

120B Midterm

10am August 15

Name: Jesper Carson

⁺¹
15.5/108 (+2) points

Use the sentence in (1) to answer questions 1-3.

(1) Bob and Caroline played Pokémon at the back of the classroom.

Exercise 1.

-8

8

16 points

Apply the constituency tests to determine whether,

- i) Pokémon at the back of the classroom is a constituent;
- ii) played Pokémon at the back of the classroom is a constituent.

You should have two sets of constituency tests. You must indicate for each sentence whether the result is grammatical (✓) or ungrammatical (*) (or inconclusive (??)). Make sure to state your conclusions at the end, i.e., whether it's a constituent or not.

Where are the rest of the tests? i) -8

?? it - clefting ✓

It was Pokémon at the back of the classroom that Bob & Caroline played

*coordination ✓

Bob & Caroline played Pokémon at the back of the classroom and Digimon

Correct!

NOT A CONSTITUENT

PP is probably an adjunct to VP
yep!

ii) ✓ substitution

Bob & Caroline played Pokémon at the back of the classroom, but Roger did not do so

7 out.

✓ pseudo-clefting

Play pokémon at the back of the classroom is what Bob & Caroline did.

✓

IS A CONSTITUENT

1

5

Exercise 2.

5 points

Apply the four tests to determine whether of the classroom is a complement or adjunct. Again, **you must indicate for each sentence whether the result is grammatical (✓) or ungrammatical (*) (or unconclusive (??))**. Make sure to state your conclusions at the end, i.e., whether it's a complement or adjunct.

✓
substitution
reordering

* Bob & Caroline played Pokémon at the back of the classroom, and John played MegaMan in the arc of the auditorium

linear ordering

* Bob & Caroline played Pokémon at the back of the classroom on campus →
Bob & Caroline played Pokémon at the back on campus of the classroom.

B/c reordering was unsuccessful, the nearest phrase to the head must be a complement "of the classroom" ✓

coordination

* { The classroom on campus by the lake ✓
The classroom by the lake on campus } must be adjuncts ⇒

really nice

Bob & Caroline played Pokémon in the back of the classroom and on campus
↑ sounds O.K., but for the wrong reason

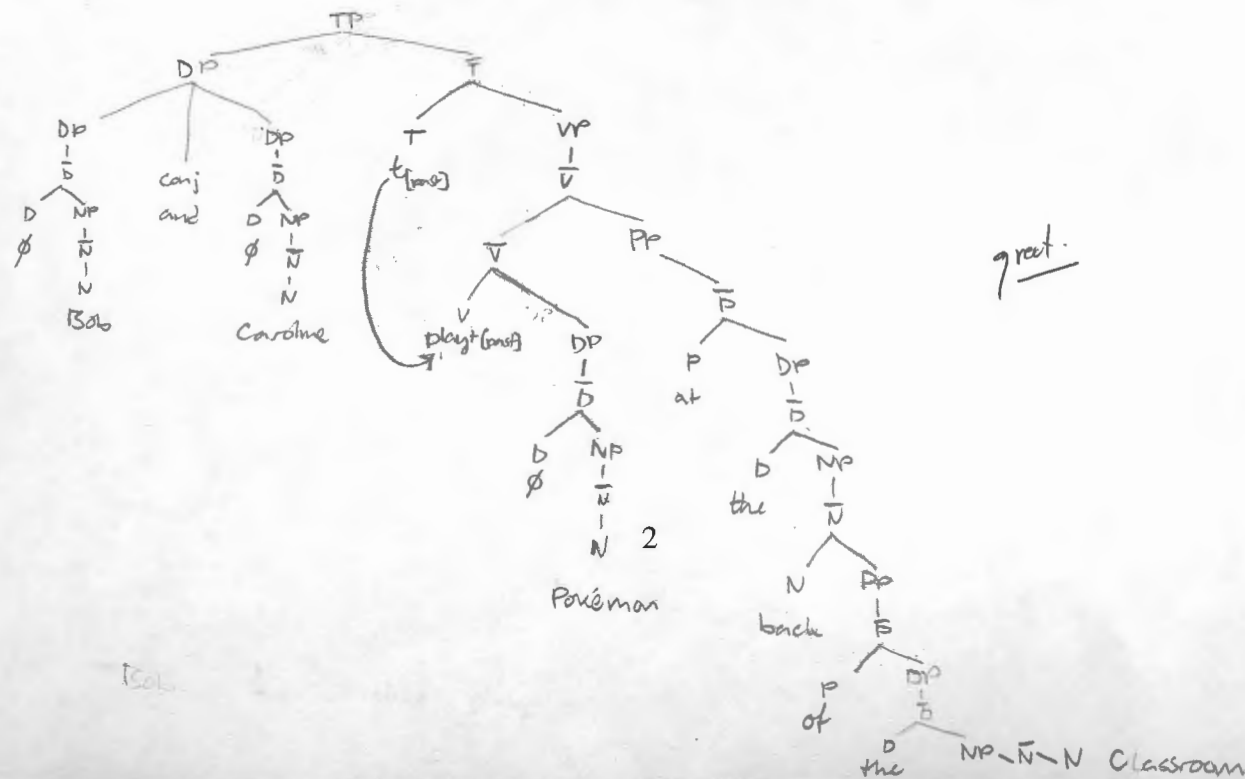
Exercise 3.

5

COMPLEMENT 5 points

Using your results from above, draw the tree for (1).

Bob & Caroline played Pokémon at the back of the classroom.



great.

Use the sentence in (2) to answer questions 4-7

(2) Peggy's boyfriend said that Nan did not catch a Jigglypuff yesterday.

Exercise 4.

6

6 points

(2) is ambiguous. State **unambiguously** what the two meanings are.

Meaning #1 Peggy's boyfriend said yesterday that Nan did not catch a Jigglypuff.

Meaning #2 According to Peggy's boyfriend, Nan failed to catch a Jigglypuff yesterday.

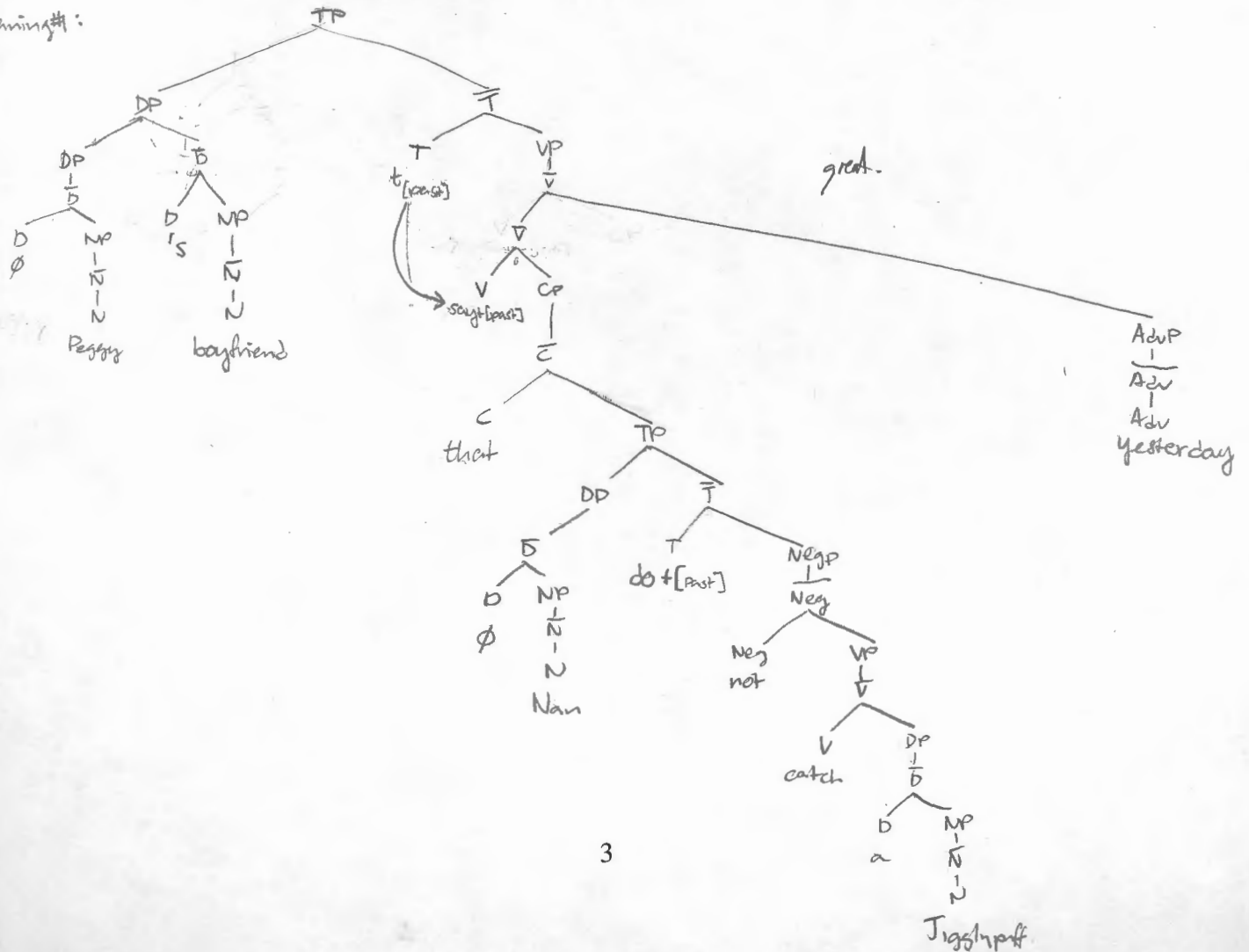
Exercise 5.

10

10 points

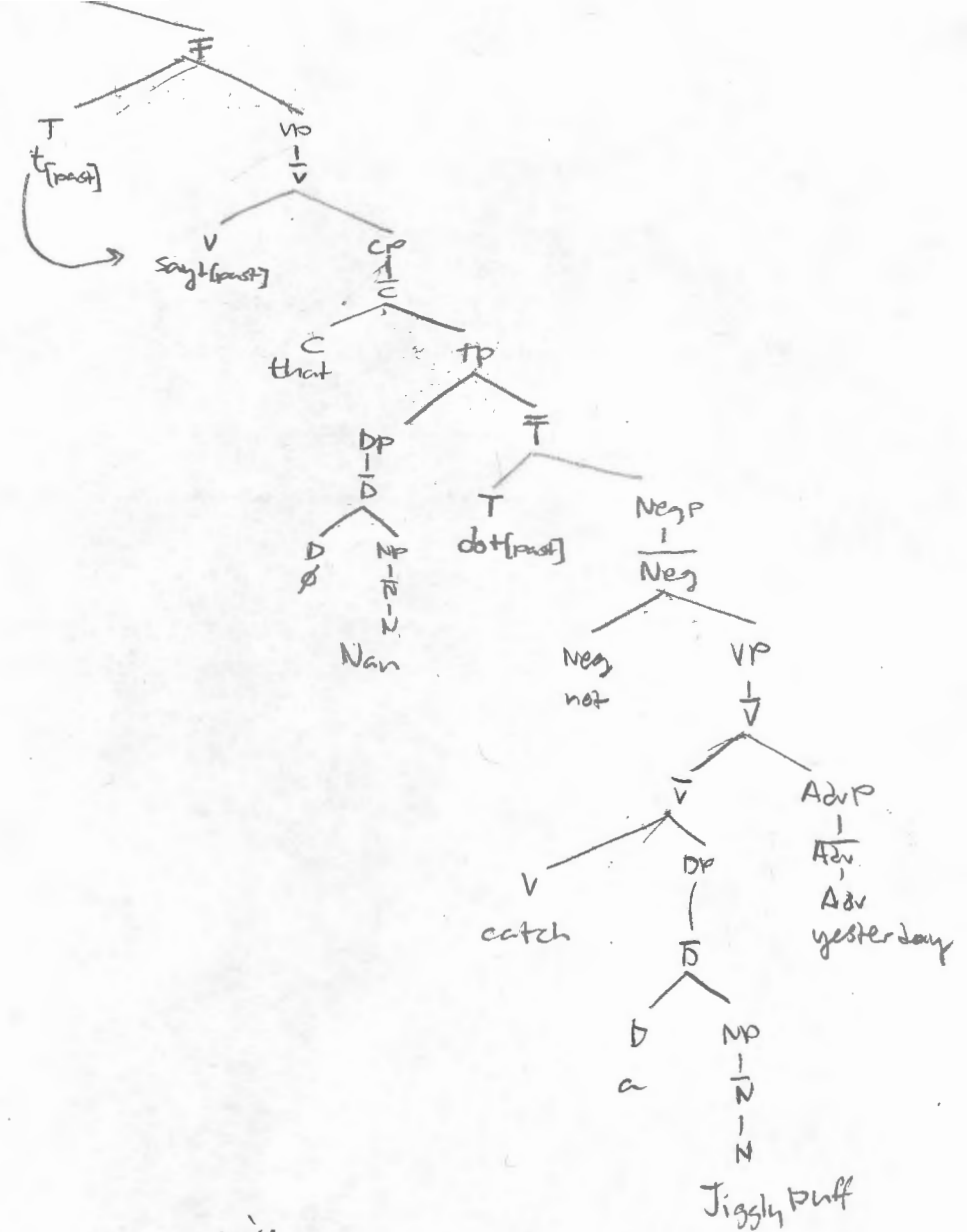
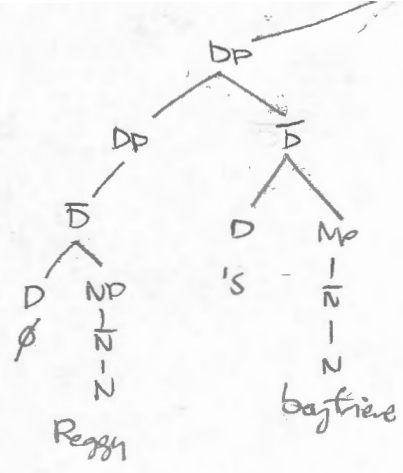
The two meanings are associated with different trees. Draw the trees for each meaning, making sure to indicate which tree belongs to which meaning.

meaning#1:



3

(MEANING 2 →)



nice.

Exercise 6.

(12)

12 points

Your two trees make different predictions about what should be a constituent. Using the constituency tests below, apply the tests to each of the meanings/trees. (Make sure your sentences are different for each meaning/tree.)

Substitution.

great.

Meaning #1 Peggy's boyfriend said that Nan did not catch a jigglypuff yesterday, and Peggy did so today.

Meaning #2 Peggy's boyfriend said that Nan did not catch a jigglypuff yesterday, but Peggy said that she did.

It-clefting.

good.

Meaning #1 It was said that Nan did not catch a Jigglypuff that Peggy's boyfriend did yesterday.

Meaning #2 It was catch a Jigglypuff yesterday that Peggy's boyfriend said that Nan did not do.

Pseudo-clefting.

that.

Meaning #1 Say that Nan did not catch a Jigglypuff is what Peggy's boyfriend did yesterday.

Meaning #2 Catch a Jigglypuff yesterday is what Peggy's boyfriend said that Nan did not do

Exercise 7.

(12)

(+2 points)

Bonus. One of your substitution tests above is actually **still ambiguous**, compatible with both of the original two meanings. Why?

My substitution test for meaning 1 is still ambiguous. "Peggy did so today" could mean either that "Peggy said that Nan ... a jigglypuff" or that "Peggy did not catch a jigglypuff"

ok. Is that true to you?

But why?

Exercise 8.

5 points

We saw earlier in the course that there is evidence that all clauses are headed by (i.e., start with) a CP. Once we adopt the \bar{X} -schema, why is (3) evidence that there is a CP layer above TP? (It may help you to answer the following question first.)

(3) Hopefully Jeremy will catch a strong Charmander.

As shown in (3), an entire TP can be modified by an AdvP, both its specifier and its bar-level. This suggests that another phrase-level exists above TP.

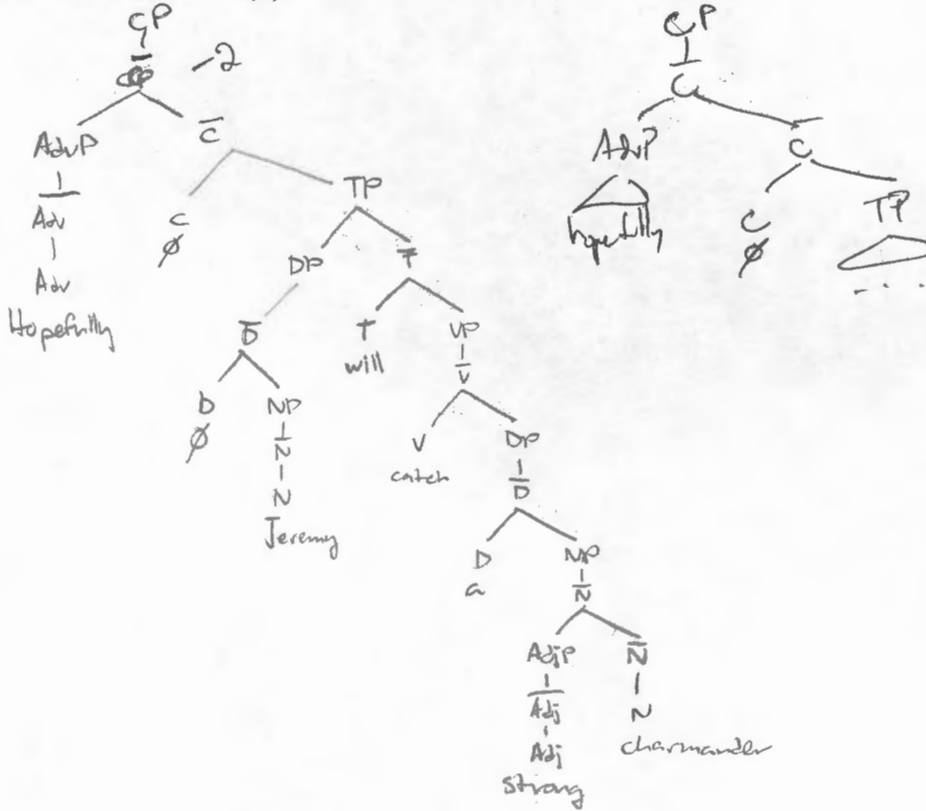
Exercise 9.

-2

8

10 points

Draw the tree for (3).



pretty close. Since the Adv is coming in front of the TP, there must be another level.

Exercise 10.

5 points

Use the following Phrase Structure Grammar to evaluate whether the sentences in (4) are grammatical or not. (Don't assume the \bar{X} -schema for this question.)

$$TP \rightarrow NP VP (T)$$

$$PP \rightarrow (NP) P$$

$$VP \rightarrow (PP) NP V (AdvP)$$

$$NP \rightarrow (AdjP+) N (D)$$

$$AdjP \rightarrow (AdvP) Adj$$

$$AdvP \rightarrow Adv$$

- (4) a. Ponyta lost.
 b. Franklin powerful Pidgey a catch will.
 c. Cubone beat a very weak Ekans.
 d. Brad to Allison Venonat gave sweetly.
 e. Bulbasaur weak is.

great

Exercise 11.

4 points

Based on these sentences, is this language **head-initial** or **head-final**, and **specifier-initial** or **specifier-final**. Give a piece of evidence to justify your conclusion for each decision.

This language is head-final.

In the phrase structure grammar, TP's head, T comes after all other elements in the PSR. The same is true for AdjP.

This language is specifier-final.

why? | I believe it is reasonable to assume that AdvP is the specifier to VP, and that D is the specifier to NP. If this is the case, this language must be specifier-final, since both of these constituents follow the heads of their respective phrases.

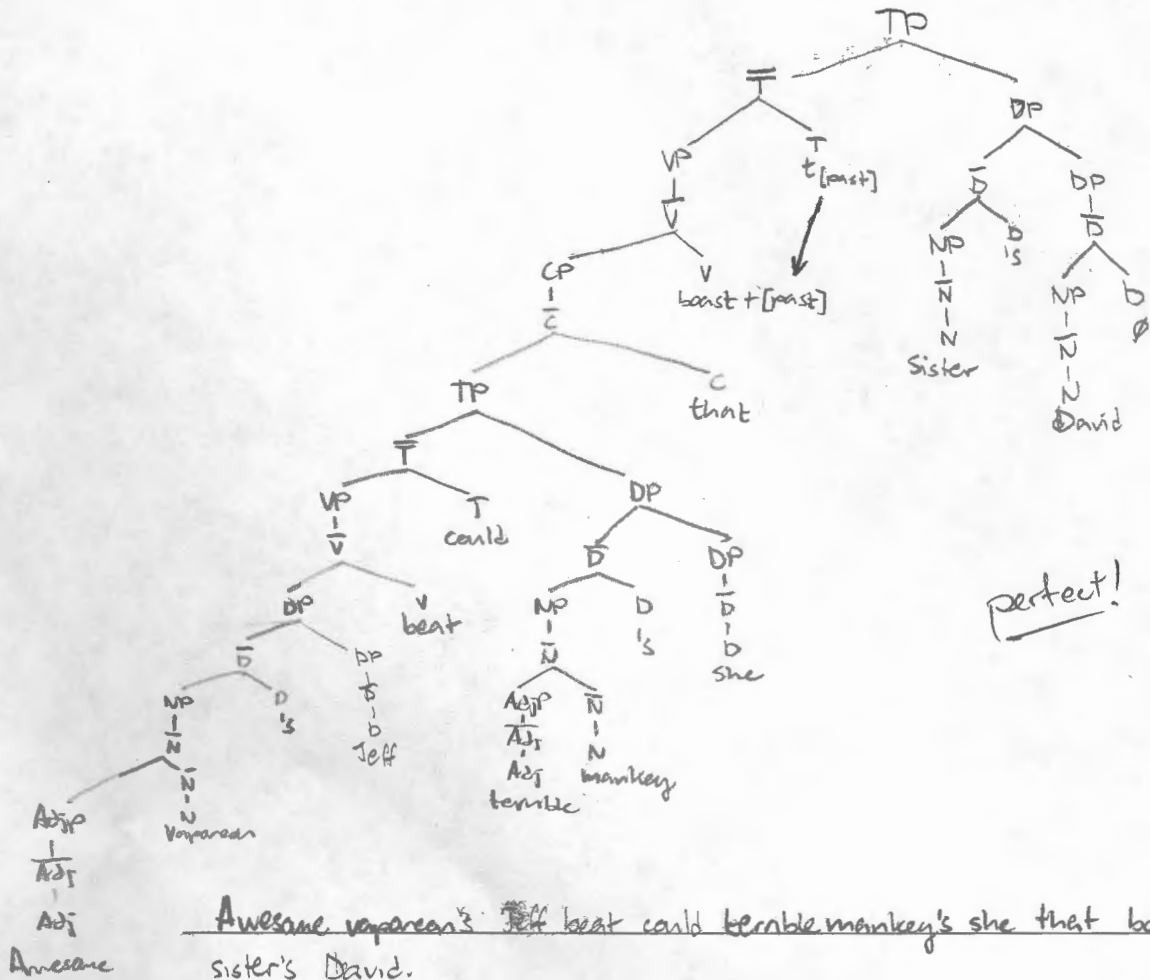
(5)

Exercise 12.

5 points

Suppose that there were a language that was exactly like English – call it Johnlish – but it was **head-final** and **specifier-final**. (Adjuncts are the same and Head Movement works the same.) How would the following phrase be pronounced? First draw the tree for this sentence in Johnlish, then write on the line below how to say the sentence.

- (5) David's sister boasted that her terrible Mankey could beat Jeff's awesome Vaporeon.



Exercise 13.

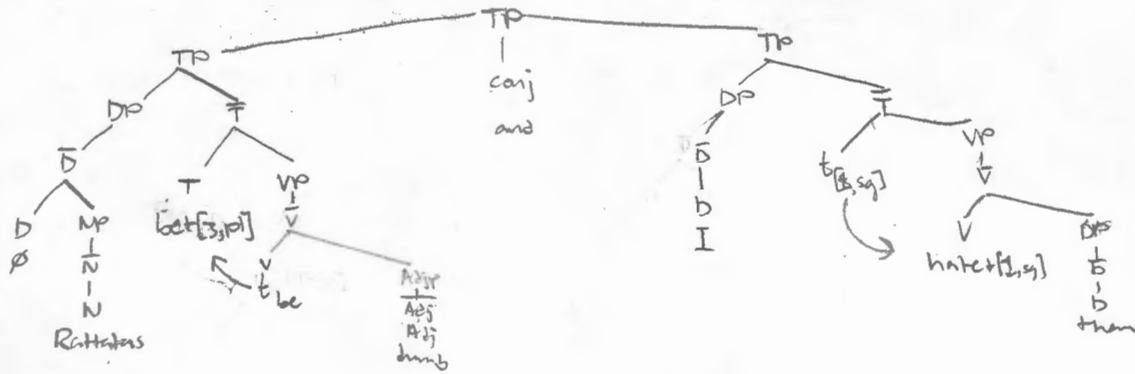
-1.5 (23.5)

25 points

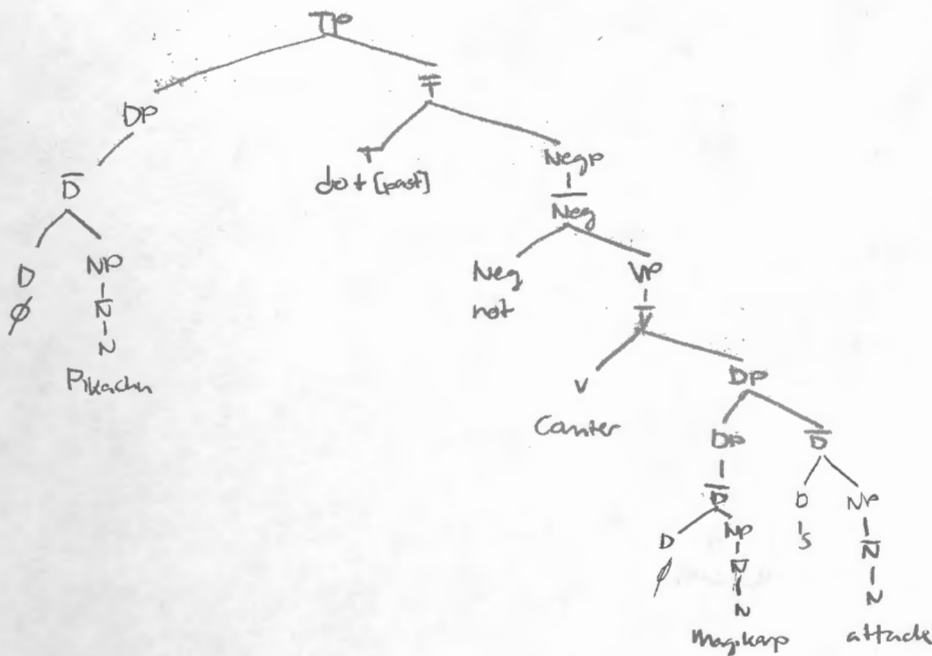
Draw the trees for these sentences.

- (6) a. Rattatas are dumb and I hate them.
- b. Pikachu did not counter Magikarp's attack.
- c. The cunning player is announcing that a powerful new Drowzee had been placed in the Gym.
- d. Did you catch a Mewtwo yesterday?
- e. Is Pokémon fun?

a.

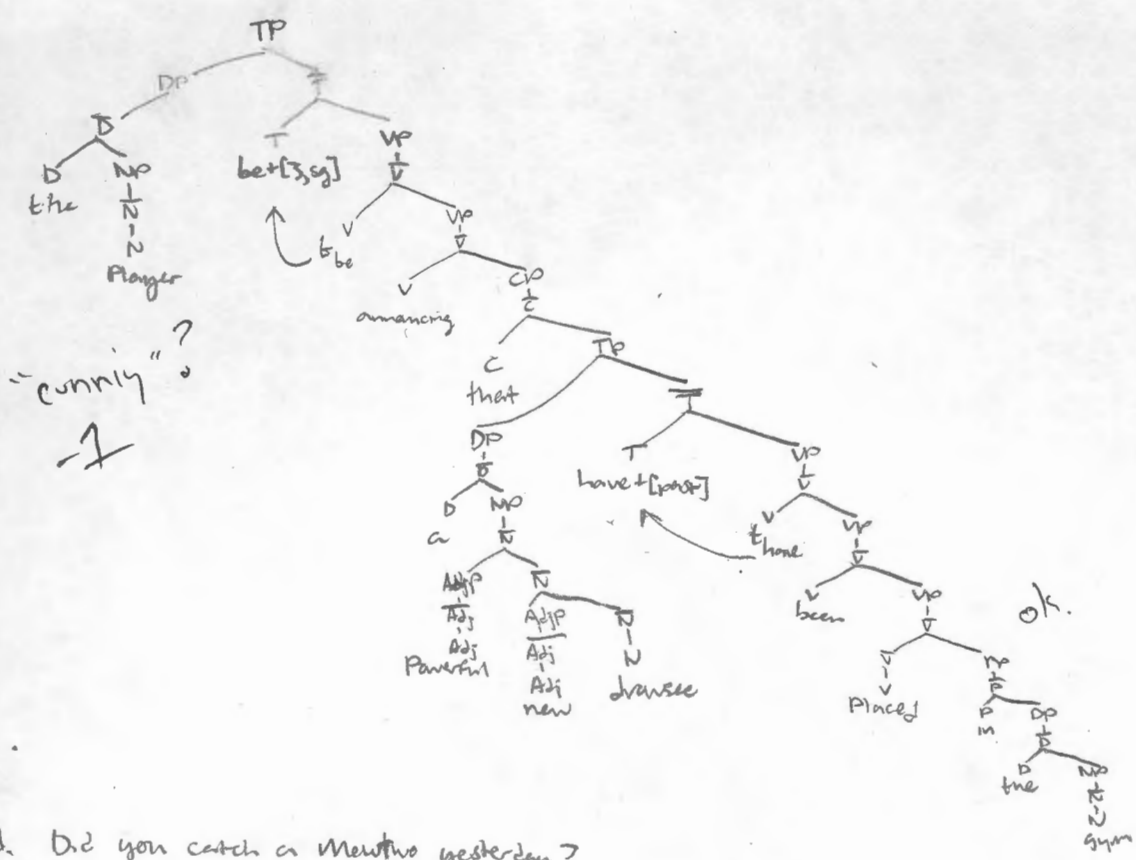


b.

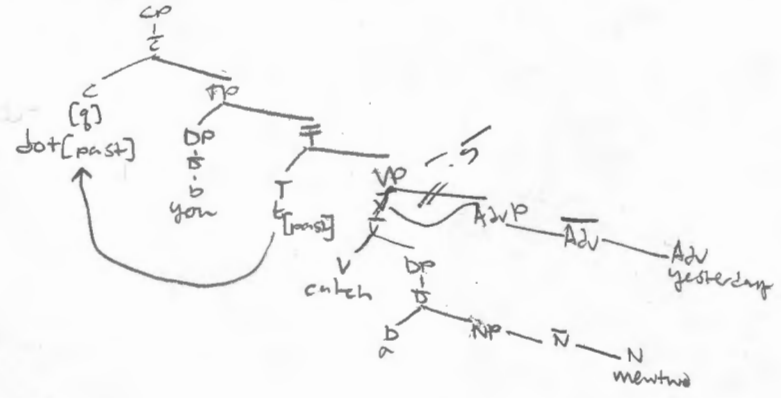


great!

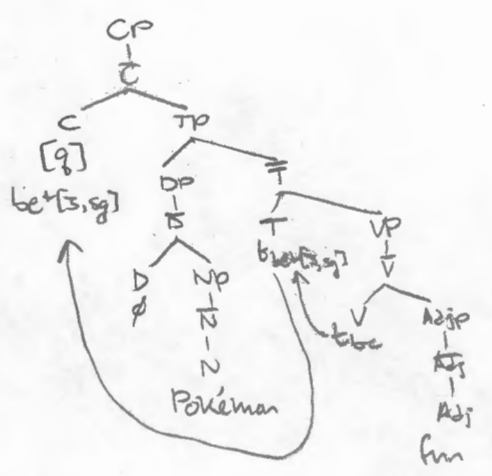
c. The player is announcing that a powerful new drowsee has been placed in the gym.



d. Did you catch a Mewtwo yesterday?



e. Is pokeman fun?



great