

Ling 566  
Oct 21, 2010  
Review

# Overview

- Homework tips
- SPR and COMPS
- Common mistakes
- Analogies to other systems you might know
- Your questions
- Problems 4.7, 4.9

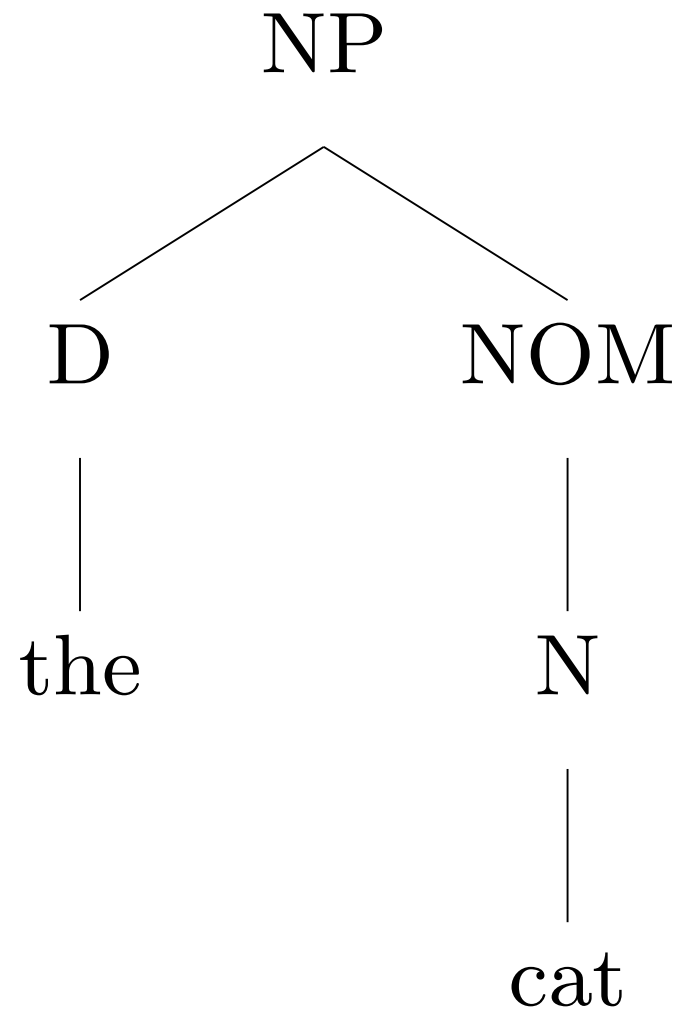
# Homework tips/requests

- Type whenever possible
- Answer each part of each question separately
- Be sure to answer each part of each question, and follow the directions!
- Look over the problems early and ask questions
- Check your work
- Monitor GoPost
- WORK TOGETHER

# SPR value on AP/PP?

- Kim grew fond of baseball.
- Kim and Sandy ate lunch in the park.
- Kim and Sandy are in the park.

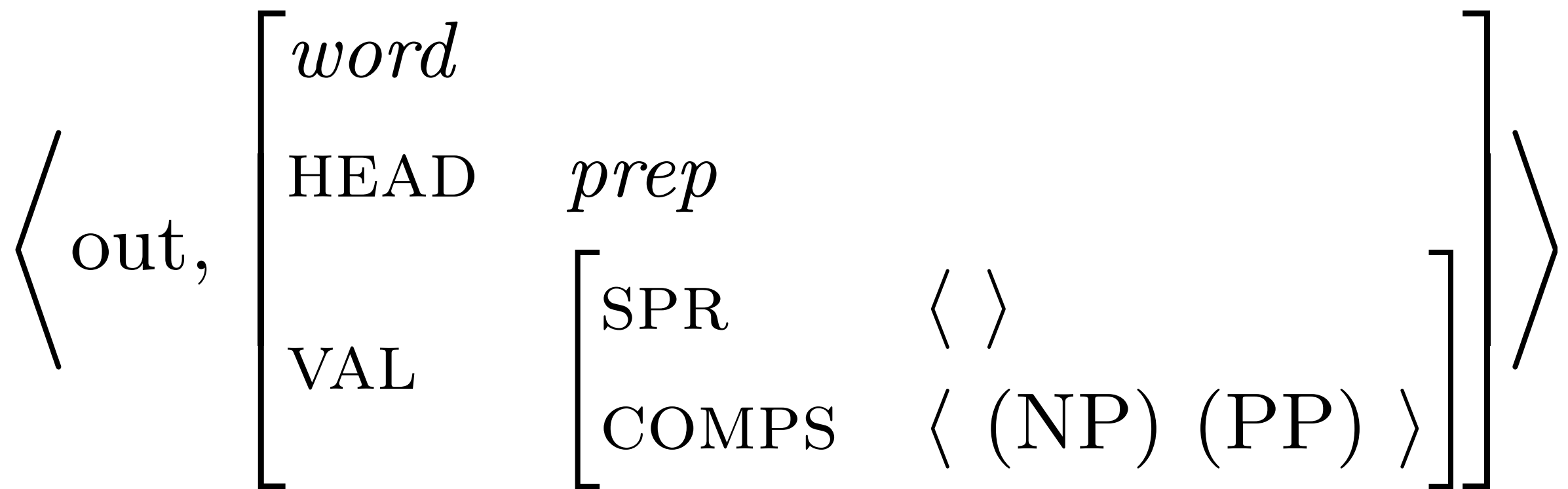
Which grammar does this tree go with?



# What's wrong with this?

$$\left\langle \text{out}, \begin{bmatrix} \textit{word} \\ \text{HEAD} & \textit{prep} \\ \text{VAL} & \begin{bmatrix} \text{SPR} & \langle \text{VP} \rangle \\ \text{COMPS} & \langle (\text{PP} \mid \text{NP}) \rangle \end{bmatrix} \end{bmatrix} \right\rangle$$

# What's wrong with this?

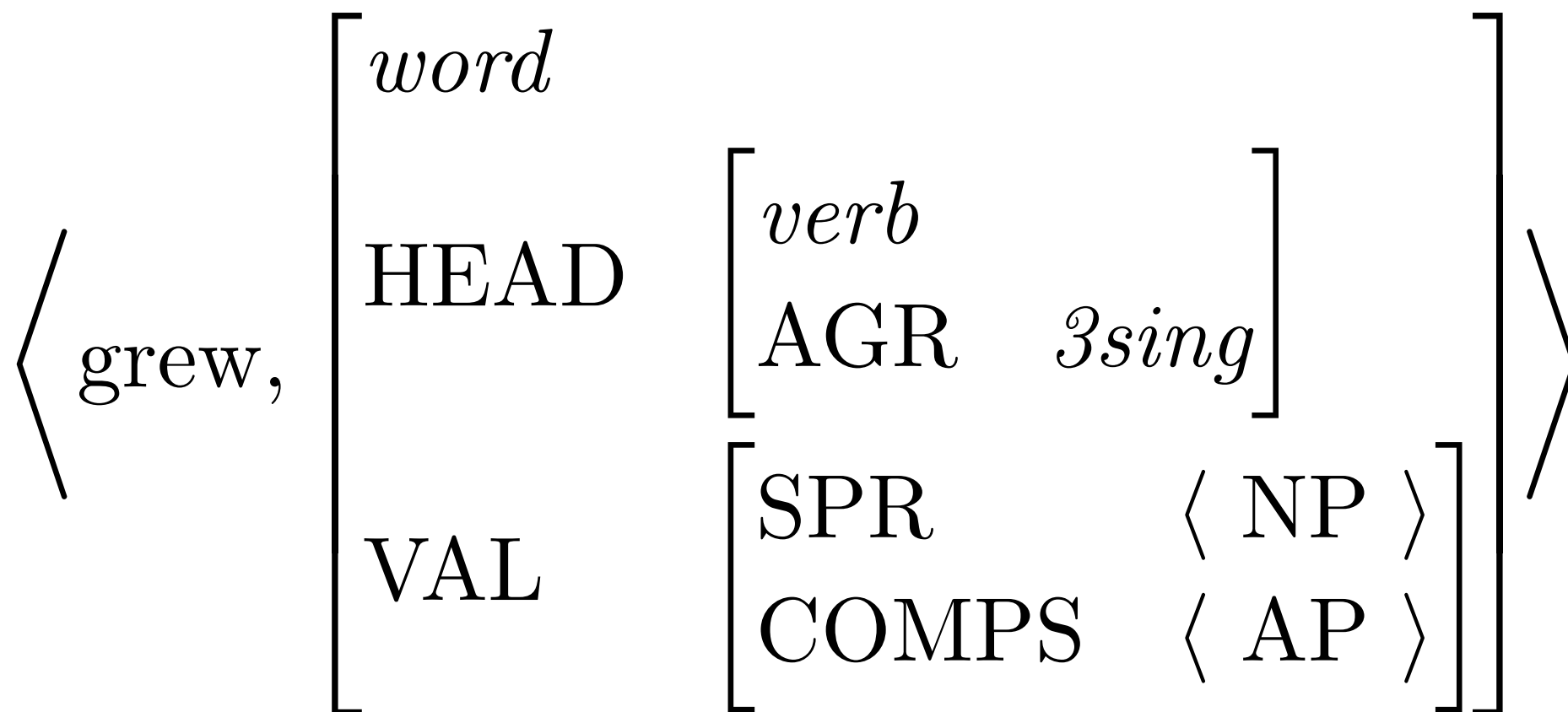


# What's wrong with this?

$\left\langle \text{out}, \left[ \begin{array}{ll} \text{word} & \\ \text{HEAD} & \text{prep} \\ \text{VAL} & \left[ \begin{array}{l} \text{SPR} \quad \langle \rangle \\ \text{COMPS} \quad ( \text{NP} \mid \text{PP} ) \end{array} \right] \end{array} \right] \right\rangle$



# What's wrong with this?



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$\left\langle \text{out}, \left[ \begin{array}{ll} \text{word} & \\ \text{HEAD} & \textit{preposition} \\ \text{VAL} & \left[ \begin{array}{ll} \text{SPR} & \langle \rangle \\ \text{COMPS} & \langle ( \text{NP} \mid \text{PP} ) \rangle \end{array} \right] \end{array} \right] \right\rangle$

# What's wrong with this?

$\left\langle \text{there,} \left[ \begin{array}{l} \textit{phrase} \\ \text{HEAD} \\ \text{VAL} \end{array} \begin{array}{l} \textit{prep} \\ \left[ \begin{array}{l} \text{SPR} \\ \text{COMPS} \end{array} \right] \begin{array}{l} \langle \rangle \\ \langle \rangle \end{array} \end{array} \right] \right\rangle$

# Tags & lists

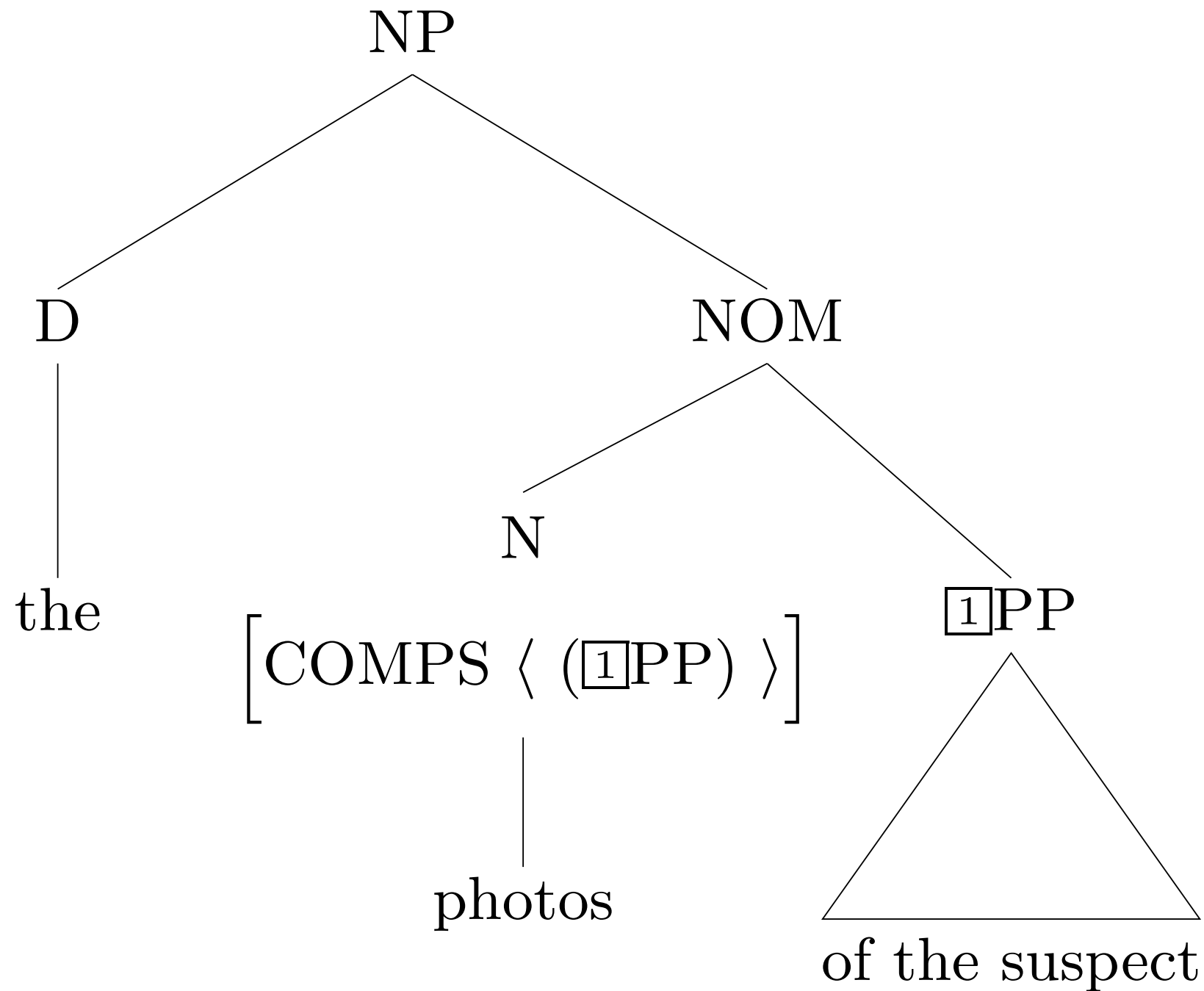
- What's the difference between these two?

$$\left[ \text{SPR} \quad \boxed{1} \langle \text{NP} \rangle \right]$$

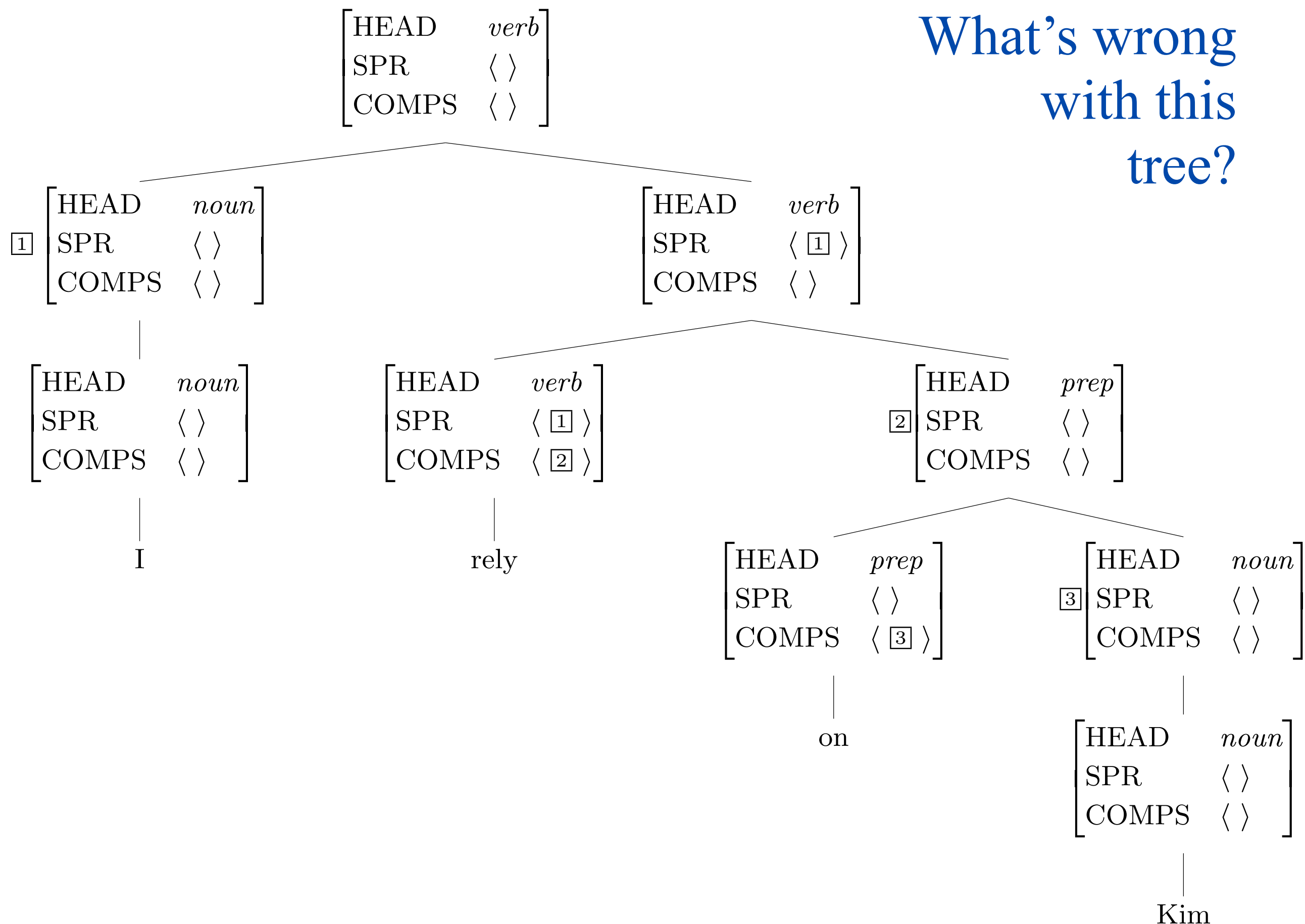
$$\left[ \text{SPR} \quad \langle \boxed{1} \text{NP} \rangle \right]$$

- When does it matter?

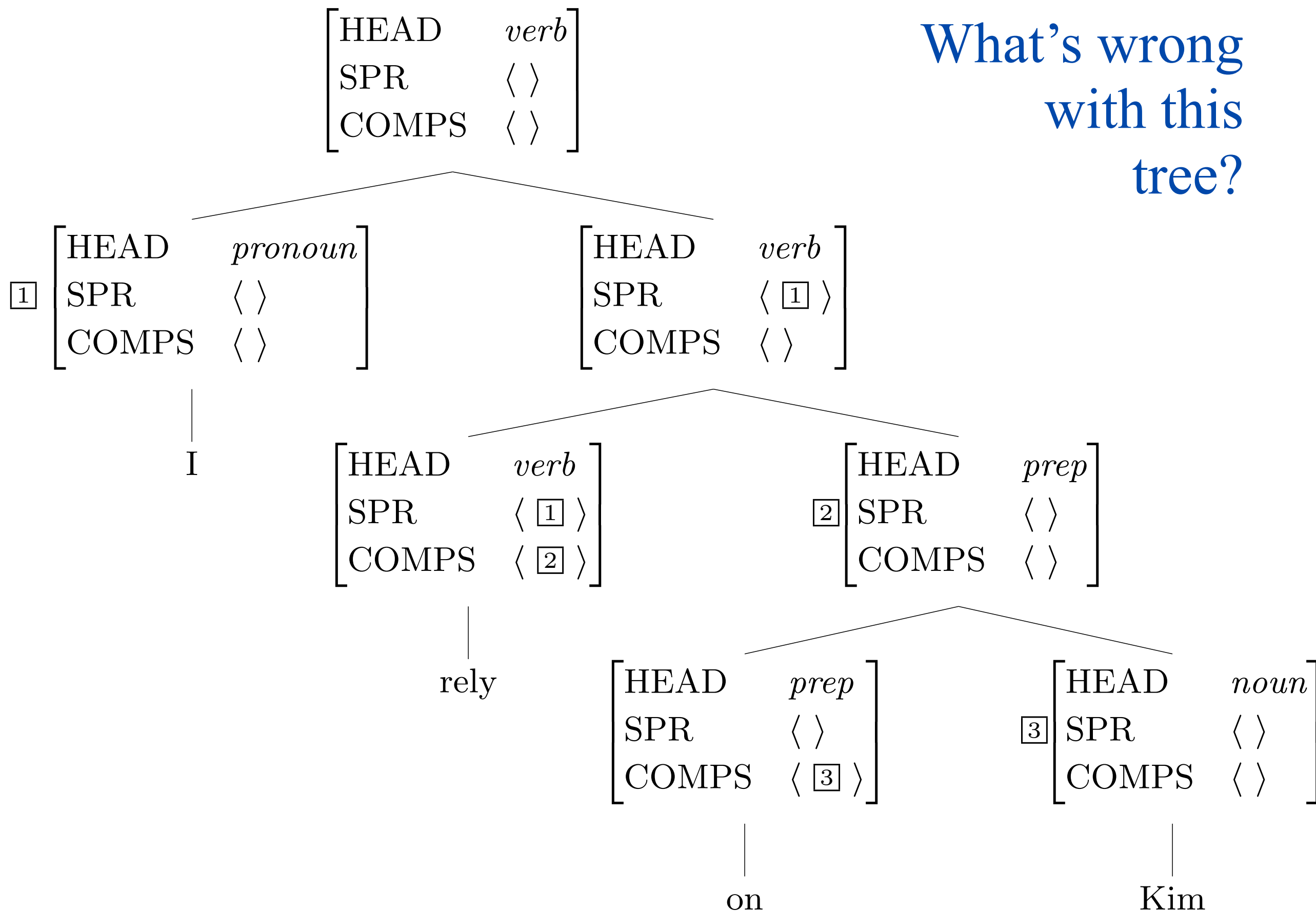
# What's wrong with this tree?



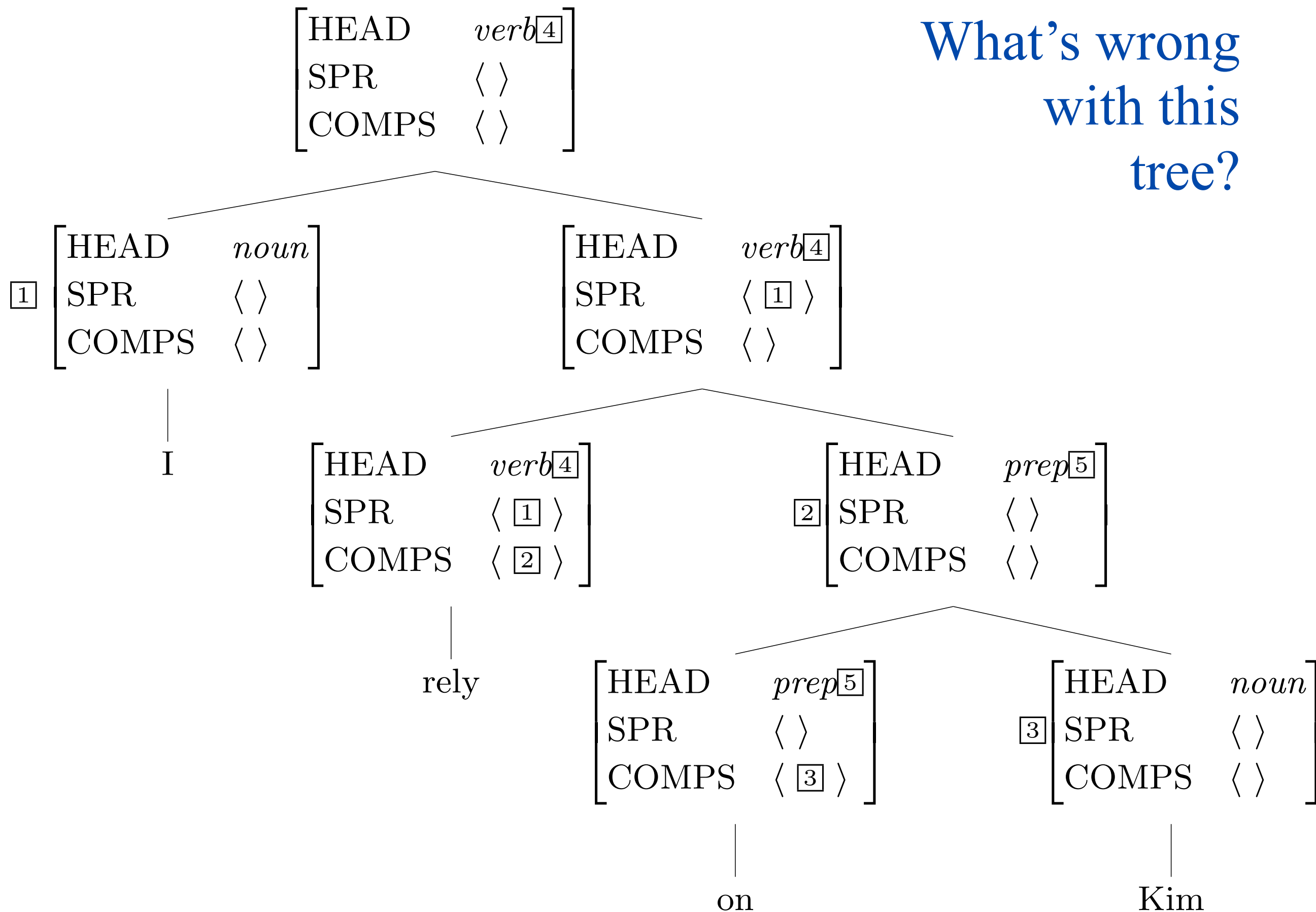
What's wrong  
with this  
tree?



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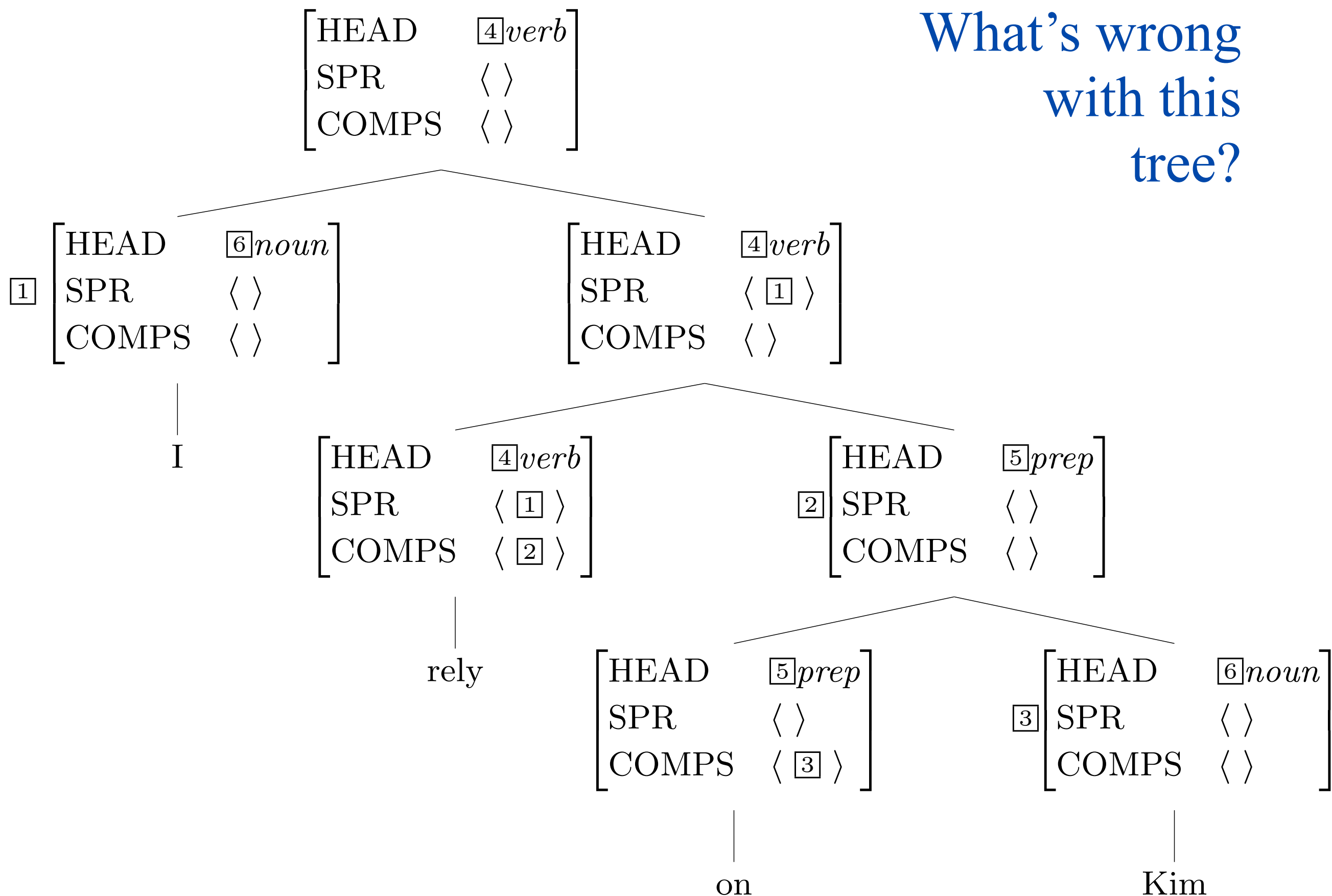


What's wrong  
with this  
tree?

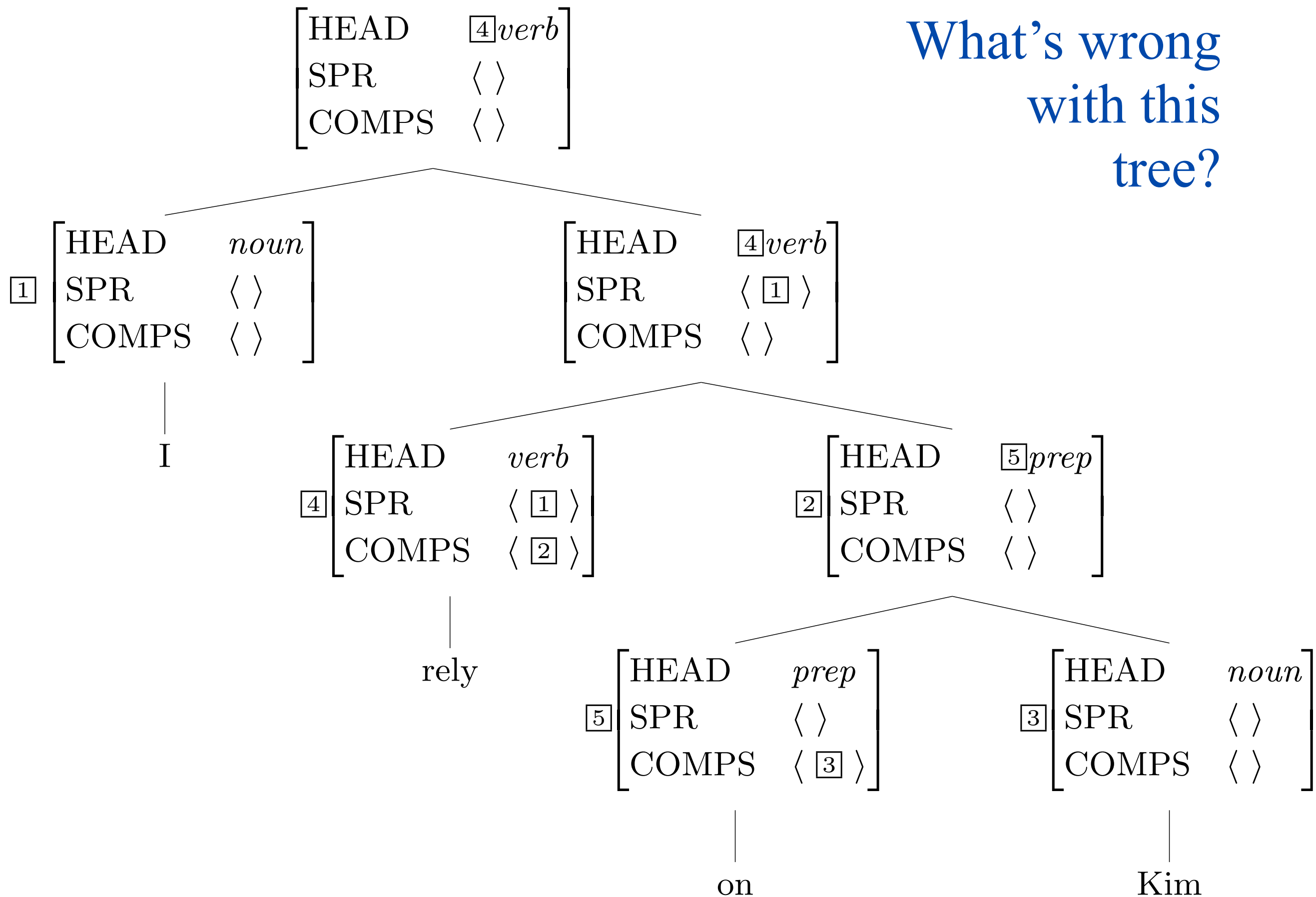




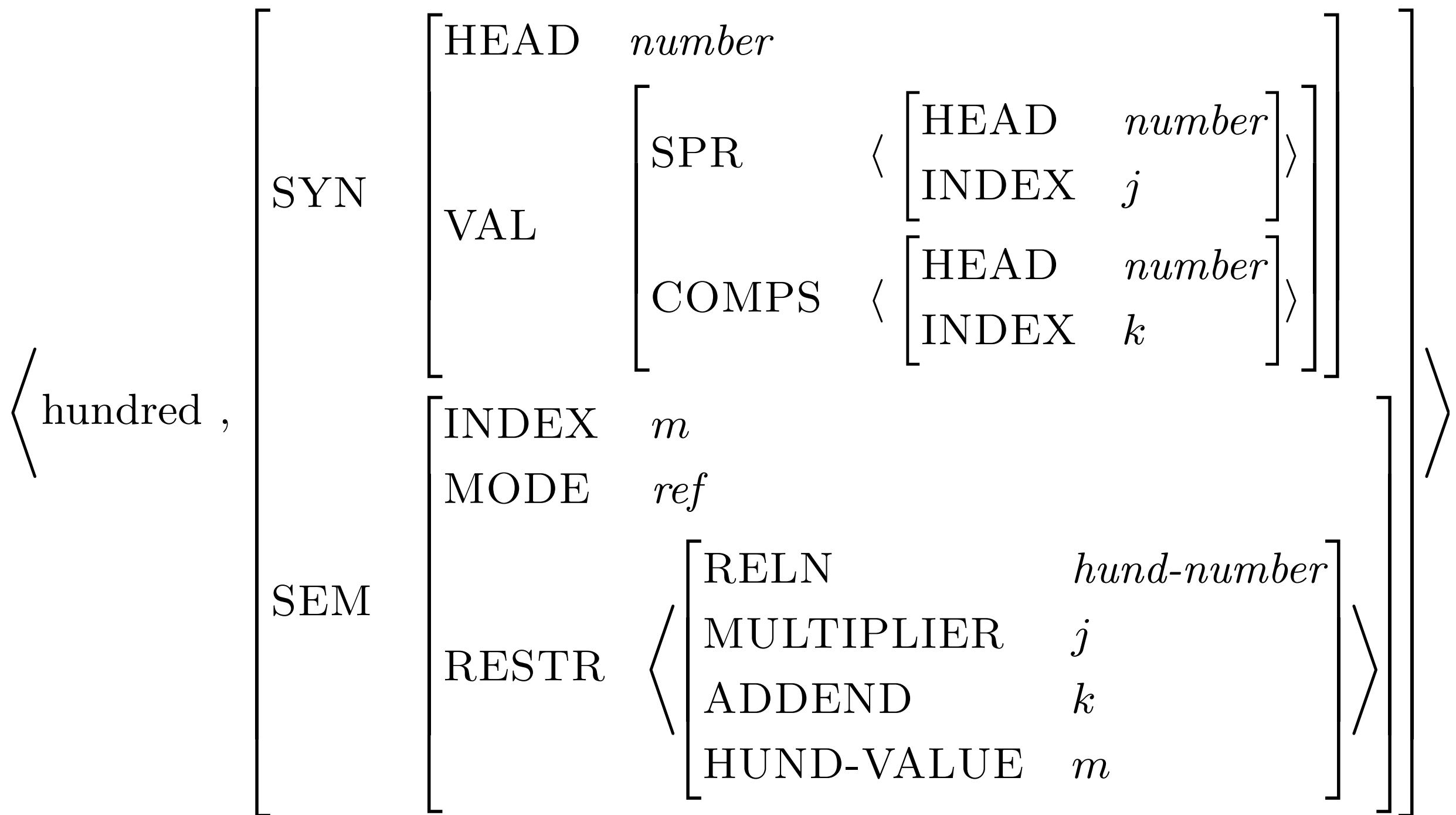
What's wrong  
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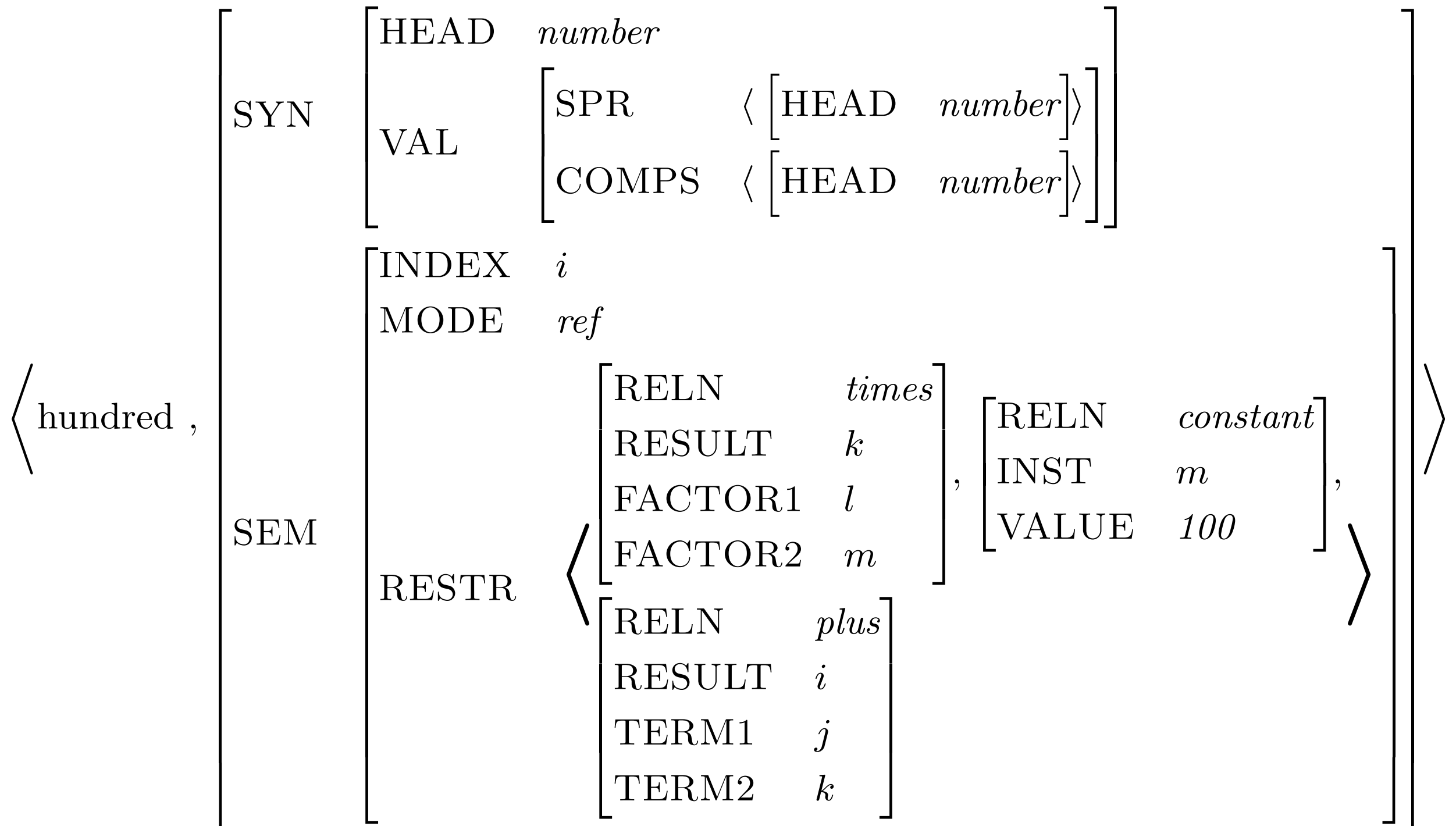
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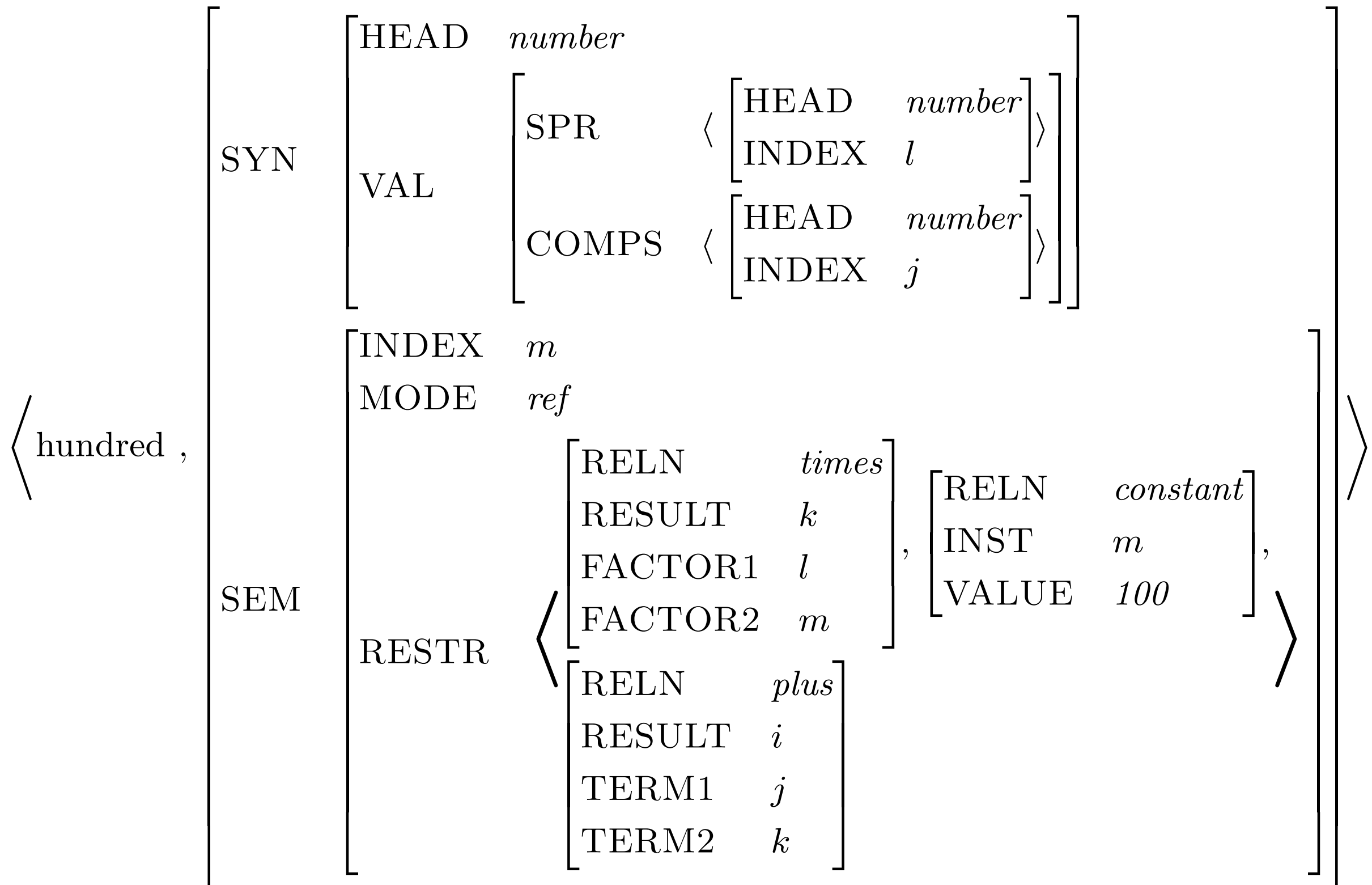
# What's wrong with this?



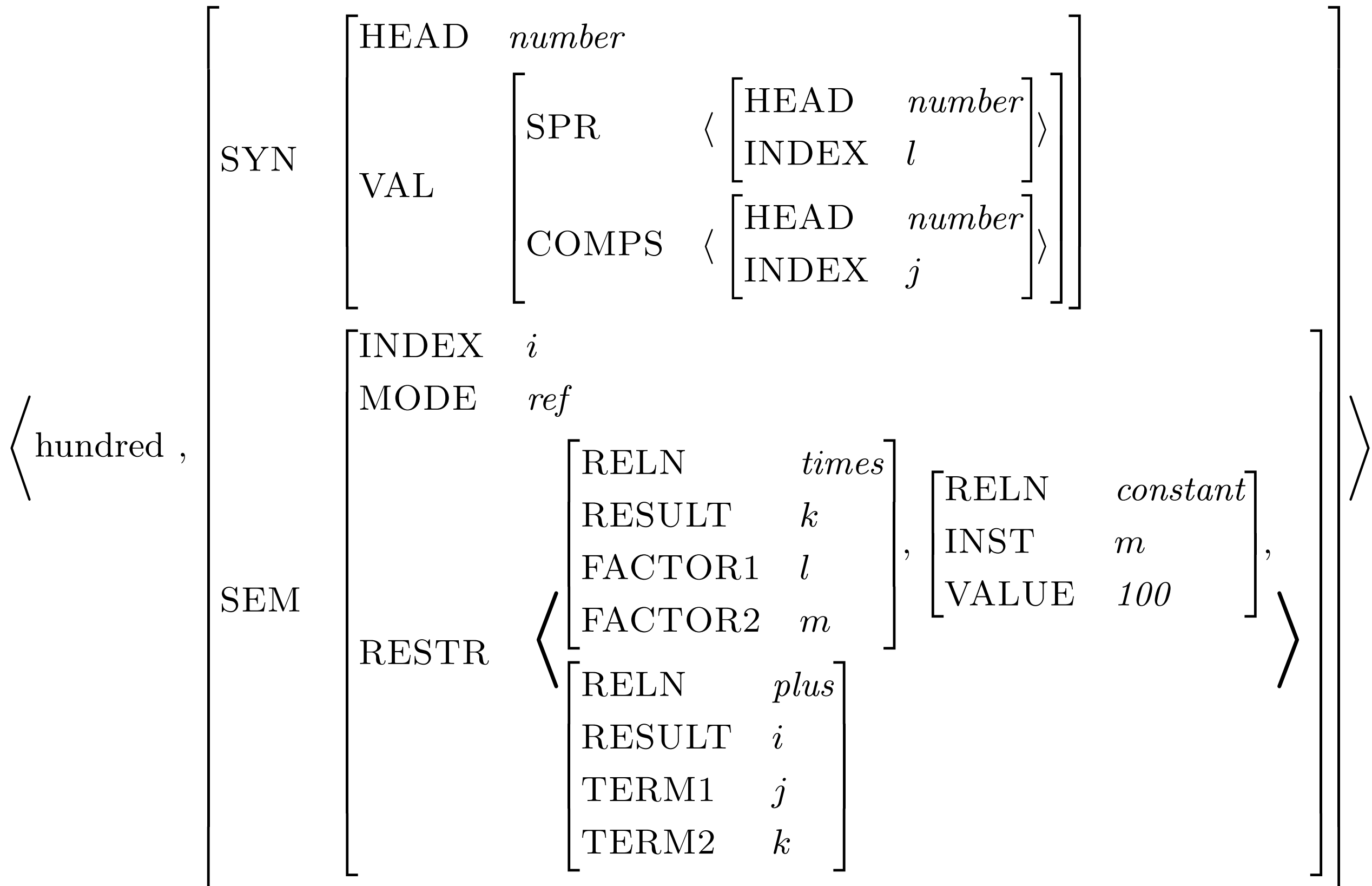
# And this?



# How about this?



# Better version



# Type hierarchy analogies

- How is this formalism like OOP?
- How is it different?
- How is the type hierarchy like an ontology?
- How is it different?
- How is this formalism like the MP's formalism?
- How is it different?

# Overview

- Information movement in trees
- Exercise in critical thinking
- Homework tips
- SPR and COMPS
- Technical details (lexical entries, trees)
- Analogies to other systems you might know
- Your questions...



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# Your questions

- ?

- ?

- ?

- ?

- ?

- ?

- ?

## 4.7 Icelandic Case

- How do the following support the analysis of case marking as a lexical phenomenon?

- (i) Drengurinn kyssti stúlkuna.  
the-boy.NOM kissed the-girl.ACC  
'The boy kissed the girl.'
- (ii) Drengina vantar mat.  
the-boys.ACC lacks food.ACC  
'The boys lack food.'
- (iii) Verkjanna gaetir ekki.  
the-pains.GEN is-noticeable not  
'The pains are not noticeable.'
- (iv) Barninu batnathi veikin.  
the-child.DAT recovered-from the-disease.NOM  
'The child recovered from the disease.'

## 4.9 Agreement in NP coord

- What is the NUM value of NPs coordinated with *and*?
- How does the PER value of coordinated NPs get computed from the PER value of the coordinands? Use examples like the following:

You and she distinguished yourselves/  
\*themselves/\*ourselves.

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