

Name, ID: _____ Conference TA, time: _____

Collaborators: _____

Introduction to the Study of Language

LING 200 — Winter 2016

Due: Monday February 24st 11:59pm **in PDF format** on *MyCourses*.

Please make sure to include at the top your full name and student number (to be safe), the date, your conference TA and time. Please include the names of people you worked with in preparing this assignment (maximum three students per group, all with the same TA).

1 Categories

1.1 Nootka (from Carnie ch. 5)

Nootka (aka Nuu-chah-nulth) is a Wakashan language spoken in the Pacific Northwest and parts of British Columbia. In the data in (1) and (2), ‘PRES’ stands for “present tense” and ‘DEF’ means “definite determiner” (*the*). The data here are from Sapir and Swadesh (1939). **Hint:** Don’t overthink this!

- (1) Mamu:k-ma qu:ʔas-ʔi.
working-PRES man-DEF
‘The man is working.’
- (2) Qu:ʔas-ma mamu:k-ʔi.
man-PRES working-DEF
‘The working one is a man.’

Questions:

1. What are the syntactic categories of *mamu:k* and *qu:ʔas* in (1)? What about in (2)?
 2. What criteria did you use to determine the categories?
 3. How does the data support the idea that semantic criteria alone cannot be used to determine grammatical category?
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1.2 Jabberwocky

Here is another fragment from Lewis Carroll’s poem, *Jabberwocky*. For each underlined word, indicate (1) its syntactic category (part of speech), and (2) the criteria you used to determine this.

*And as in offish thought he stood
The Jabberwock with eyes of flame,
Came whiffling through the tulgey wood,
and burbled as it came.*

2 Constituents

2.1 Part 1

Is the underlined unit a constituent in (3)? In (4)? For each sentence, provide evidence from at least two constituency tests that support your answers. Name the constituency test and provide an example sentence (either grammatical or ungrammatical) to illustrate.

- (3) The student with the blue sweater put the book about linguistics on the shelf.
- (4) I gave the book about linguistics on the shelf to the student with the blue sweater.

2.2 Part 2

Despite having the same number and types of words, the sentences in (5) and (6) do not have the same constituent structure. Draw brackets around the PPs in each sentence, and provide at least two different constituency tests which support the claim that these have different structures.

Hint: to show that they have different structures, apply the constituency test to both (5) and (6), and show how you get different results.

- (5) Tyler hiked up the mountain with a cane.
 - (6) Morgan looked up the answer with a dictionary.
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3 Trees

3.1 Part 1

Draw trees for the following phrases:

- (7) a. in the barn
- b. rather boring
- c. seldom smiles
- d. swept the floor
- e. read the poem
- f. right into the room
- g. usually eats lunch
- h. fond of candy
- i. with the red hat
- j. a very tall giraffe

3.2 Part 2

Draw trees for each of the English sentences below. Be sure to label each node. Do not use triangles to abbreviate constituents. Treat “Werner Herzog” as one word with no internal structure.

- (8) a. The book about syntax is interesting.
 - b. The forgetful student of mathematics never has his calculator.
 - c. Jerry paid a dollar for a piece of pie yesterday.
 - d. Our friend from Toronto saw the really fascinating documentary by Werner Herzog.
 - e. George told Elaine a funny joke about baseball.
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4 Ambiguous sentences

The sentences below are ambiguous between two readings. Use square brackets to illustrate each reading.

- (9) a. Experienced psychologists and models make a lot of money.
- b. The boy touched the man with the feather on his head.
- c. I bought a beer for the mysterious stranger at the bar.
- d. Wanted: Man to take care of cow that does not smoke or drink.
- e. Stolen painting found by tree.