

PROBLEM SET 5

LING 201 Introduction to Linguistics

Due 11:59 pm, Friday, November 15, 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):

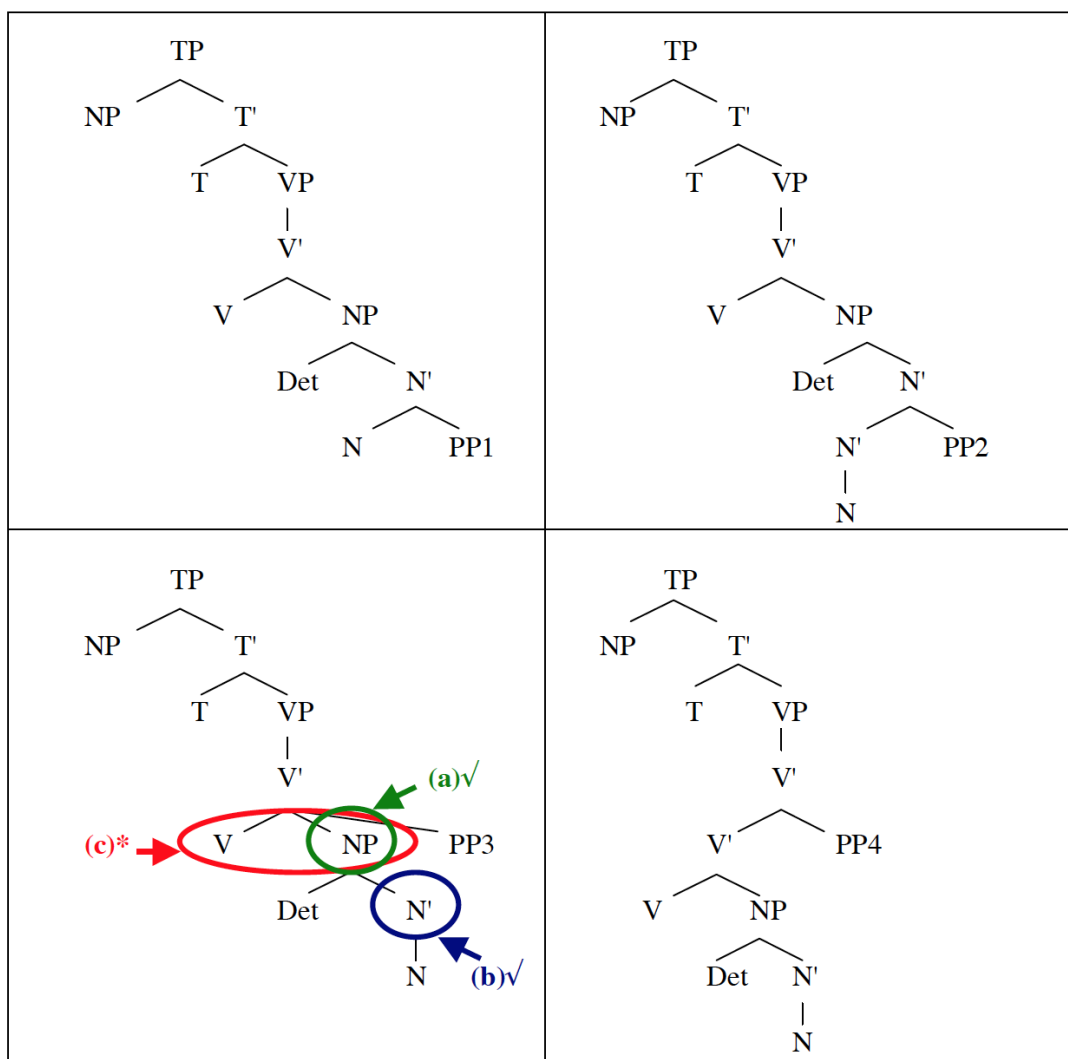
1. Your assignment must be typed. See below for tree drawing programs.
2. **No photo of a hand written assignment or non-PDF format (such as a .docx file) will be accepted.**
3. It is your responsibility to make sure that your file is uploaded and submitted properly. We are not able to handle any technical 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 X' Structure

The sequence “V (Det) N PP” has four possible tree structures. The PP can be sister to N (which we will call PP1), sister to N' (which we will call PP2), sister to V (which we will call PP3), or sister to V' (which we will call PP4). For each of the sentences in (4) and (6), (i) choose one of the four trees, and (ii) indicate how the data support your choice. Ignore the second PP and concentrate ONLY on the PP in bold. [Example] below shows how this should be done. You do not need to use coloured circles as long as they are clearly drawn.

[Example]

- (1) The children will give this gift **to their parents** at three o'clock.
- (2)
 - a. The children will give it to their parents at three o'clock.
 - b. The children will give this one to their parents at three o'clock.
 - c. *The children will do so to their parents at three o'clock.
- (3)



Explanation of how to indicate the relationship of the data to your tree:

Grammatical data

-Sentence (2-a) shows that [this gift] is an NP. So the NP node in the tree is circled, with an arrow labeled (a)✓ pointing to it.

-Sentence (2-b) shows that [gift] is an N'. So the N' node in the tree is circled, with an arrow labeled (b)✓ pointing to it.

Ungrammatical data that show 'non-constituents'

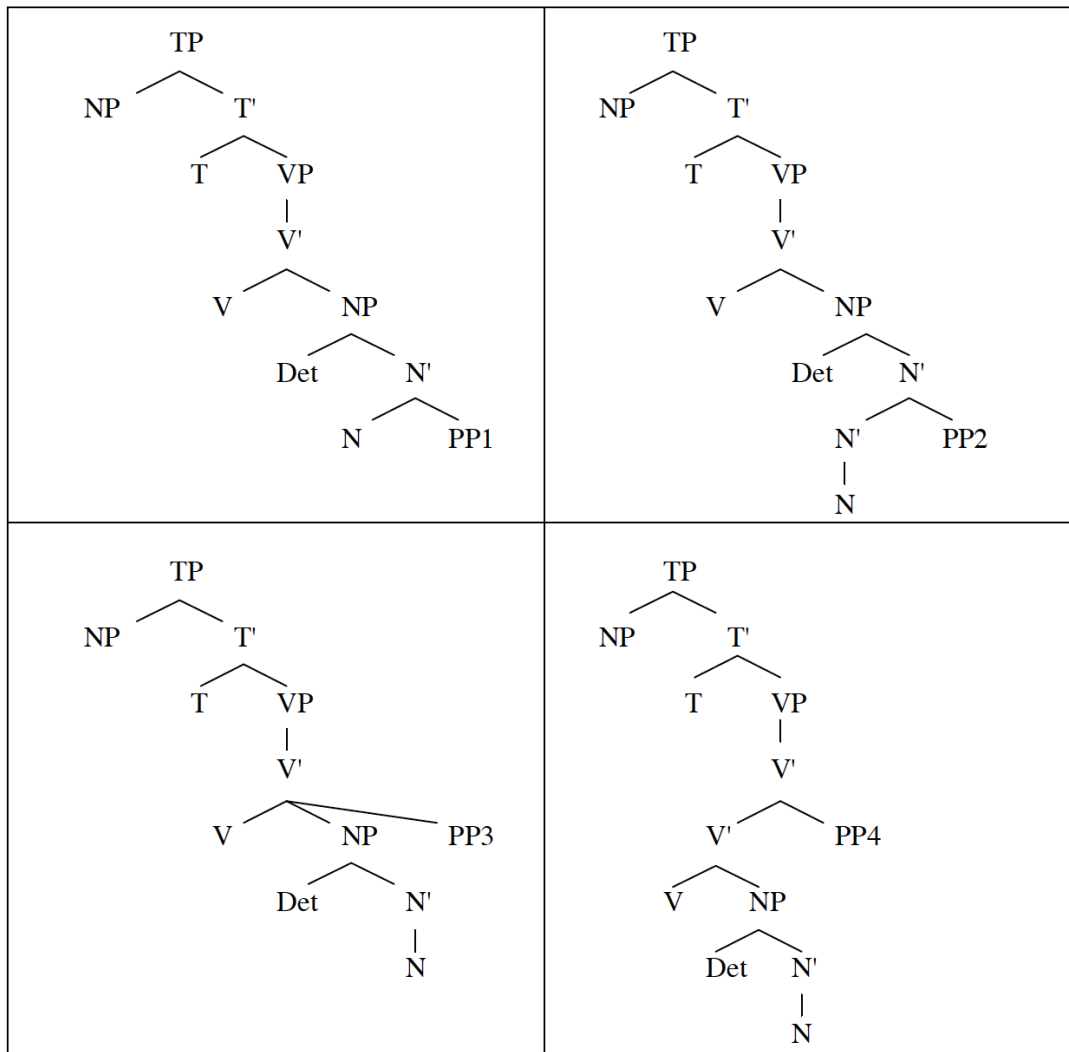
-Sentence (2-c) shows that [give this gift] is not a V' (it is not even a constituent). So a circle is drawn around the nodes that are above the material which has been shown not to be a V'-constituent, with an arrow labeled (c)* pointing to it.

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- (4) Kim should slip those papers **into the book** on Sunday.
- (5) a. Kim should slip them into the book on Sunday.
 b. *Kim should do so into the book on Sunday.
 c. Kim should slip those ones into the book on Sunday.
 d. Kim should do so on Sunday.

Following the [Example] above,

- Choose the appropriate tree.
- Circle the successfully replaced constituents and unsuccessfully replaced non-constituents.
- Put the relevant letter, ✓ for constituents, and * for non-constituents.



- (6) Kim might meet that writer **of sonnets** on Sunday.
- (7) a. Kim might meet that one on Sunday.
 b. Kim might do so on Sunday.
 c. Kim might meet her on Sunday.
 d. *Kim might meet that one of sonnets on Sunday.

Following the [Example] above,

- Choose the appropriate tree.
- Circle the successfully replaced constituents and unsuccessfully replaced non-constituents.
- Put the relevant letter, ✓ for constituents, and * for non-constituents.

<pre> graph TD TP --> NP1[NP] TP --> T_prime[T'] T_prime --> T[T] T_prime --> VP[VP] VP --> V_prime[V'] V_prime --> V[V] V_prime --> NP2[NP] NP2 --> Det[Det] NP2 --> N_prime[N'] N_prime --> N[N] N_prime --> PP1[PP1] </pre>	<pre> graph TD TP --> NP1[NP] TP --> T_prime[T'] T_prime --> T[T] T_prime --> VP[VP] VP --> V_prime[V'] V_prime --> V[V] V_prime --> NP2[NP] NP2 --> Det[Det] NP2 --> N_prime[N'] N_prime --> N_prime2[N'] N_prime2 --> N[N] N_prime --> PP2[PP2] </pre>
<pre> graph TD TP --> NP1[NP] TP --> T_prime[T'] T_prime --> T[T] T_prime --> VP[VP] VP --> V_prime[V'] V_prime --> V[V] V_prime --> NP2[NP] V_prime --> PP3[PP3] NP2 --> Det[Det] NP2 --> N_prime[N'] N_prime --> N[N] </pre>	<pre> graph TD TP --> NP1[NP] TP --> T_prime[T'] T_prime --> T[T] T_prime --> VP[VP] VP --> V_prime1[V'] V_prime1 --> PP4[PP4] V_prime1 --> V_prime2[V'] V_prime2 --> V[V] V_prime2 --> NP2[NP] NP2 --> Det[Det] NP2 --> N_prime[N'] N_prime --> N[N] </pre>

2 Language Variation

2.1

Draw tree structures for the Korean sentences in (8), (9) and (10). For the purposes of this exercise, ignore the Nominative (NOM) and Accusative (ACC) markers, which mark subjects and direct objects respectively. Assume that the same X' schema is used for functional and lexical categories in Korean.

- (8) Terry-ka ku yeca-lul coahanta.
Terry-NOM that girl-ACC likes
'Terry likes that girl.'

- (9) I noin-i hakkyo ey kassta.
this man-NOM school to went
'This man went to school.'
- [Treat *hakkyo ey* 'school to' as a complement.]

- (10) Sue-ka chinkwu eykey chayk-ul ilkessta.
Sue-NOM friend to book-ACC read
'Sue read the book to a friend.' [Treat *chinkwu eykey* 'friend to' as a complement.]

2.2

What is the X' schema that Korean uses? Show only the specifier and complement positions, but not the modifier positions.