

February 24, 2004

Review: Chapters 3-4

Overview

- Return and go over HW 4
- Outline of midterm
- Review:
 - Properties of p-markers (trees)
 - Features
 - Internal structure of NPs

Homework 4: Exercise VIII (1/7)

- Testing whether 15 different verbs are auxiliaries, and if so, modals.
- All modals are auxiliaries, so if a verb's definitely not an auxiliary, there's no point in testing it for modal properties.
- The assignment (especially as per the web site) asked you to apply *all* relevant tests: 3 for auxiliary status and 4 for modal status (where relevant).

Homework 4: Exercise VIII (2/7)

- The hard part was coming up with test sentences that applied the test fairly:
 - Avoiding any confounding sources of ungrammaticality
 - Sticking with the same verb

HW 4: Exercise VIII (3/7)

- For the aux tests, the important thing is to keep the complement of the verb the same.
- Part of the point of the exercise was that there are homophonous verbs, taking different kinds of complements, with different AUX and M values.
- For the modal tests, one has to change the verb form (still keeping the complement the same).
- It is important to make sure that you're using plausible forms of the verb in plausible contexts.
- The bare infinitival test can be applied by simply observing whether or not the complements are bare infinitivals, given the parameters of the problem.

HW4: Exercise VIII (4/7)

- What's wrong with this test?
- *John is to leave for Paris tomorrow.*
- Passes the tag test: *Isn't he?*

HW4: Exercise VIII (5/7)

- What's wrong with this test?
- *John is working hard.*
- Passes the *-en* test: **John isen working hard.*
- (Recall that passing the *-en* test for +M involves not having a *-en* form.)

HW4: Exercise VIII (6/7)

- What's wrong with this test?
- *John is working hard.*
- Passes the *-en* test: **John been working hard.*

HW4: Exercise VIII (7/7)

- What's wrong with this test?
- *John needs to think about it.*
- Passes the negation test: *John needn't think about it.*

HW4: Exercise X (1/3)

- Determine whether the generalizations described could be captured by the feature system.
- Note that the feature system predicts that some groups of categories will function as natural classes, while others won't.
- Thus the question is, do those generalizations follow the predicted natural classes, or cut across them?

HW4: Exercise X (2/3)

- Features:

	− V	+V
+N	N	A
−N	P	V

- Natural classes: $\{N, A\}$, $\{P, V\}$, $\{N, P\}$, $\{A, V\}$
- Not natural classes: $\{P, A\}$, $\{N, V\}$, $\{N, P, A\}$, ...

HW4: Exercise X (3/3)

- Follows the natural classes: In Russian, only As and Ns bear case.
- Doesn't follow: In Italian, Ns, As, and Vs inflect for case, not Ps or ADVs.
- Could say [+N] or [+V]s inflect, but that's somewhat less "straightforward"
- Also doesn't say anything about adverbs, which either aren't covered by the feature system, or are conflated with adjectives (per Radford).

Midterm structure

- Open book, open notes
- Covers chapters 3 and 4 directly
- (Some of that may rely on your understanding of Chs 1 and 2)
- Similar overall structure to midterm 1

Properties of trees

- What are each of the following, and why are they relevant?
- Precedence
- Dominance
- C-command
- No crossing branches

Features

- How are features useful for creating more fine-grained categories?
- What is an example?
- How are features useful for talking about supercategories?
- What is an example?

Internal structure of NPs

- How do we distinguish structurally between a complement and an adjunct or attribute?
- How do we distinguish empirically (i.e., with tests) between a complement and an adjunct/attribute?
- Why do attach the D with a separate rule?
- How is optionality handled for determiners, complements, adjuncts and attributes?

Complement/adjunct differences: Find an example of each

- Semantic: # of properties predicated
- Semantic: ambiguity
- Semantic: co-occurrence restrictions
- Semantic: recursivity/iterability
- Syntactic: ordering
- Syntactic: coordination
- Syntactic: extraposition
- Syntactic: preposing/extraction

More practice with trees

- Draw trees for each of the following sentences.
- Find evidence for treating particular nominal dependents as complements or adjuncts/arguments.
 - The parking garage behind Padelford may be full.
 - The cat on the mat by the door might sleep.
 - Toby would hear the story about the grape.

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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*.