

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 *vP* 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?