1   Maturation and predictions

Think back to the syntax portion of LX250, or to LX522. Think about English specifically. Sentences are constructed with a CP, IP, and VP.

Adults. Draw a basic tree for the sentence *I will meet him.* Draw a basic tree for the sentence *Who will he meet?* For those who were in LX522, don't worry about *v*P if you don't want to, don't draw in features or anything. Just basic trees.

Missing phrases? Now, what if a child's syntactic knowledge was such that they lacked both I and C? How would you predict such children would say sentences that mean the following things?

  (1)   a. He will see me.

           b. He saw me.

           c. He sees me.

           d. Who will he see?

           e. Who did he see?

Speculate. What if you discovered that a child systematically asks questions like (2) (that is, with the *wh*-word in the front, but without *do*)? What might you conclude about their mental representation of the structure?

  (2)   Who you see?

Speculate. What if you discovered that a child says (3) a *lot*, but doesn't ask any other *wh*-questions. What other kind of explanation might there be, different from what you said above (for the case where the child asks many questions, but systematically)?

  (3)   What that?