

*February 19, 2004*

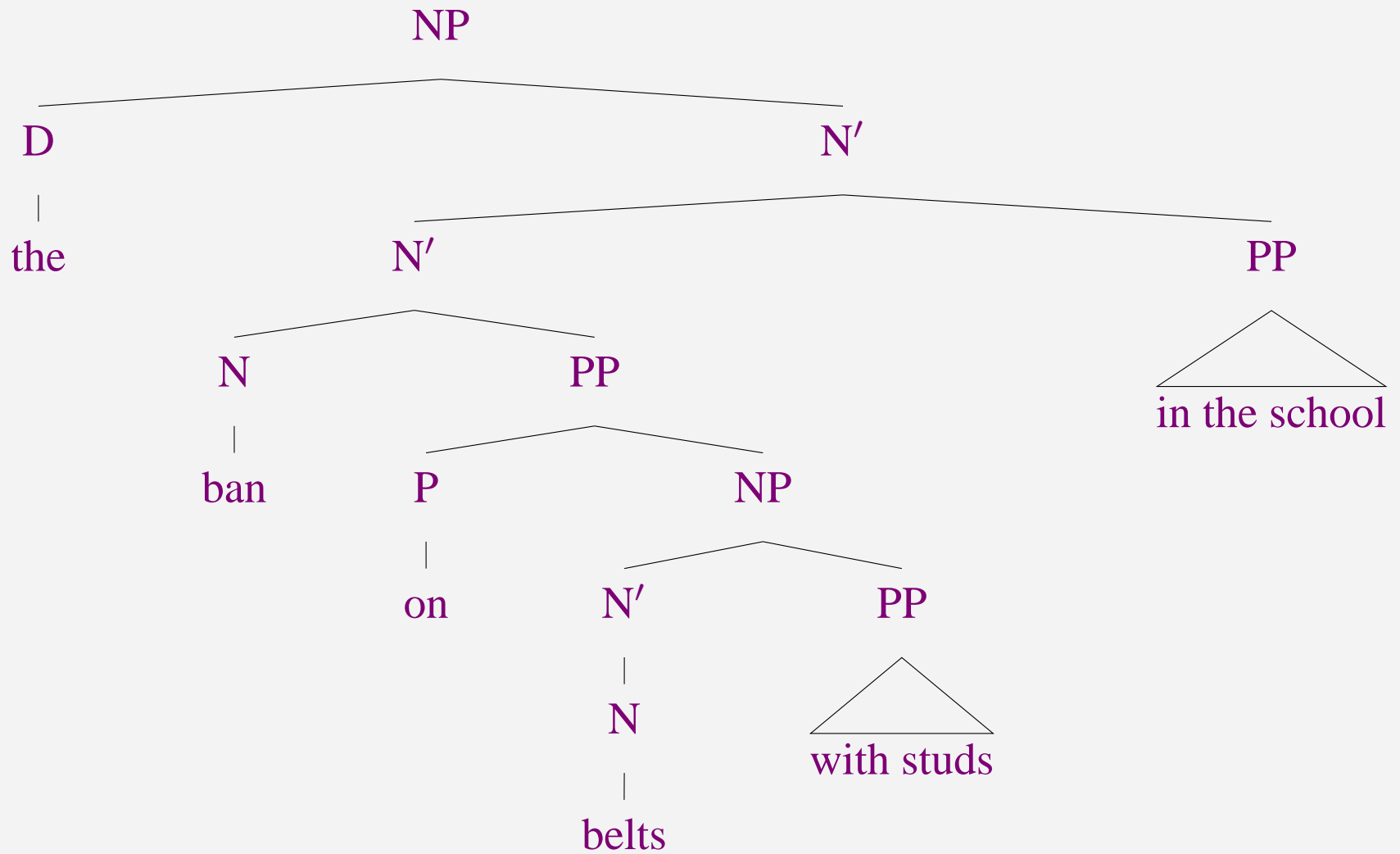
*Ch 4.7-4.8*

*Pre-nominal constituents*

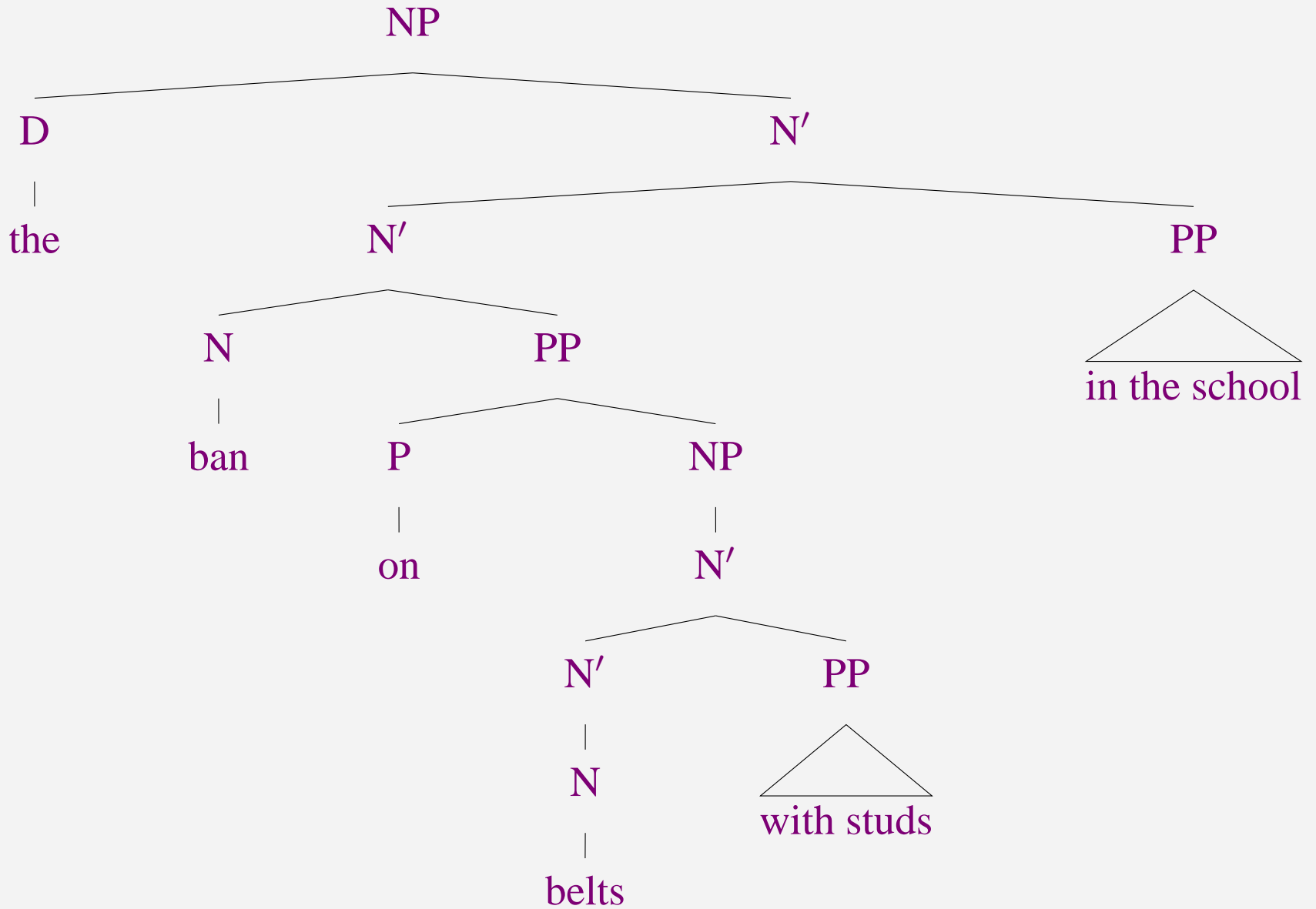
# *Overview*

- Correction from last time
- Prenominal complements vs. attributes (=adjuncts)
- Prenominal vs. postnominal dependents
- Putting it all together
- In-class exercise
- Next time: Review for Midterm #2

*What's wrong with this tree?*



# *Corrected tree*



## *Prenominal elements: Preview*

- *a [Cambridge] [physics] student*
- Postnominal PPs divided into complements and adjuncts
- Prenominal NPs divided into complements and attributes
- As before, complements are sister to N, daughter of N'
- Attributes (like adjuncts) are sister to and daughter of N'

## *Prenominal elements: Rules*

- $N' \rightarrow [+NP] N'$  (attributes)
- $N' \rightarrow (NP) N$  (complements)
- Still have the other rules, including:  
 $NP \rightarrow (D) N'$

## *Prenominal elements: Tests*

- Semantic: # of properties predicated
- Semantic: ambiguity
- Semantic: co-occurrence restrictions
- Semantic: recursivity/iterability
- Syntactic: ordering
- Syntactic: coordination
- [Syntactic: extraposition] – not applicable
- [Syntactic: preposing/extraction] – not applicable

## *# of properties predicated*

- *a Cambridge student*  $\text{student}(x) \wedge \text{from-Cambridge}(x)$
- *a physics student*  $\text{physics-student}(x)$ , or  $\text{student}(x, \text{physics})$
- True for these further examples of complements?  
the pornography ban, personnel recruitment, charity appeal, famine relief, brain damage, fraud investigations, a Debbie Harry fan, the treachery allegations'
- True for these further examples of attributes?  
the corner shop, the shipyard strike, the iron lady, the river bridge, the typewriter keyboard, a cream sauce, China tea, the winter weather



## *Ambiguity*

- *an English teacher*
- What does it mean if *English* is a noun?
- What does it mean if *English* is an adjective?
- Which structure does each alternative get?
- *I think it would be crazy to hire a French English teacher.*
- Which meaning does this have?
  - ... a French person to teach English
  - ... an English person to teach French
- How does that support the proposed model?

## *Co-occurrence restrictions*

- (Not discussed in this part of the chapter)
- How would we test for a difference in this case?
- complement examples:  
the pronography ban, personnel recruitment, charity appeal, famine relief, brain damage, fraud investigations, a Debbie Harry fan, the treachery allegations'
- attribute examples:  
the corner shop, the shipyard strike, the iron lady, the river bridge, the typewriter keyboard, a cream sauce, China tea, the winter weather

## *Recursivity/iterability*

- \*a [physics] [economics] [agriculture] student
- a [high quality] [1st year] [Cambridge] student
- complement examples:  
the pronography ban, personnel recruitment, charity appeal, famine relief, brain damage, fraud investigations, a Debbie Harry fan, the treachery allegations'
- attribute examples:  
the corner shop, the shipyard strike, the iron lady, the river bridge, the typewriter keyboard, a cream sauce, China tea, the winter weather

## *Ordering*

- a Cambridge physics student
- \*a physics Cambridge student
- complement examples:  
the pronography ban, personnel recruitment, charity appeal, famine relief, brain damage, fraud investigations, a Debbie Harry fan, the treachery allegations'
- attribute examples:  
the corner shop, the shipyard strike, the iron lady, the river bridge, the typewriter keyboard, a cream sauce, China tea, the winter weather

## *Coordination*

- several [physics] and [chemistry] students
- several [Oxford] and [Cambridge] students
- \*several [physics] and [Cambridge] students
- \*several [Cambridge] and [physics] students

*Prenominal v. postnominal dependents:*  
*Similarities*

- Complements are always sister to N.
- Adjuncts and attributes are always sister to N'.
- Many of the same tests are applicable.
- Paraphrase relations exist:
  - the ban [on pornography]/the [pornography] ban
  - the shop [on the corner]/the [corner] shop

## *Prenominal v. postnominal dependents: Differences*

- Prenominally we find NPs and some APs.
- Postnominally we find PPs and some (an overlapping set of) APs.
- The nature of the relationship between prenominal dependents and the head is much less explicit than with postnominal dependents:
  - Nancy Reagan's [drugs] campaign
  - Ronald Reagan's [re-election] campaign

## *Restrictions on prenominal NPs (1/2)*

- Mostly lack determiners:  
an [opera] lover/\*an [the opera] lover
- But not always:
  - an [all India] cricket match
  - the President's [no compromise] policy



## *Restrictions on prenominal NPs*

- In addition, the prenominal NPs are usually singular
  - the scissor kick (cf \*a scissor)
  - \*a mice cage (cf a mouse cage)
- NB: The *s* that sometimes shows up is a linker morpheme for compounds (more common in German), e.g.:
  - a mens magazine

## *Putting it all together (1/2)*

- $\text{NP} \rightarrow (\text{D}) \text{N}'$
- $\text{N}' \rightarrow \text{N}' \text{PP} \mid \text{S}$  (adjunct rule)
- $\text{N}' \rightarrow \text{N} (\text{PP} \mid \text{S})$  (complement rule)
- $\text{N}' \rightarrow \text{NP} \mid \text{AP} \text{N}'$  (attribute rule)
- $\text{N}' \rightarrow (\text{NP}) \text{N}$  (complement rule)

## *Putting it all together (2/2)*

- Do the rules allow both a prenominal and a postnominal complement in the same NP? Why or why not?
- Is this prediction correct?
- Do the rules allow AP and NP attributes to interleave?
- Is this prediction correct?
- How many different structures are assigned to the following:  

the Cambridge student with long hair
- Does it have that many readings?

## *In-class exercise: Ch 4, Ex VI*

The following examples are ambiguous. What are the different readings for each, and what structures might we assign to them, using this model?

- the house in the wood near the park
- a toy factory
- a brass button holder
- the king of England's people

*In-class exercise (if time): Ch 4, Ex IX (1/2)*

- the English king
  - (a) the king who is English
  - (b) the king of England
- Structural analysis: in (a), *English* is an attribute, in (b), it is a complement
- Pragmatic analysis: always an attribute, exact relationship underspecified

*In-class exercise (if time): Ch 4, Ex IX (2/2)*

- Use the following examples (and their possible interpretations) to argue for one analysis over the other:
  - Why do philosophers always use examples involving a bald French king instead of a bald *English one*.
  - There's not much to choose between the present English and French kings except that the French king is less bald than the *English one*.
  - Henry VIII is the best know *English Protestant king*.
  - We've had relatively few *English septuagenarian kings*.
  - Boedicea was the most famous *English pagan queen*.
  - Henry IV was the last *English French king*.

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