LINB06 PSet3

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Name(s) + Number(s): _____

You may work in groups of two (self sign up on Quercus). Submit your answers as a PDF on Quercus. You're welcome to use this as a template and write in the empty, and it's also ok to type your answers in a new blank document. If you need a judgement about whether it's possible to say something in English or not, you're encouraged to message the professor to get his intuition.

1 Word order parameters

Examine the data from Malagasy and then answer the following questions.

(1) Nividy ny vary no an'ny ankizy ny vehivavy
bought the rice for the children the woman
"The woman bought the rice for the children."

(2) Nividy vary ny vehivavy
bought rice the woman
"The woman bought rice."

(3) Nametraka my mofo ambony ny latabatra Rakoto
put the bread on the table Rakoto
"Rakoto put the bread on the table."

1. Do complements precede or follow heads in Malagasy? Explain your reasoning.

2. Do adjuncts precede or follow heads in Malagasy? Explain your reasoning.

3. Remember that subject DPs are specifiers of TP. Do specifiers precede or follow heads in Malagasy? Explain your reasoning.

4. Draw a tree using X-bar notation for (3). Your tree should reflect your answers to these questions. You can draw it on a separate page.

2 Finite and non-finite clauses (12 points)

For each sentence, put brackets around each clause in that sentence and label whether it is a finite or non-finite clause. Then, label the location of all the Ts in each sentence. Remember that *if* is a complementizer (a C), and that T can be null.

Example: [The children T Ø wanted [everyone T to play in the park.]]
Finite Non-finite

(4) Wilma wondered if Fred won the race.

(5) The other workers are waiting for the boss to meet Barney.

(6) The neighbors expect Betty will meet Wilma.

(7) Fred said that Wilma hoped he would announce that she had won the prize.

(8) Dino wanted Bamm-Bamm to be adopted by the Flintstones.

3 Complements and adjuncts in DPs

Part A: Use two tests to show that adjectives like *hot*, *big*, *red*, *tiny*, and *ugly* are NP adjuncts. Each test should be demonstrated with a pair of sentences, with one sentence being acceptable and the other being unacceptable (e.g., it has a * in front of it). Avoid using the reordering test, since it gives misleading results when used with many adjectives.

Part B: Some have argued that adjectives like *linguistics* (*linguistics student*) and *mathematics* (*mathematics textbook*) are complements rather than adjuncts. Use data from this section to briefly explain why someone might think this is the case. You should use at least three pieces of data from this section in your explanation.

(9) a. a student/professor/textbook of linguistics from Canada
b. *a knife/thief/table of linguistics from Canada

(10) a. a student/professor/textbook/knife/thief/table from Canada
b. *a student/professor from Canada of linguistics

(11) a. a linguistics student from Canada
b. a Canadian linguistics student
c. *a linguistics Canadian student

(12) a. the Canadian one
b. *the linguistics one
c. *one of linguistics from Canada
d. one from Canada

Part C: Based on your findings, draw tree structures for the DPs in (13), and briefly explain why (14) is unacceptable. If necessary, draw your trees on a separate page.

(13) a. an Italian student of mathematics from Turin
b. an Italian mathematics student from Turin

(14) *a mathematics student of linguistics from Turin

4 English *that*

Discuss the status of the word *that* in each of the sentences below, explain the differences between the two. If you think that the *that*s in these sentences are different categories, explain why. Then, draw the tree for (15)

(15) That parrots can talk amaze me.

(16) That parrot can talk, which amazes me.