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 Monday, October 29. 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 three 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 “midterm18a.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 \textit{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 \textit{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 data sets from English and German. For purposes of the question, assume that the grammaticality judgments are as given.

**English:**

(1)  
   a. Mary gave the student the article.  
   b. The student was given the article.  
   c. * The article was given the student.

(2)  
   a. Mary gave the article to the student.  
   b. The article was given to the student.  
   c. * The student was given the article to.

**German:**

(3)  
   a. Maria gab dem Student den Artikel.  
      "Mary gave the student the article."

   b. * Der Student wurde den Artikel gegeben.  
      "The student was given the article."

   c. Der Artikel wurde dem Student gegeben.  
      "The article was given to the student."

(4)  
   a. Wir lehrten dem Kind den guten Weg.  
      "We taught the child the good/right way (of doing things)."
b. Wir lehrten das Kind den guten Weg.  
“We taught the child the good/right way (of doing things).”

(5) a. Der gute Weg wurde dem Kind gelehrt.  
“The good way was taught to the child.”

b. Das Kind wurde den guten Weg gelehrt.  
“The child was taught the good way.”

c. *Der gute Weg wurde das Kind gelehrt.  
“The good way was taught to the child.”

Assuming the treatment of double object verbs developed in class and in the readings, how might we account for the grammaticality patterns in the above data?

Now consider the following pair of sentences:

(6) a. Mary gave him the article.
   b. ? The article was given him.
   The status of the (b) example is uncertain in English. What might account for the intermediate status of this example? Assuming the greatest possible similarity between German and English compatible with the grammaticality judgments given, what would we expect to find in German in double object sentences with pronominal objects?

Finally, consider the following English data:

(7) a. We persuaded John of our sincerity.
   b. John was persuaded of our sincerity.
   c. We persuaded John to leave early.
It is unclear on most accounts why the (d) sentence in the last example should be ungrammatical. Make a suggestion as to how this case might be analyzed, indicating what issues it raises for the approach to syntax that we have been following. Please be brief and explicit on this point.

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 useful hint for tackling this dataset is to look at the pattern in exercise 3 in the homework assignment.

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
Johni NOM Maryj DAT selfi/ji GEN house in book ACC
yom-(s)ase-ta.
read-??-PST
“John made Mary read books in him/her self’s house.”

(8) John wa Mary ni zibun no kazoku no hanasi bakari
Johni TOP Maryj DAT selfi/ji GEN family GEN talk only
s-(r)are-ta.
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
Maryi TOP Johnj DAT selfi/ji GEN house in book ACC
yom-(s)ase-rare-ta.
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.