

PROBLEM SET 4

LING 201 Introduction to Linguistics

Due 11:59 pm, Monday, November 4th, 2019

PDF file submission via ‘Assignments’ on myCourses

Important: Only one PDF file accepted
No submission via email accepted (see below)

Your name/student # _____ TA's name _____
Group member's name/student # _____ TA's name _____
Group member's name/student # _____ TA's name _____

Important Notes (please read carefully):

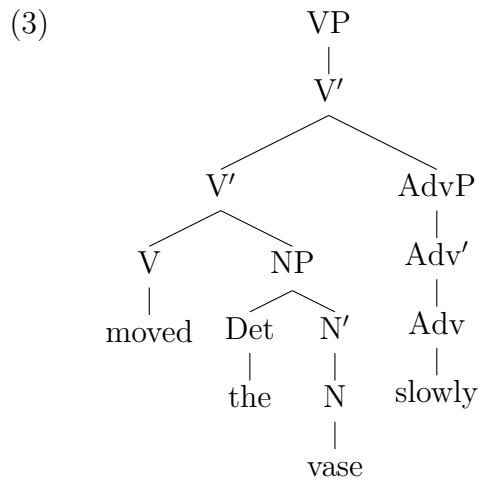
1. Your assignment must be typed. See below for tree drawing programs.
2. No photo of a hand written assignment or non-PDF format (such as a .docx file) will be accepted.
3. It is your responsibility to make sure that your file is uploaded and submitted properly. We are not able to handle any technical issues related to myCourses. You are expected to contact IT Services for such issues.
4. If you submit a revised version of your file, only the most recent submission will be kept in the folder.
5. Only the files that are submitted on myCourses can be graded and be given grades in the Grades section on myCourses.
6. In your answers, clearly indicate section numbers, question numbers, example numbers, etc. Answers that are not clearly marked with numbers will not be graded.
7. Do not use triangles in your trees. Here are some tree drawing programs:
<http://mshang.ca/syntree/> (Developed by a former McGill math/linguistics student)
<https://yohasebe.com/rsyntaxtree/>
For those who use LaTeX:
<http://ctan.math.washington.edu/tex-archive/macros/latex/contrib/qtrees/qtreenotes.pdf>

1 Interpreting constituency test results: Part 1

Draw **just the VP** for the sentence in (5) using the data given in (6) to figure out the details of the structure. In the table below your tree, indicate how your tree is supported by the data (see the example given below). For those parts of the tree that the data do not provide direct evidence for, follow the X-bar schema.

Example:

- (1) Yoko moved the vase slowly.
 (2) a. Yoko moved it slowly.
 b. *The vase slowly was moved by Yoko.
 c. *Yoko did so the vase slowly.



(4)

Test result	shows that the string [...]	{is / is not} a constituent	of which type
(2-a)	<i>the vase</i>	is a constituent	NP
(2-b)	<i>the vase slowly</i>	is not a constituent	NP
(2-c)	<i>moved</i>	is not a constituent	V'

- (5) The children might step into the puddle in the morning.
- (6)
- a. The children might step into it in the morning.
 - b. The children might step into the one in the morning.
 - c. #The children might step into the one.
(#: *grammatical, but does not preserve the intended meaning.*)
 - d. The children might do so.
 - e. The children might do so in the morning.
 - f. *The children might do so into the puddle in the morning.

Draw a tree for the VP part of (5), *step into the puddle in the morning*:

(7)

(8)

Test result	shows that the string [...]	{is / is not} a constituent	of which type
(6-a)			
(6-b)			
(6-c)			
(6-d)			
(6-e)			
(6-f)			

2 Interpreting constituency test results: Part 2

2.1

The sentence in (9) is ambiguous but data have been given in (10) which correspond with only one of the meanings. Draw a tree for relevant VP. Again, circle the material on the tree that is supported by data, as illustrated above. Be careful, more than one test might appear in the same piece of data. For those parts of the tree that the data do not provide direct evidence for, follow the X-bar schema.

- (9) You should put these eggplants in that pot with those red onions.
- (10)
- a. You should put them in that pot with those red onions.
 - b. You should put these eggplants in that pot with those red ones.
 - c. You should put these eggplants in that pot with those ones.
 - d. You should put these eggplants in that one.
 - e. You should put these eggplants in that one with those red onions.
 - f. You should put these ones in that pot with those red onions.
 - g. You should do so.
 - h. *You should do so in that pot with those red onions.
 - i. *You should do so these eggplants in that pot with those red onions.

On the next page, draw a tree for the VP part of (9), *put these eggplants in that pot with those red onions*:

(11)

(12)

Test result	shows that the string [...]	{is/is not} a constituent	of which type
(10-a)			
(10-b)			
(10-c)			
(10-d)			
(10-e)			
(10-f)			
(10-g)			
(10-h)			
(10-i)			

2.2

Does your tree above predict that the following sentence in (13) will be grammatical or ungrammatical? Circle your answer below, and explain why **in one concise sentence**.

(13) You should put these ones with those red onions.

(14)

The tree in section 2.1 above predicts that sentence (13) is:	
grammatical	ungrammatical
because ...	