1 Introduction

The final is worth 100 points total.

   1 Trees          30 pts
   3 Theta grids    20 pts
   4 Grammar principles  20 pts
   5 A fake German dialect dialect  10 pts
   6 Malagasy PS rulkes and parameter settings  20 pts

2 Trees

30 points (6 points each)

   Draw surface-structure trees for sentences 2.1 - 2.5. Indicate all NP movements with traces ($t$) and all V or T movements with $e$. Annotate your movements with the principle or principles that are being satisfied at each position. Consider your constituent decisions carefully. Consider whether modifiers of each head are complements, adjuncts or specifiers, and draw them appropriately. Employ DPs, CPs, and TPs wherever appropriate. Remember that our textbook is wrong (and self-contradictory) when it claims that a verb can only have 1 complement. They are there to help you get the structure of the rest of the sentence right.

   Note: You do not have to draw a tree for sentence 6. It is just there to make sure you can read directions and to show you we have not covered everything about the structure of English.

2.1 Is Tom never seeing Alice’s sister again?

2.2 The virus might not be brought under control in time.

2.3 The Mexican president is very apt to be exposed to ridicule.

2.4 That Obama has been elected twice is certainly surprising.

2.5 His shining eyes were full of wild hope.

2.6 The more I drink, the better you look.
3  Theta grids

20 Points

Draw theta grids (also called $\theta$-grids) for the following sentences. Please remember to draw grids for all predicates (one predicate per clause). As discussed in class, the best way to do this is to draw a tree, find the clauses, find their predicates, find the arguments for each predicate, index them, and then (and only then) draw the $\theta$-grid. But you do not have to hand in your trees, just your grids.

For ungrammatical sentences, you must still draw a $\theta$-grid and explain what the $\theta$-violation is (specifying the predicate, and specifying where there are too many arguments, too few, or inappropriate arguments). Your grid should show any arguments that don’t receive roles, or any roles that don’t have arguments.

3.1 The virus might not be brought under control.

3.2 The volume knob appears to have been removed.

3.3 I hope that it didn’t see that you stayed in the room.

3.4 * Bozena fainted Rodrigo.

4  Grammatical Principles and Movement

20 points

Each of the following examples is generated by our Xbar rules. You should produce a D-structure for each of them (even if that structure is immediately ruled out by some other principle). Then you should identify the grammatical principle or principles from our text that makes it ungrammatical. If the D-structure has more than one clause, explain exactly which clause has the violation, and if there is a particular DP involved, say exactly which DP it is. For example, if a DP fails to receive case or fails to receive a role, or receives case twice, say which DP it is. If there is a theta criterion violation, you must draw the theta grid showing exactly what the violation is. Finally certain examples may be open to different interpretations of what is wrong. You are only responsible for coming up with one interpretation of what is wrong.

4.1 * It is unlikely the college to make an exception.

4.2 * John appeared $t_i$ to be raining.

4.3 * was obvious that Esmeralda was happy.

4.4 * Frieda is certain that $t_i$ will resign.

4.5 * John is obvious that Mary liked him.

4.6 * The ball was kicked the playing field.

4.7 * It is likely it to rain.
5 A fake German dialect

10 points

5.1 Consider the following data from a non-existent dialect of German. Why is this data problematic for our theory of head movement? Note: In answering this question do NOT assume the analysis of German presented in our homework exercises. Treat this data as if it were from a language you are seeing for the first time (in fact, it is, since not all the judgments below are true of standard German).

5.2 Be sure to explain how examples (c) and (d) play a role. What do (a) and (b) show that makes (c) and (d) unexpected? Or what do (c) and (d) show that makes (a) and (b) unexpected?

(1) a. Müß ich diesen Film sehen?
   “Must I see this film?”

   b. *Sieh-t Franz diesen Film?
      “Did Franz see this film?”

   c. Franz sieh-t diesen Film.
      “Franz sees this film.”

   d. Franz hat diesen Film gesehen.
      “Franz sees this film.”

6 Malagasy PS rules and parameter settings

20 points

Consider the following data

(2) a. 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.”

   b. Nividy vary ny vehivavy
      bought rice the woman
      “The woman bought rice.”

   c. Nametraka my mofo ambony ny latabra Rakoto.
      put the bread on the table Rakoto
      “Rakoto put the bread on the table.”

Do the following:

6.1 Draw the trees for (2a) and (2c), using the kinds of trees assumed in Chapter 7.
6.2 Write PS rules, in accordance with the principles of Chapter 7 (so you do need DPs, T’, and C’; there are no Auxes in the data, but you should posit an empty T anyway, and take a guess at where it goes, based on your parameter settings). You do not need to assume VP internal subjects.

6.3 What are the Xbar parameter settings for Malagasy? (see pages 199-200). Choosing a parameter setting means considering each of the options in (x), (xi) and (xii) on p. 199 and picking one of them. Make sure your choice of parameter-settings handles all the examples in the data, and the choices you made in drawing your trees. If not, point out the problem (you do not have to solve it).

6.4 Malagasy appears to be a verb-initial language like Irish. Should we posit verb movement the way we did for Irish? If so, discuss how it would work. If you think motivation is lacking for movement, discuss why. [Note: I realize there are no examples with Auxes and this forces your choices to be speculative, but do what you can with data at hand. In particular, consider how the translations of these sentences would work in Irish, word-order wise. Would those sentences alone be enough to cause you to posit movement for Irish? Are the same considerations at work here?]