Please do this exam on a computer, as with the homeworks and submit the answer via email in file whose name has the following form:

name-550-MT.doc or .pdf

The exam should be submitted by the end of the day (11:59PM) on Friday, November 5. The exam has three questions. Please do all three of them. Be sure to use tree diagrams where appropriate to represent sentence structure. In answering the questions, you should use the systems of concepts developed in the course textbook and lectures as your starting point. 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.

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. I will forward the substance of my answers to the entire class list.

1. Download the grammar tool “midterm10.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 sentences and perform transformational movements of wh- DPs. The “Instructions” menu explains how to use the tool in a bit more detail. When a DP is moved, it will change color according to the following scheme:

- green: move is grammatical
- violet: move requires a further move
- red: move is ungrammatical

Your task is to figure out how the principles governing the grammaticality of wh- movement for the three grammars differ from each other. Also, you should determine how the grammars differ from English, as described in the textbook, in the way they control wh- movement.

2. 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 5, 7, and 8.

d. What does your analysis of the dataset predict about the structure and interpretation of the unglossed example in 10.

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

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

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

(4) John ga ame ni hur-are-ta.
John NOM rain DAT fall-??-PST
“Rain fell on John.”

(5) 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.”

(6) 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.”

(7) John ga Mary ni zibun no uti de hon o yom-(s)ase-ta.
“John made Mary read books in him/her self’s house.”

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

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

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

3. Consider the following set of data from another artificial language with English words:

(11) The-NOM boys-NOM ate-3PL-PST the-ACC cake-ACC

(12) The-ACC cake-ACC ate-3PL-PST the-NOM boys-NOM

(13) * The-ACC cake-ACC the-NOM boys-NOM ate-3PL-PST

(14) There have-3PL-PRS many-NOM reviewers-NOM probably recommended-PRT the-ACC novel-ACC

(15) There have-3PL-PRS probably many-NOM reviewers-NOM recommended-PRT the-ACC novel-ACC

(16) There recommended-3PL-PST probably many-NOM reviewers-NOM not the-ACC novel-ACC
(17) Many-NOM reviewers-NOM have-3PL-PRS not agreed-PRT about the-ACC novel-ACC
(18) Many-NOM reviewers-NOM read-3PL-PST not completely the-ACC novel-ACC
(19) Yesterday finished-3PL-PST most-NOM students-NOM completely their-GEN work-ACC
(20) Yesterday finished-3PL-PST probably most-NOM students-NOM completely their-GEN work-ACC
(21) * Yesterday finished-3PL-PST probably completely most-NOM students-NOM their-GEN work-ACC
(22) * Yesterday finished-3PL-PST probably not most-NOM students-NOM their-GEN work-ACC

In this dataset, *there* is always an expletive and *not* is always the sentential negative. The adverb *probably* modifies propositions and *completely* modifies actions.

Describe the verb-movement syntax of this language. Is there evidence in the dataset to support the split-INFL hypothesis? What effect do different assumptions about the placement of adverbs and/or the syntactic status of *not* have on the answer to this question?

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Here is the key to the abbreviations used in the glosses in questions 2 and 3:

ACC = accusative case
DAT = dative case
GEN = genitive case
INF = infinitive
NOM = nominative case
PRS = present tense
PRT = past participle
PST = past tense
TOP = topic marker
1S = first person singular
2S = second person singular
3S = third person singular
1PL = first person plural
2PL = second person plural
3PL = third person plural