



Ling 566
Dec 3, 2019
Catch-up/review

Overview

- RQs from last time
- Midterm Q3
- Big picture
- Untangle this...
- Course evals

Reading Questions

- It seemed like we didn't place many restrictions on GAPs as to what types of feature structures they can be (like NPs or PPs), but I didn't notice any verby GAPs in the chapter. Is it possible to have VP gaps? I can't think of any, and it seems like it would be weird, but I'm curious since on the surface it seems like this chapter leaves us open to that.

Reading Questions

- I'm just curious: do the presence of topicalized sentences make 'English as an SOV language' less valid? It sounds like yoda speech, and I've thought they were more of casual exceptions yet somehow ungrammatical.

Reading Questions

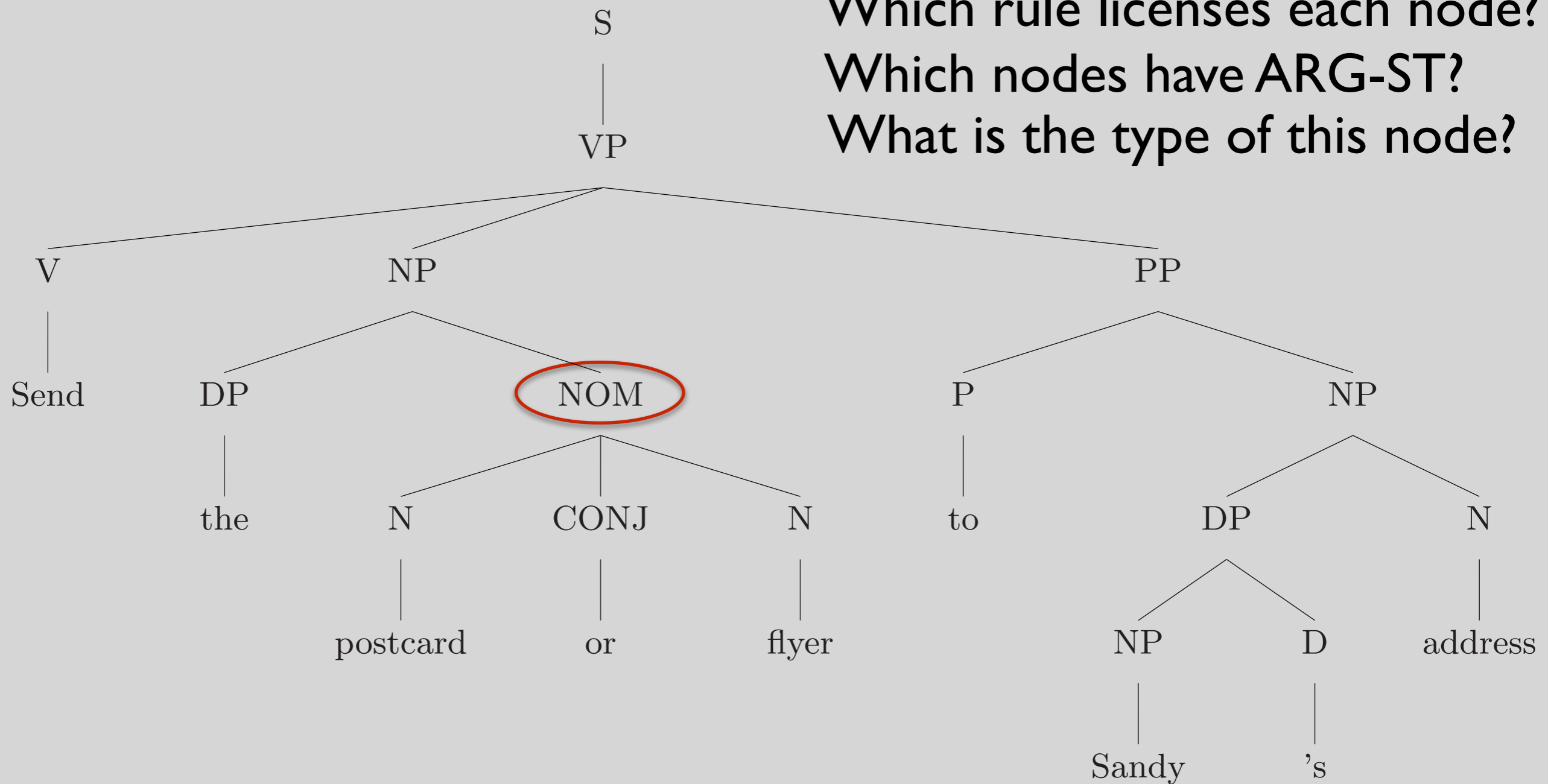
- Something I kept wondering during this chapter was how the concept of LDDs interacts with the notion that language is processed in real time and that a good model of grammar is surface-oriented. LDDs seem to go against this in a way because a piece of information is provided that almost is "held onto" with no clear role until the "gap" pops up. Though one thing I did notice is anything to do with wh- questions was easier for me to process than the topicalized sentences like *That toy, they handed to the baby*. My initial guess is wh- words almost inherently signal that they will be filling some sort of gap so I am already prepared for it, where as starting with *That toy* then following it with *they* feels like a momentary mini garden path where I'm thrown off because it was unexpected that an NP would follow. However as another example, *The baby they handed the toy to was cute*, is very natural to me.

Reading Questions

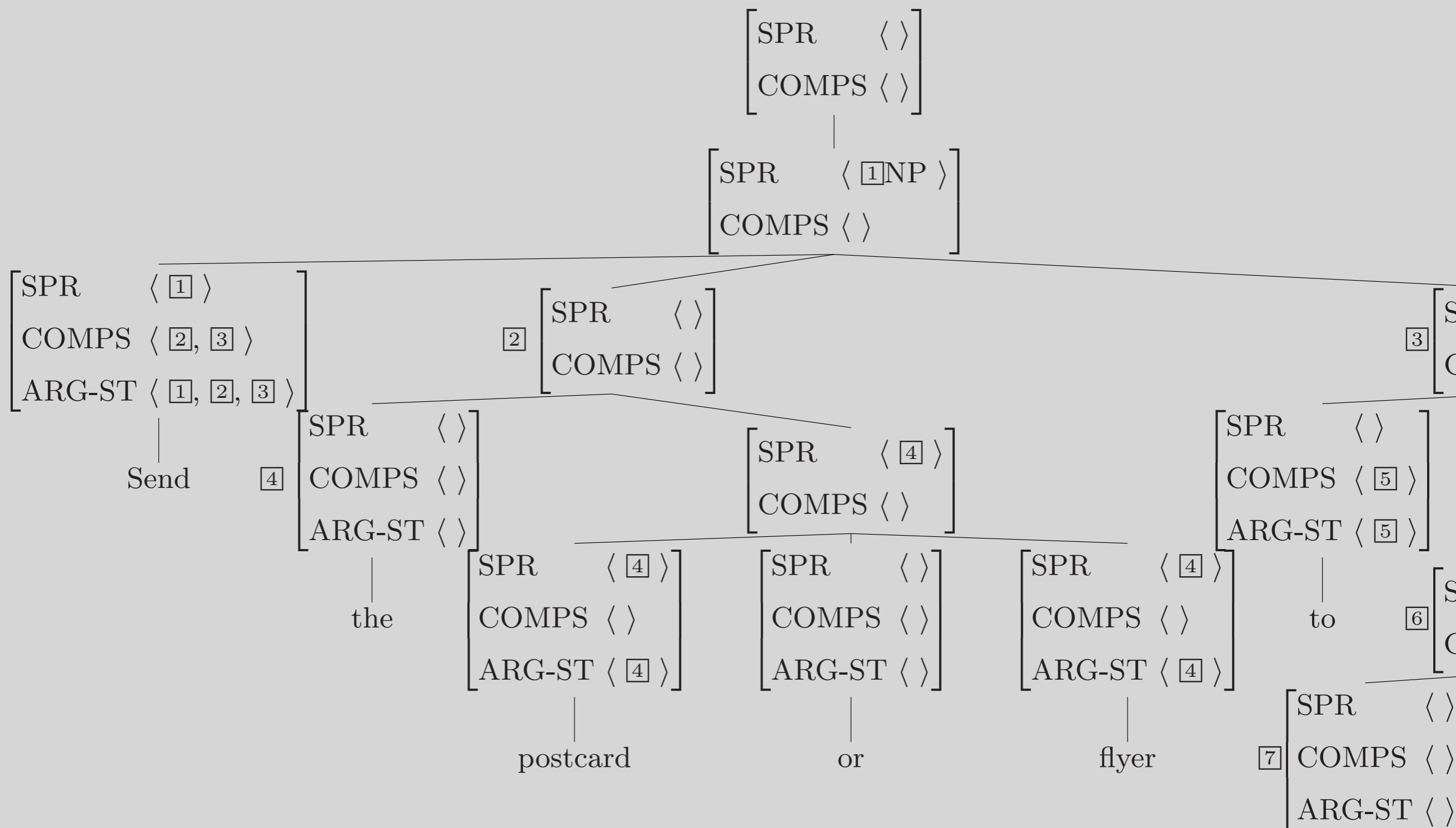
- pp 430 (15) a. states *Problems this involved, my friends on the East Coast are hard to talk to _ about _*. And then, on the next page, it says "In (15a), for example, the filler for the first gap is my friends on the East Coast, and the filler for the second one is problems this involved".
- The GAP feature and STOP-GAP features are lists, so I assume our grammar fragment can handle having multiple elements in their lists (like the example above).
- If a GAP feature contains two elements and both could satisfy the constraints imposed by an element on the STOP-GAP list, would this give rise to multiple interpretations of the sentence?
- On a related note, the formulation of the Head-Filler Rule (pp438 (34)) seems to be formulated such that the GAP and STOP-GAP lists contain exactly one element. Does having multiple elements on these lists affect the formulation of this rule?

Midterm Q3 tree

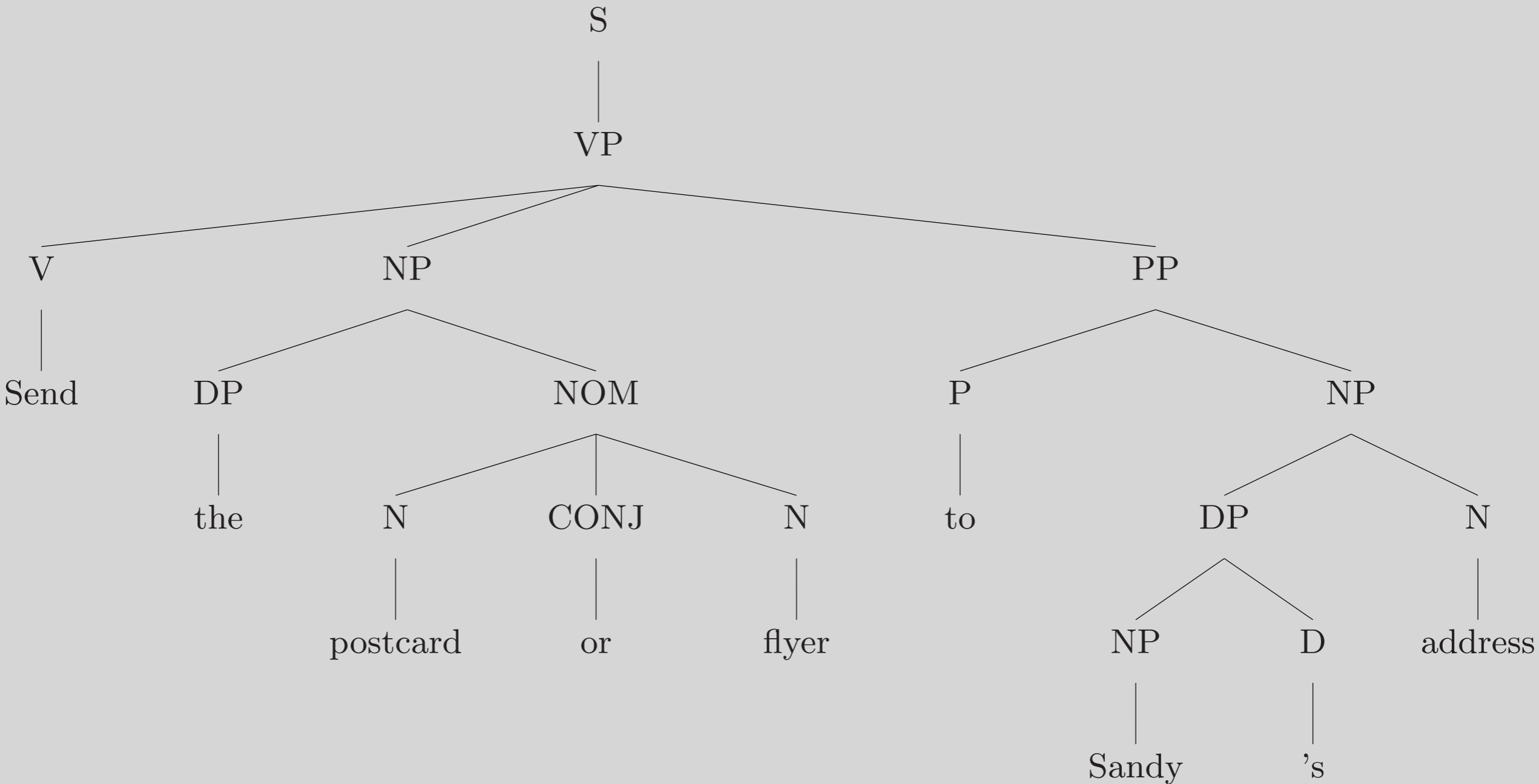
Which rule licenses each node?
Which nodes have ARG-ST?
What is the type of this node?



NO EXTRA FEATURES



9 step chain: send.DESTINATION to address.INST



9 step chain:

send.DESTINATION to address.INST

1. Lex entry for *send*
2. ARP (+SHAC)
3. HCR
4. SIP
5. Lex entry for *to*
6. ARP
7. HCR
8. SIP
9. Lex entry for *address*

But not:
SCP

Parts of our model

- Type hierarchy (lexical types, other types)
- Phrase structure rules
- Lexical rules
- Lexical entries
- Grammatical principles
- Initial symbol

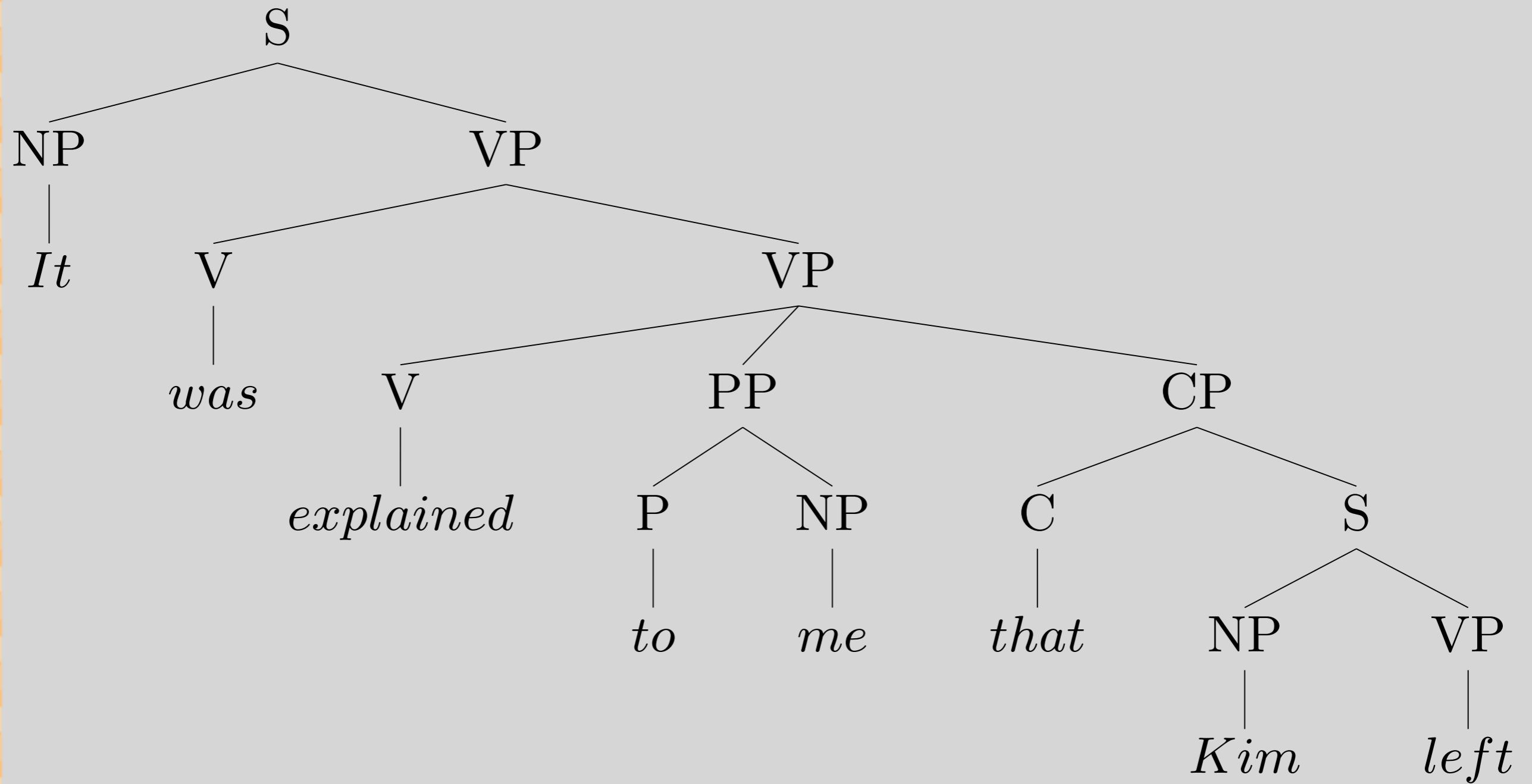
Pause for reflection

- What have you learned about the nature of human language?
- What have you learned about how linguists think about language?
- How does this model/type of model differ from CFG (with atomic categories)?
- In what applications might (atomic category) CFG be sufficient?
- What applications might benefit from something linguistically more motivated?

Complicated example #1

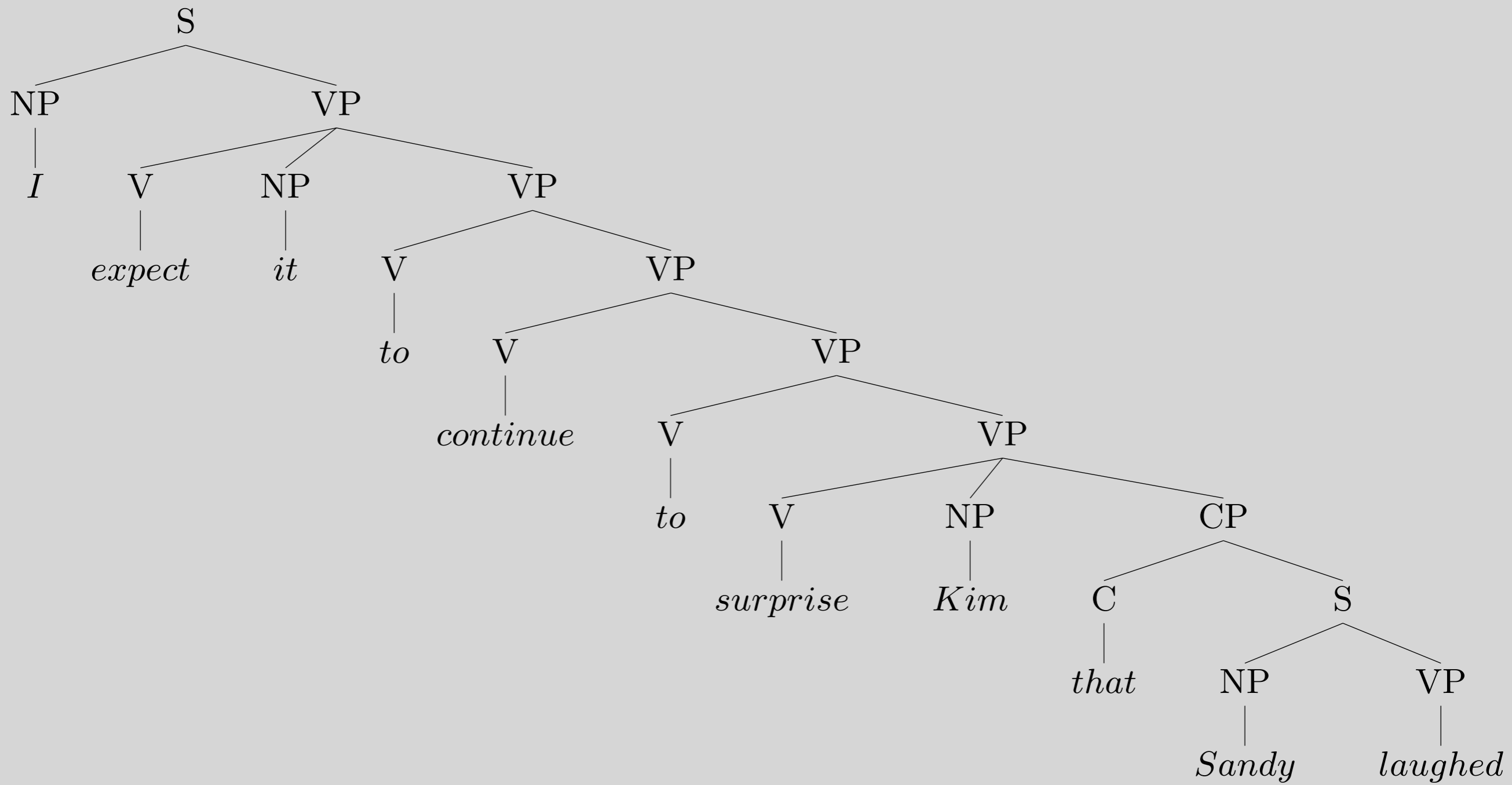
- What phenomena are illustrated by this sentence?
- What rules or interesting lexical types are involved in our analysis of it?
- What tree structure does our grammar assign?

It was explained to me that Kim left.



Complicated example #2

I expect it to continue to surprise Kim that Sandy laughed.



Why not these?

**I expect it to continue to surprise Kim Sandy laughed.*

**I expect there to continue to surprise Kim that Sandy laughed.*

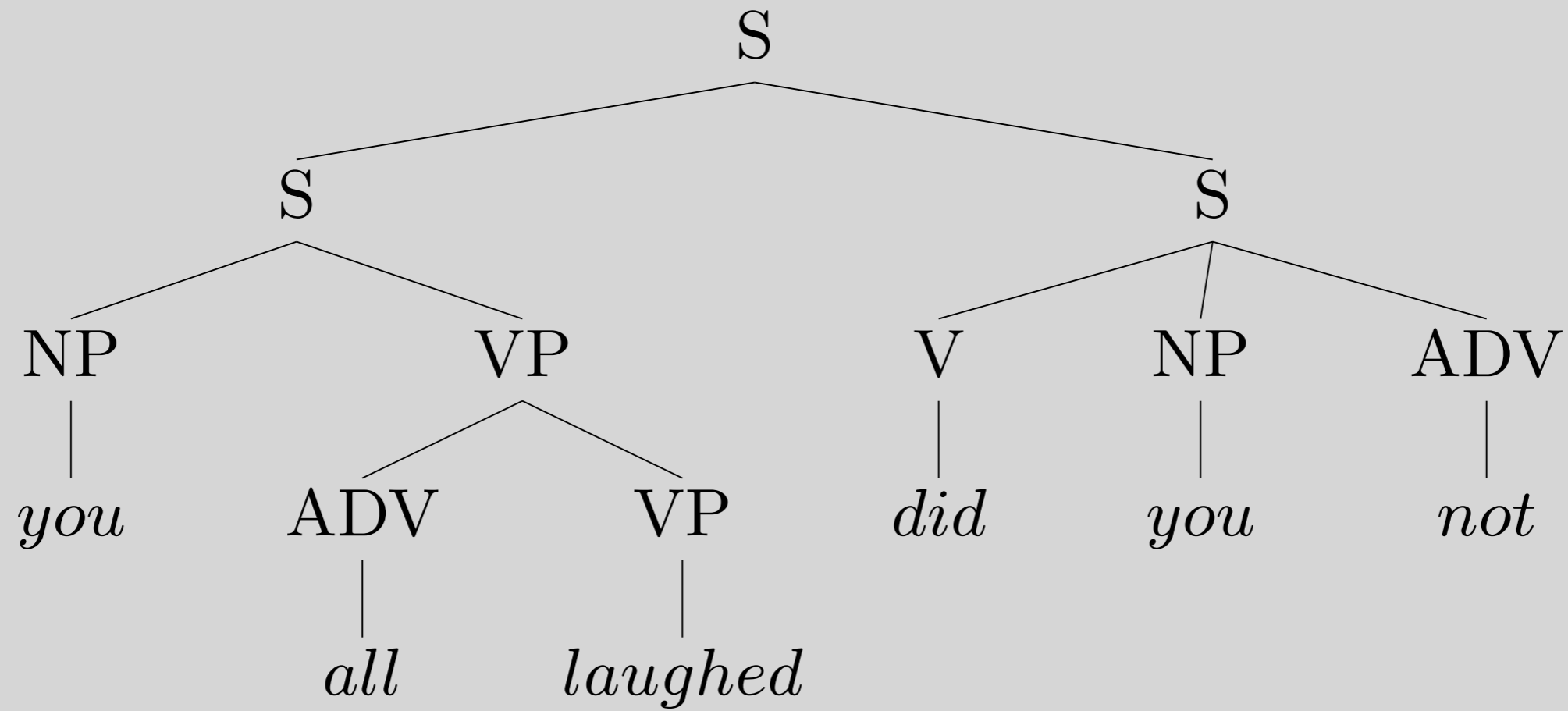
**I expect that Sandy laughed to Kim be surprised.*

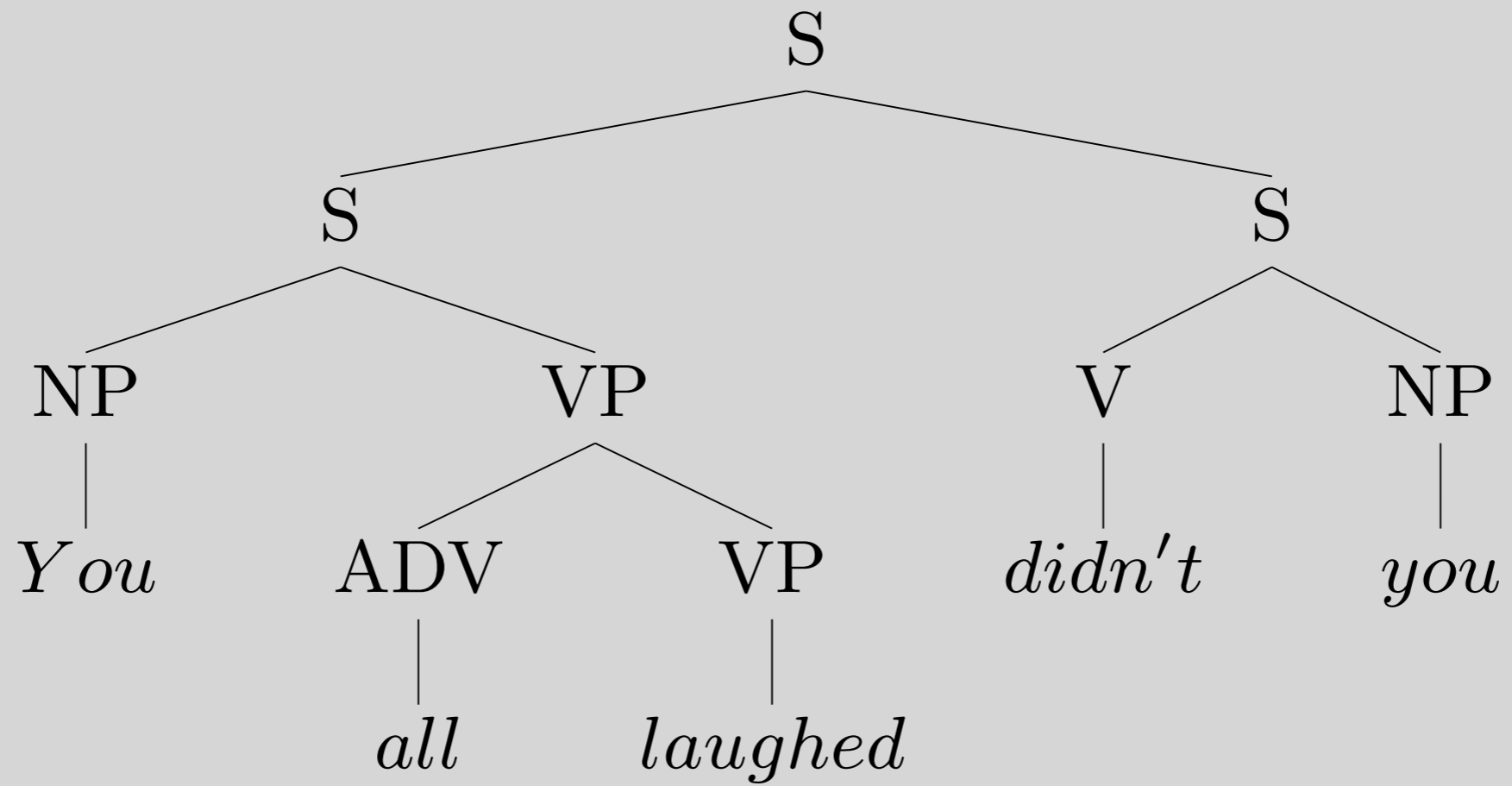
Complicated example #4

You all laughed, did you not?

**You all laughed, did not you?*

You all laughed, didn't you?





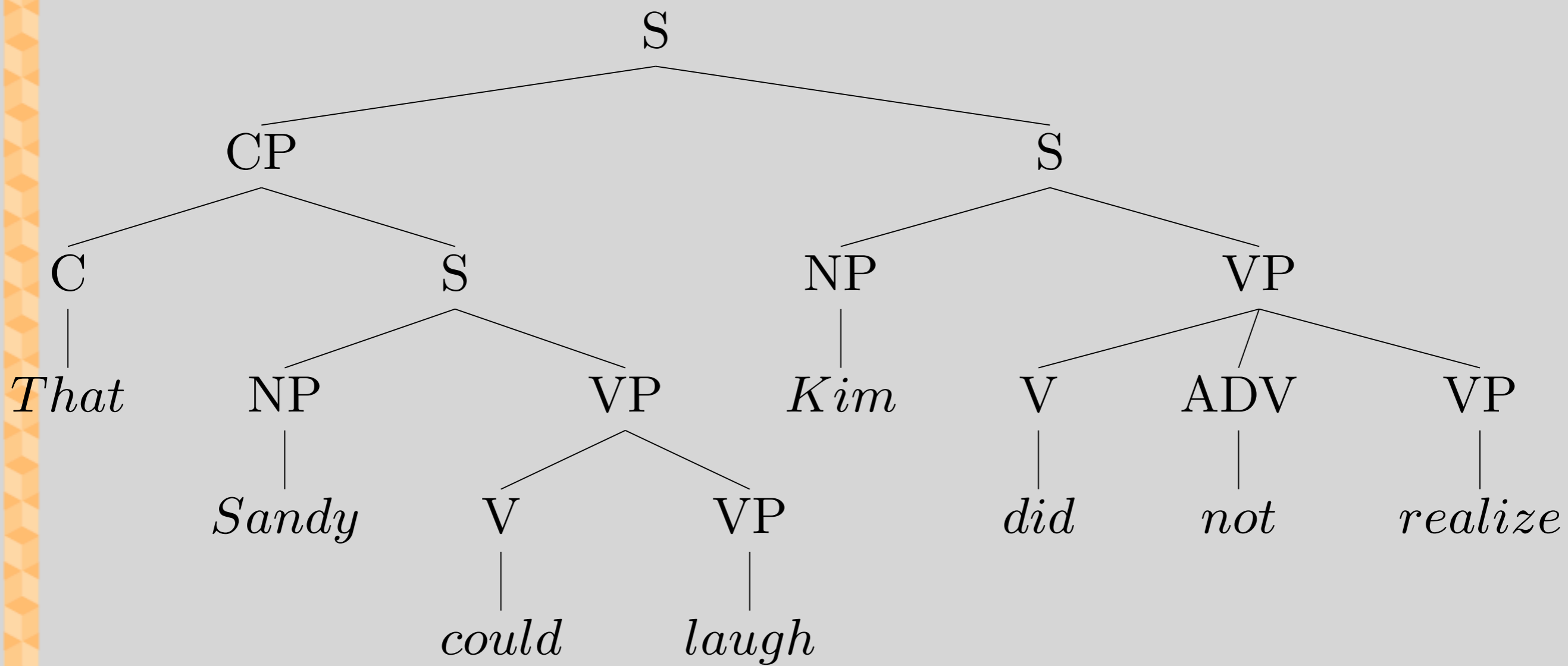
Complicated example #5

That Sandy could laugh so hard, Kim did not realize.

**That Sandy could laugh so hard, Kim realized not.*

**Sandy could laugh so hard, Kim did not realize.*

**That Sandy could laugh so hard, Kim did not realize it.*



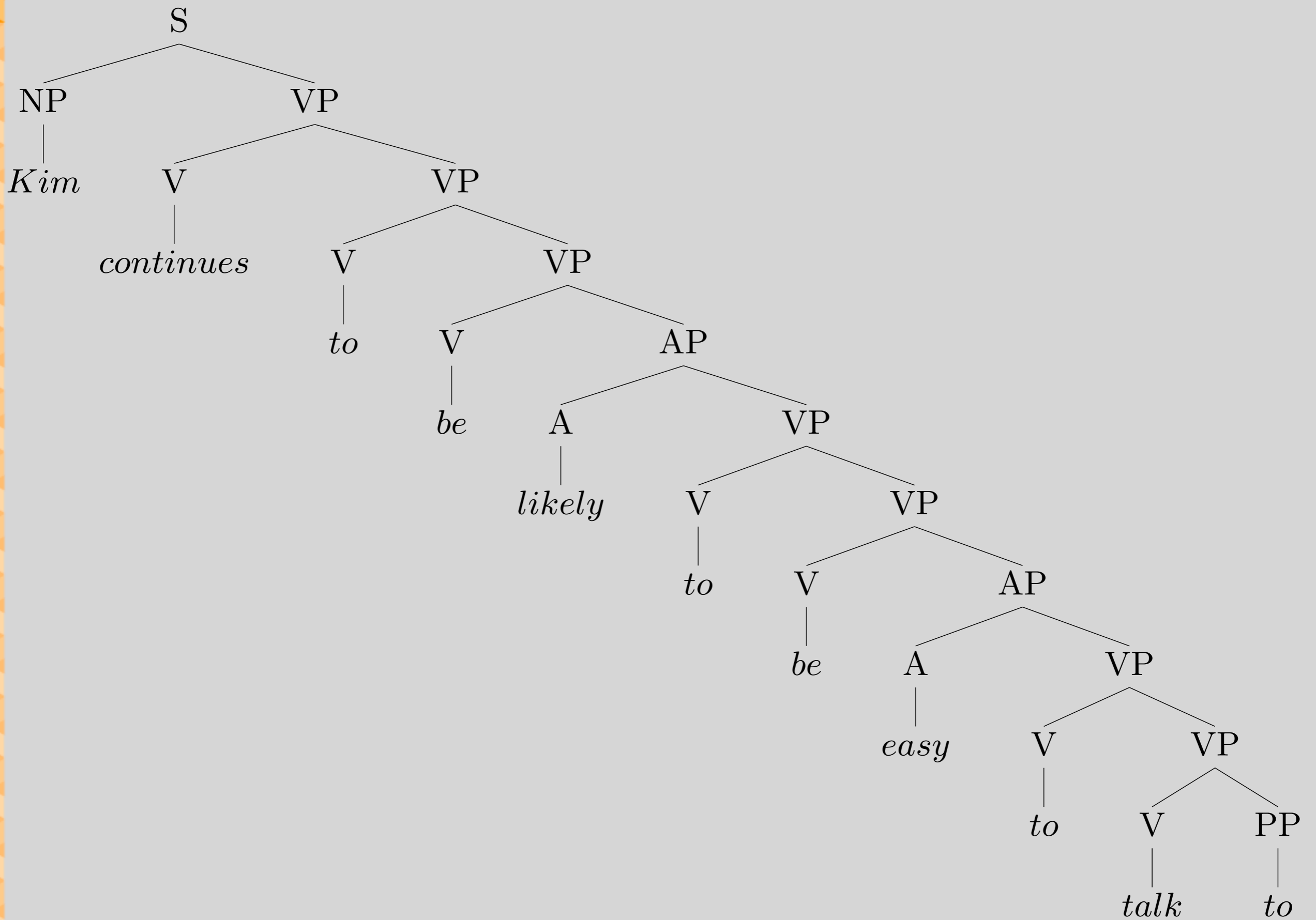
Complicated example #6

Kim continues to be likely to be easy to talk to.

**Kim continue to be likely to be easy to talk to.*

**Kim continues to be likely to is easy to talk to.*

**Kim continues to Kim be likely to be easy to talk to.*



Complicated example #7

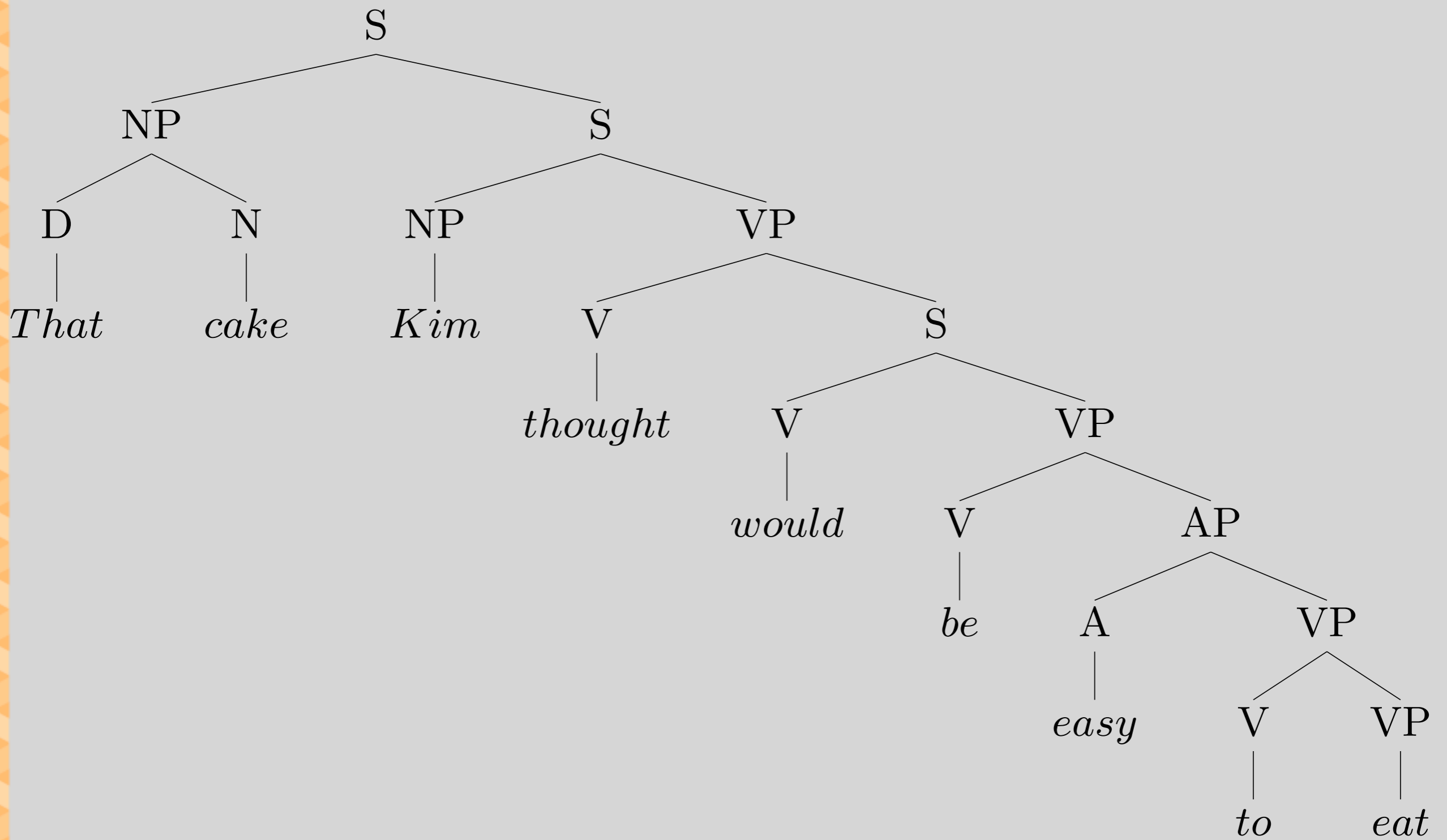
That cake, Kim thought would be easy to eat.

**That cake, Kim thought would be easy to eat pie.*

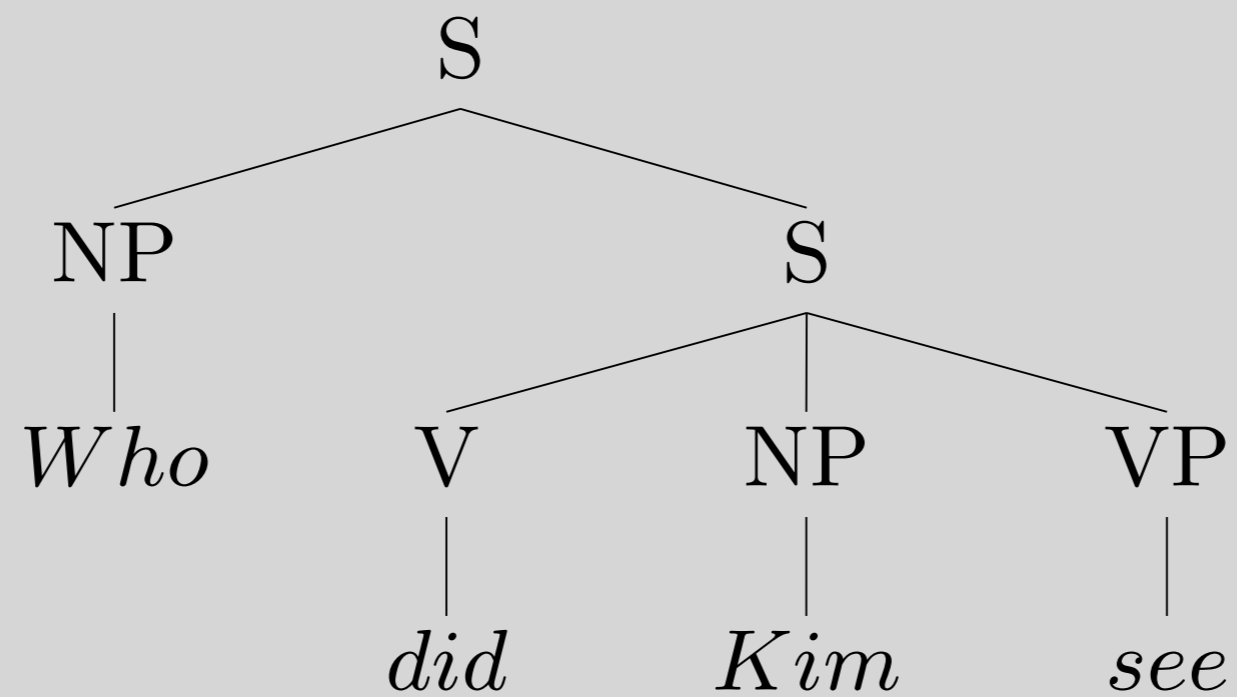
**That cake, Kim thought would be easy to eaten.*

**Cupcake, Kim thought would be easy to eat.*

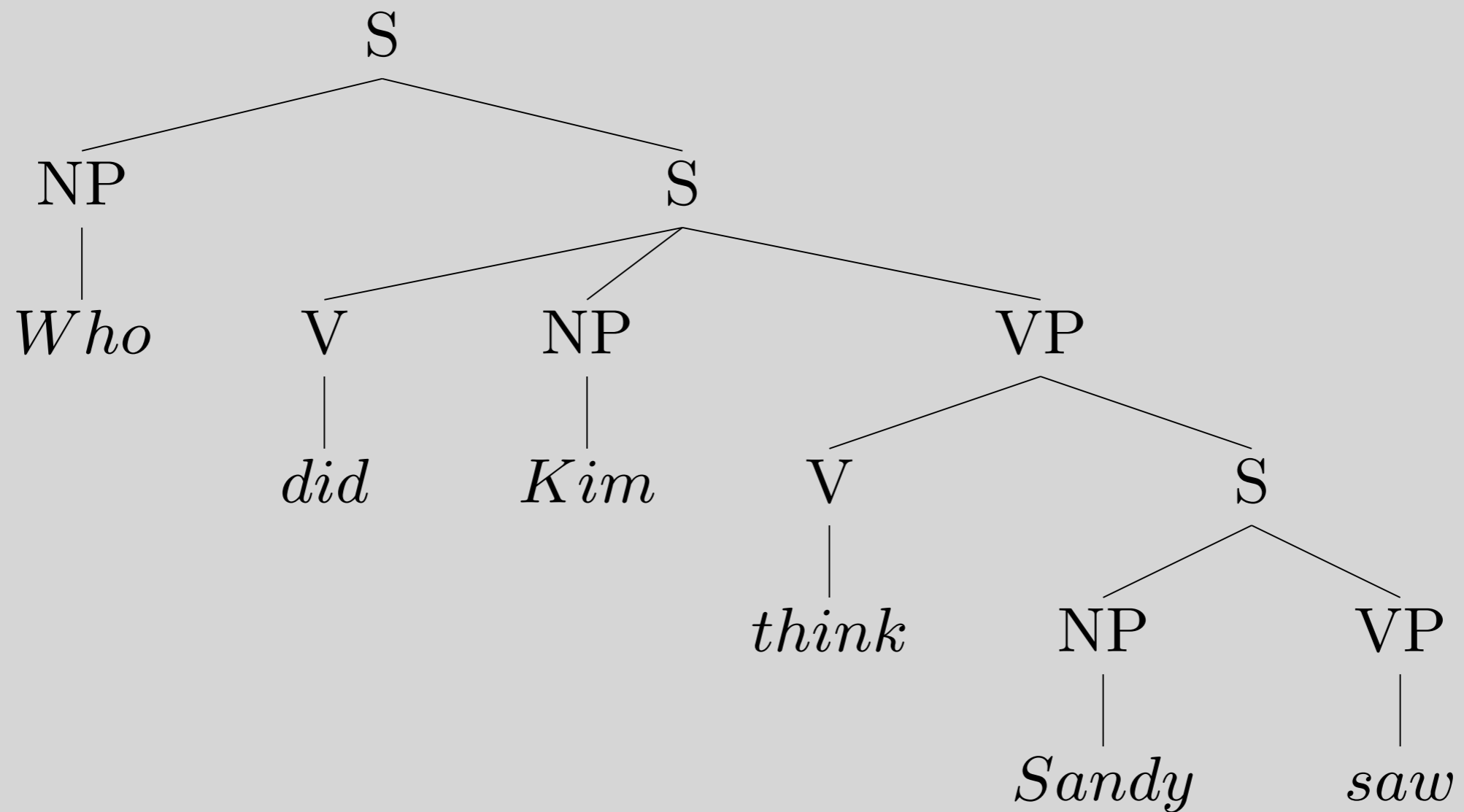
**That cake, Kim thought that would be easy to eat.*



wh-question



wh-questions again



wh- complications

- Subject-aux inversion required
 - In matrix non-subject questions

Who saw Kim? I wonder who Kim saw.

- Pied piping

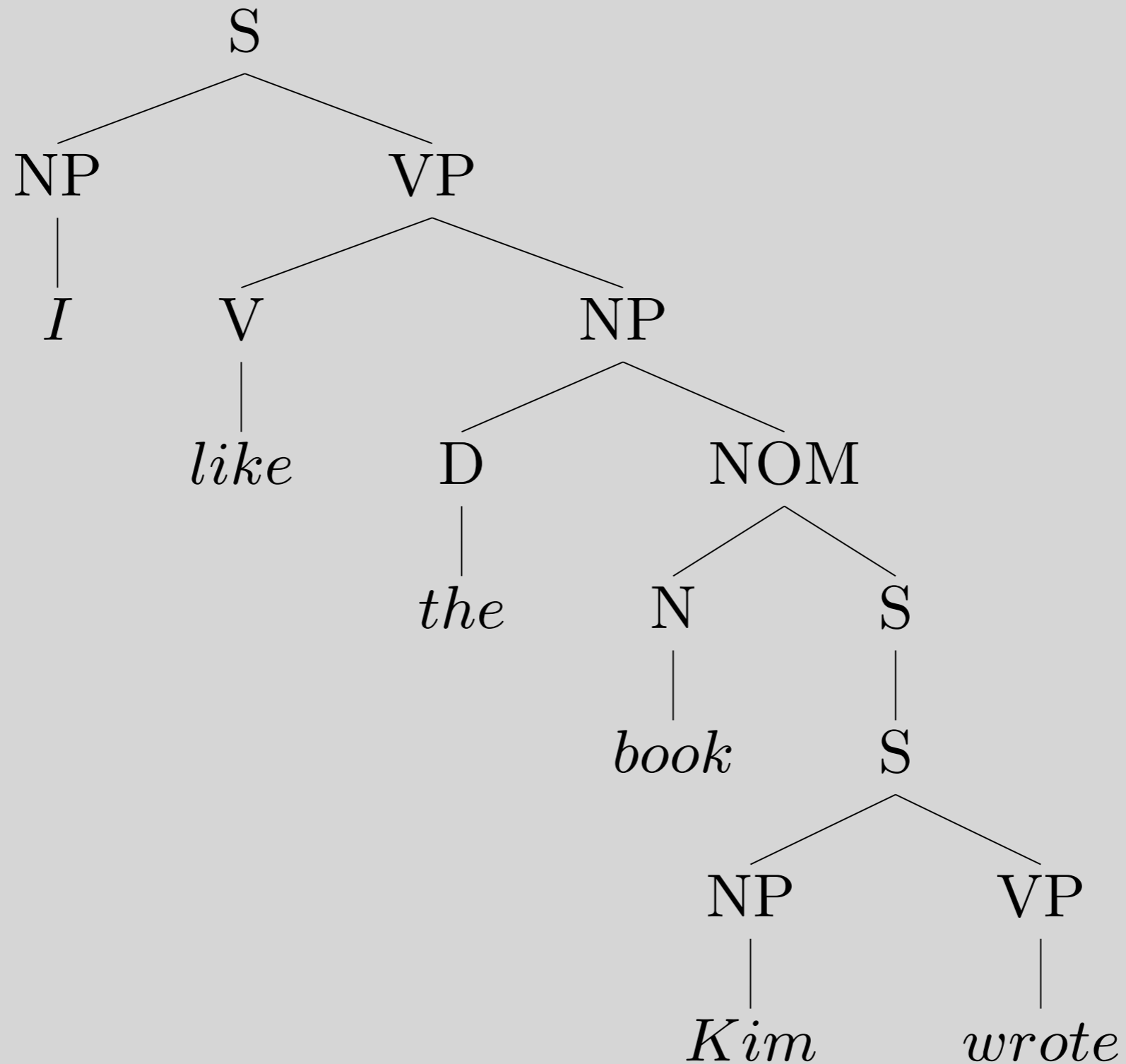
Who's brother's sister's kid did you meet?

- ‘Subjacency’

*Who read what? *What did who read?*

- *the hell*: *Who the hell reads what (*the*

Relative clauses



Relative clauses

