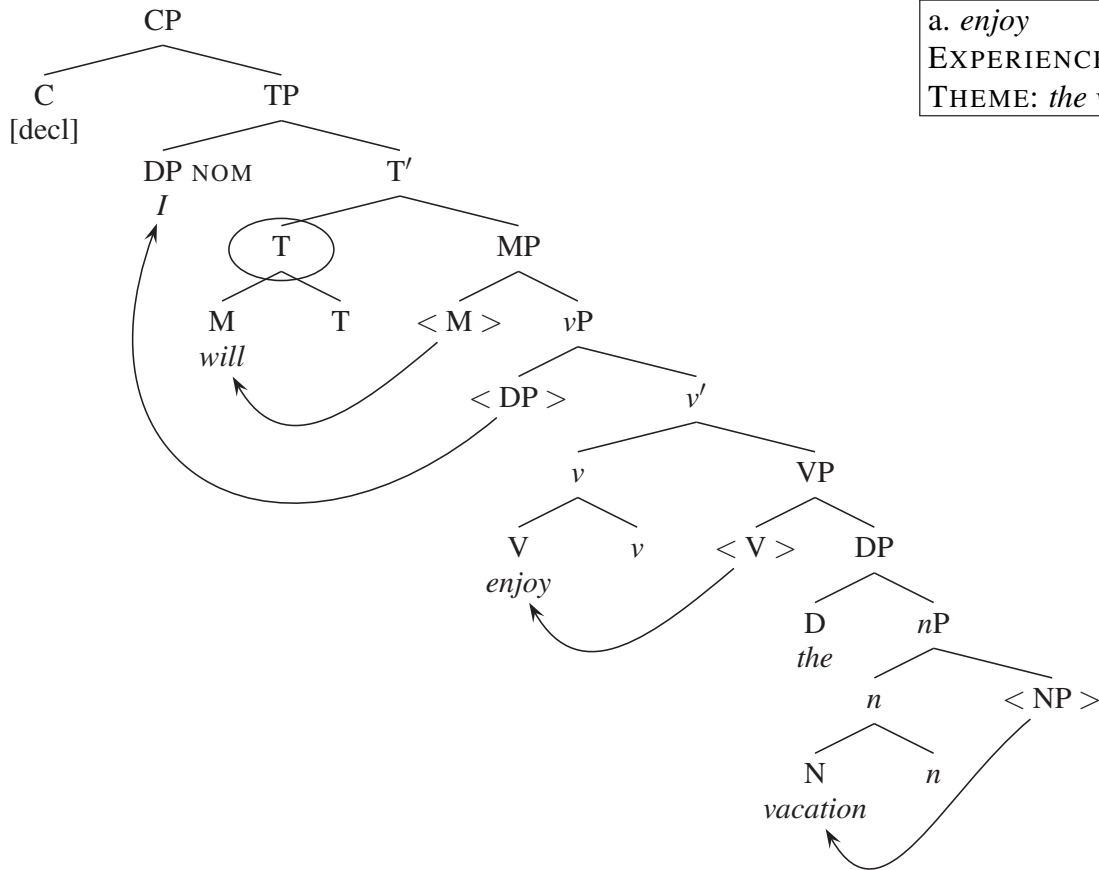
Problem 1(ii) What were they trying to prove?

a. *prove*
 AGENT: *PRO*
 THEME: *what*



Example for Problem 1: *I will enjoy the vacation.*

b.,c.



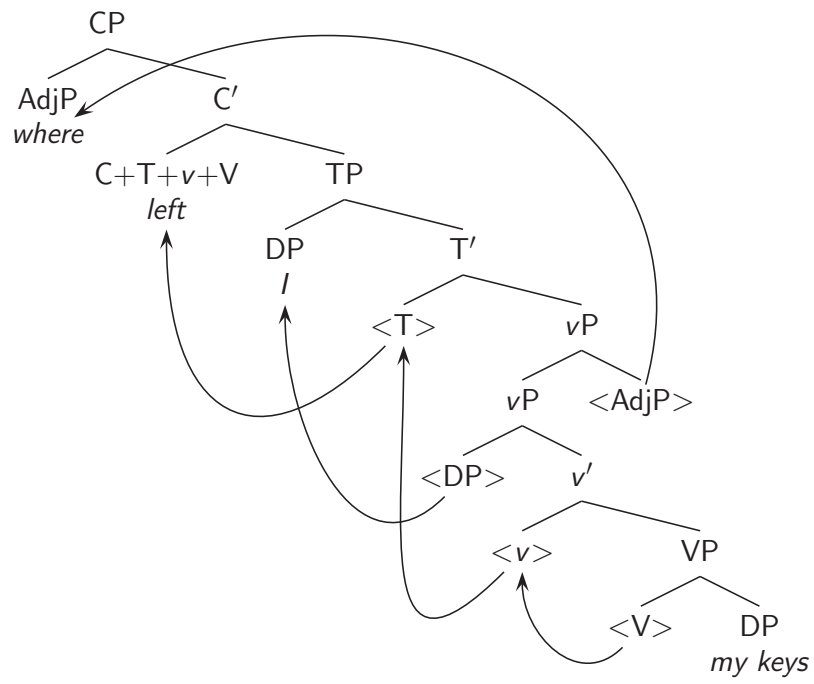
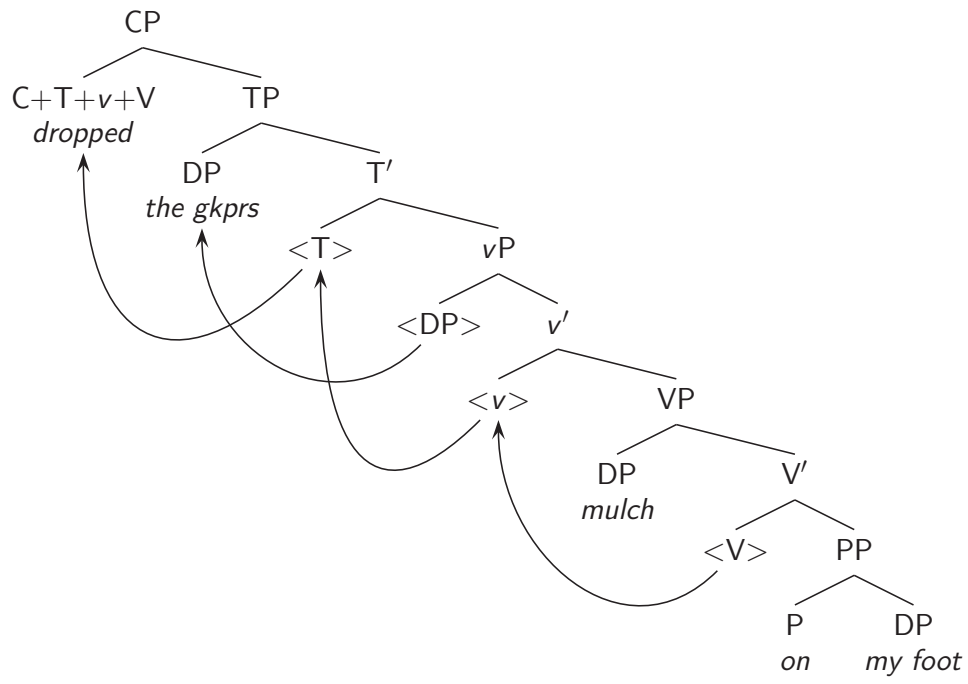
| |
|---|
| <p>a. <i>enjoy</i> EXPERIENCER: <i>I</i> THEME: <i>the vacation</i></p> |
|---|

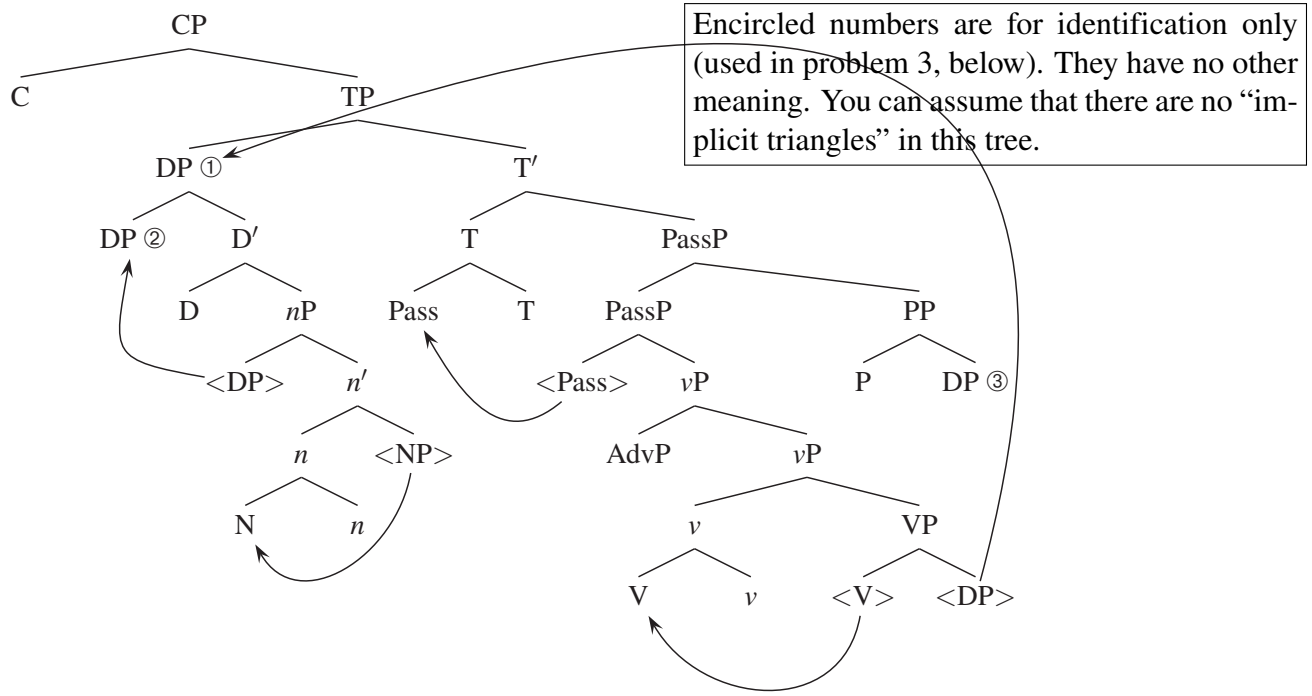
Problem 2. (2 points) Suppose that there is a dialect of English, Inshleg, that has all the same properties as English does (including vocabulary), except for the following:

- a. When valued by T, [*uInfl:*] is strong (always, not just for auxiliaries).
- b. When valued by C, [*uclause-type:*] on T is strong (always, not just for questions).

Write the Inshleg translations of the following two English sentences (that is, put the words in the correct order for Inshleg). *Note:* Inshleg doesn't exist. But it could, in principle.

- (i) The groundskeepers dropped mulch on my foot.
Dropped the groundskeepers mulch on my foot.
- (ii) Where did I leave my keys?
Where left I my keys?





Problem 3. (7 points) Concerning the tree above, on each of the following statements, write T if it is true, or F if it is false.

- | | |
|---|--|
| a. <input checked="" type="checkbox"/> DP ① is a Theme. | h. <input type="checkbox"/> <i>n</i> values the case feature of DP ② as <i>of</i> -case. |
| b. <input type="checkbox"/> DP ② is a Theme. | i. <input checked="" type="checkbox"/> T values the case feature of DP ① as nominative. |
| c. <input type="checkbox"/> DP ② is a Possessor. | j. <input checked="" type="checkbox"/> D values the case feature of DP ② as genitive. |
| d. <input type="checkbox"/> V (with <i>v</i>) is ditransitive. | k. <input type="checkbox"/> <i>v</i> values the case feature of DP ① as accusative. |
| e. <input checked="" type="checkbox"/> PP is adjoined to PassP. | l. <input checked="" type="checkbox"/> T values the [<i>uInfl</i> :] feature of Pass. |
| f. <input type="checkbox"/> P could be “above.” | m. <input checked="" type="checkbox"/> Pass values the [<i>uInfl</i> :] feature of <i>v</i> . |
| g. <input checked="" type="checkbox"/> TP c-commands C. | n. <input checked="" type="checkbox"/> N (with <i>n</i>) is unergative (nominalized). |

Problem 4. (1 point) Come up with an English sentence that the tree for problem 3 could be the structure for.

Their screaming was hardly noticed by me.

Problem 5. (9 points; 1.5 per sentence × 6 sentences) For each of the ungrammatical sentences below, indicate what principle(s) of grammar is violated. It might be more than one.

- **Note:** Pay close attention to the *indices*.
- **Note:** Assume that the pronunciation matches the features: the problems are in the structures, not in the pronunciation of the features.

- **Note:** Principles will be one of: Principle A, Principle B, Principle C, Hierarchy of Projection, uninterpretable feature unchecked (name the feature), island violation (name the island type, of CNP island, adjunct island, or *wh*-island).

Note for Fall 2013: We did not really get to island types until very late in Fall 2013, so depending on how the last class goes, this may not be among the things you need to study for. The first sentence (i, below) is the one that has one of the island violations as its answer.

- i. * What did Mary_i play Farmville until Bill_j unplugged?
Adjunct island.
- ii. * Mike_i tried to persuade him_i that the answer was “False.”
Principle B.
- iii. * The oven was not shoulding smoke.
Hierarchy of Projections.
- iv. * Anne_i wanted John_j to nominate herself_i.
Principle A.
- v. * Bobby does not have cleaned his room.
Unchecked [*uInfl*:] feature on *have* (Perf).
- vi. * What does she_i believe that Lisa_i will win?
Principle C.