Linguistics 550 Midterm

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Please do this exam on a computer, as with the homeworks. Submit the answer via email in file whose name has the following form: First-name_Last-name_lx550_MIDTERM. The exam should be submitted by 11:59 PM on Friday, November 9. Please make sure to keep both an electronic copy and a hard copy of your answers in case the mailing goes astray or other disasters occur.

The exam has four questions. Please do all of them. In answering the questions, you should use the systems of concepts developed in the course lectures and textbook as your starting point. Be sure to use tree diagrams where appropriate to represent sentence structure.

Because this is an exam, you should not discuss the questions or your answers with other students or with anyone else. You may use secondary literature, but the exam is designed to be answered without the need for this and it is not recommended. If you do use additional sources, you must cite them at appropriate points in the text of your answers and list them as references.

If you have questions as you are taking the exam, send them to me by email. I’ll be happy to answer them, where appropriate and will forward the substance of my answers to the entire class.

1. Download the grammar tool “midterm12.tgr” for this question. There is a link to it on the course web page under the link to this file. The tool allows you to construct trees for three small artificial grammars, which are chosen under the “Choose Grammar” menu. The grammar tool allows you to build passive sentences and perform transformational movements of DPs. Your task is to figure out what principles govern DP-movement to matrix subject position for the three grammars. You should determine to what extent the grammars are similar and to what extent they differ from each other. Also, you should describe how the grammars differ from English, as described in the textbook.

2. In many dialects of English there is a way of marking a question word as plural by inserting the quantifier all immediately after it as in ??:

   (1) a. Who all did you visit? (“what people,” not “what person”)
b. What all did you buy? ("what things," not "what thing")

In one particular dialect, this usage is particularly common. Moreover, in this dialect the all that pluralizes the question word can be separated from it in the sentence. Consider the data set below. What are its implications for syntactic description and explanation? What, if any, puzzles does it pose and issues does it clarify?

(2) a. What did you get all for Christmas?
   b. Who did you meet all in town?
   c. Where did they go all on vacation?

(3) a. I don’t remember what all I said.
   b. I don’t remember what I said all.

(4) a. What all did he say he wanted?
   b. What did he say all he wanted?
   c. What did he say he wanted all?

(5) a. What did he tell Mickey all that he wanted?
   b. *What did he tell all Mickey that he wanted?

(6) a. Who did he tell all that he was going to resign?
   b. *Who did he tell that he was going to resign all?

(7) a. ?Who did you talk to all?
   b. *Where did you move the books to all?
   c. *Who did you sit beside all?

(8) a. What all did you mean for me to do?
   b. What did you mean all for me to do?
   c. What did you mean for me to do all?
   d. *What did you mean for me all to do?

(9) a. *Who did you expect all your mother to meet at the party?
   b. Who did you expect your mother all to meet at the party?

(10) a. *Who did you force all your mother to talk to at the party?
    b. Who did you force your mother all to talk to at the party?
(11) a. Who was arrested all on the street?
b. What was said all at the meeting?

(12) a. What happened all at the party last night?
b. Who was fighting all at the party?

(13) a. Who all built this house?
b. *Who built all this house?
c. *Who built this house all?

(14) a. Who all likes candy?
b. *Who likes all candy?
c. ?Who likes candy all?

(15) a. Who all read it this morning?
b. *Who read all it this morning?
c. Who read it all this morning?

3. In the textbook, there is no explicit discussion of case licensing to predicate nominals. In light of the examples in (16) – (18), what is the least one would have to say to incorporate that sort of noun phrase into the system? Consider further the examples in (19). What more needs to be said to handle case licensing for them?

(16) Latin
   a. Rosa est flos / *florem.
       rose-NOM is  flower-NOM / flower-ACC
       “The rose is a flower.”

   b. (Ego) puto rosam esse florem / *flos.
       (I) think  rose-ACC to-be flower-ACC / flower-NOM
       “I believe the rose to be a flower.”

(17) German
   a. Der Hans ist ein / *einen guter / *guten
       The-NOM Hans is a-NOM / a-ACC good-NOM / good-ACC
       Student.
       student
       “John is a good student.”
b. Ich überzeugte den Hans ein / *einen guten / 
   I persuaded the-ACC John a-NOM / a-ACC good-NOM / 
   *guten Student zu sein.
   good-ACC student to be
   “I persuaded John to be a good student.”

(18) English
   a. John is a good student.
   b. John seems to be a good student.
   c. I consider John a good student.

(19) a. In the square there stood a statue of Lincoln.
   b. Down the street there walked a troop of acrobats.

4. Consider the following set of Japanese sentences. The grammatical morphemes -(r)are- and -sase- are not glossed. The translations are deliberately loose, so you should rely on them for the overall meaning of a sentence but not for its detailed structure. One important fact about Japanese that you should take into account in analyzing these sentences is that the antecedent of the reflexive pronoun zibun must be a grammatical subject.

   a. What can you tell about the meaning and syntactic properties of the sentences in the dataset from the glosses and translations that are supplied?
   b. What does the subject requirement on the antecedent of zibun tell us about the structures of the sentences?
   c. Draw trees for the sentences in 24, 26, and 27.
   d. What does your analysis of the dataset predict about the structure and interpretation of the unglossed example in 29.

(20) Sensei ga kodomo o sikat-ta.
    teacher NOM child ACC scold-PST
    “The teacher scolded the child.”

(21) Ame ga hut-ta.
    rain NOM fall-PST
    “Rain fell.”

(22) Kodomo ga sensei ni sika-rare-ta.
    child NOM teacher DAT scold-??-PST
    “The child was scolded by the teacher.”

(23) John ga ame ni hur-are-ta.
    John NOM rain DAT fall-??-PST
    “Rain fell on John.”
(24) John ga sensei ni kodomo o sikar-are-ta.
John NOM teacher DAT child ACC scold-??-PST
“John’s child was scolded by the teacher.”

(25) John wa Mary ni hon o yom-(s)ase-ru.
John TOP Mary DAT book ACC read-??-will
“John will make Mary read a book.”

(26) John ga Mary ni zibun no uti de hon o
John NOM Maryj DAT selfi/j GEN house in book ACC
yom-(s)ase-ta.
read-??-PST
“John made Mary read books in him/her self’s house.”

(27) John wa Mary ni zibun no kazoku no hanasi bakari
Johni TOP Maryj DAT selfi/j GEN family GEN talk only
s-(r)are-ta.
do-??-PST
“John suffered from Mary only talking about him/her self’s family.”

(28) Mary wa John ni zibun no uti de hon o
Maryi TOP Johnj DAT selfi/j GEN house in book ACC
yom-(s)ase-rare-ta.
read-??-??-PST
“John made Mary read books in her/*him self’s house.”

(29) Mary wa John ni zibun no uti de sika-rare-sase-ta.

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Here is the key to the abbreviations used in the glosses in question 4:

ACC = accusative case
DAT = dative case
GEN = genitive case
NOM = nominative case
PST = past tense
TOP = topic marker