

Ling 315, Exam 3. Good luck!

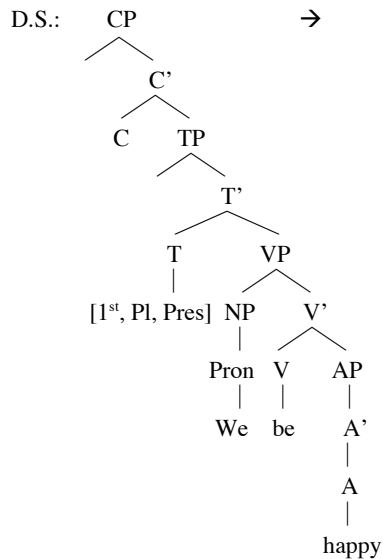
Instructions please read:

- Due by 4PM, Monday, April 23rd, in the mailbox outside of H-663.
- Be sure to write your name, ID, and professor (me) on your exam.
- Use the final class grammar (14 April), which is posted separately; **make sure your derivations conform to those rules.**
- Use X-bar Theory for all of your trees, including examples that are not in English.
- Write legibly!
- Do your work on your own.

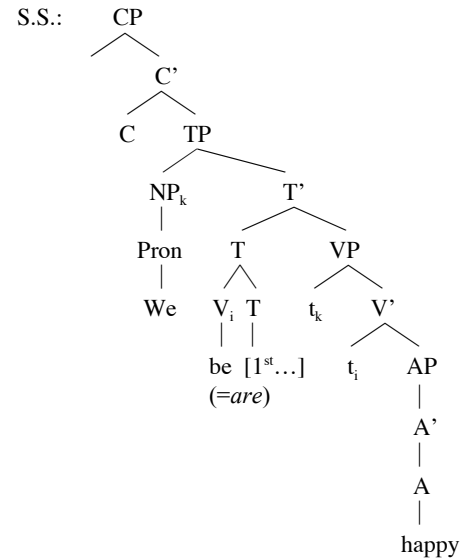
Part 1. Provide the D.S. and S.S. representations for each of the following examples, listing the order in which transformations have applied. See example derivation below (see also sample derivations in the solution to Assignment 9.)

Note that these derivations require NO changes to the current system!

(0) We are happy.



- (i) V-to-T Movement (matrix),
(ii) A Movement (matrix).



- (1) Is minic an Eaglais faoi ionsaí. (Irish)
is often the Church under attack
'The Church is often under attack.'
- (2) The dragons did not all escape.
- (3) All the soldiers arrived at noon.
- (4) The arrival of all the soldiers at noon went unnoticed.
- (5) There is likely to be a problem.

Notes: (i) Treat *went unnoticed* as a V (*go*) with an AP complement (*unnoticed*). (ii) Remember that *likely* is an A that takes a CP complement. (iii) For (5), it should help you to look at the solution to Assignment 8, Example 3, as well as the solution to Assignment 9.

Part 2. Quantifier Float. Explain clearly and succinctly why the ungrammaticality of the following example is unexpected, given our current system:

- (6) *The soldiers arrived all at noon.

Part 3. More Quantifier Float.

In a variety of English spoken in the northwest of Ireland, quantifiers can float to the right of a verb in *wh*-questions. For example:

- (7) What did you do all after school?
- (8) Who will she meet all in Derry?
- (9) What did he say that he wanted all?

(i) Propose a derivation (just the D.S. and S.S.) to account for (7). Assume that *who* is an NP.

While *all* may float to the right of a verb, *all* may not float to the right of an adjunct, as the following (b) examples show:

- (10) a. What did you do all after school?
b. *What did you do after school all?
- (11) a. Who will she meet all in Derry?
b. *Who will she meet in Derry all?

(ii) Explain why (a short one-sentence answer will do).

Part 4. More on infinitives. So far, we have seen at least two different types of infinitival sentences. We have seen instances of Subject-to-Subject Raising, as in (12), which has the same D.S. as (13).

- (12) Something_i is likely t_i to happen.
- (13) It is likely for something to happen.

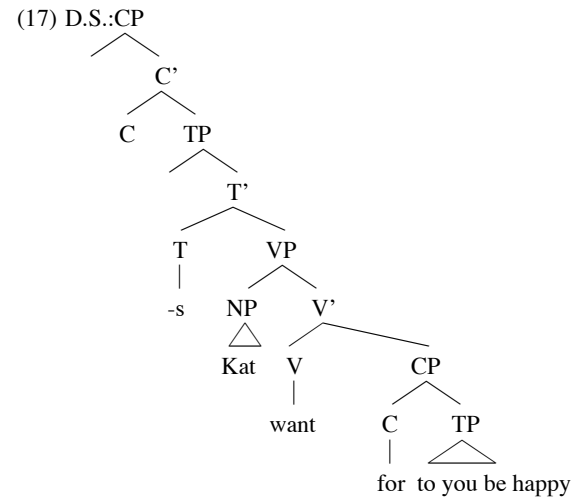
We have also seen instances of Object-to-Subject Raising, as in (14), which has the same D.S. as (15).

- (14) Jimmy_i is easy for me to talk to t_i.
- (15) It is easy for me to talk to Jimmy.

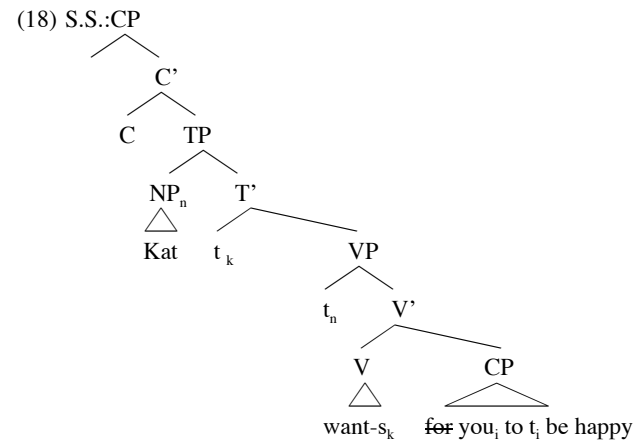
Examples like (16) present a new type of infinitival sentence:

- (16) Kat wants you to be happy.

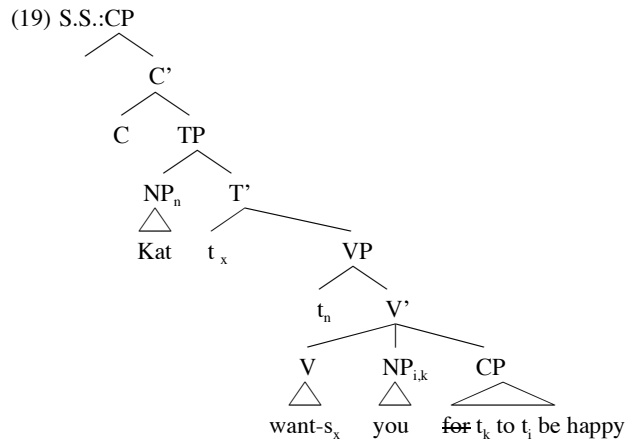
There are at least two ways of accounting for (16), both of which posit (17) as its D.S.:



One way of deriving (16) from (17) is to simply delete the complementizer *for* (and have all other relevant transformations apply). Call this Hypothesis A. For example, by Hypothesis A, the S.S. for (16) would look as follows:



A second way of deriving (16) is to move the subject *you* up into the object position of *want*, by a rule of Subject-to-Object Raising (see rule below). *For*-Deletion would then delete *for*. For example, the S.S. for (16) would look as follows:



Subject-to-Object Raising

Raise the Spec, TP of a lower clause to the complement of the V of a higher clause.

Call this Hypothesis B.

Your task: Explain, as concisely and clearly as you can, using what you know about the Binding Theory, why the following examples support Hypothesis B, and not Hypothesis A.

- (20) Kat_i wants herself_i to be happy.
- (21) *Kat_i wants her_i to be happy.

Part 5. Optional bonus problem.

In a variety of English spoken in the British Isles, the term *fuck all* is used to mean something like ‘absolutely nothing’, e.g.:

- (22) They wrote fuck all this year.
They’ve done fuck all about this.

In this variety of English, *fuck all* can only occur as subject to certain predicates, as the following examples show; what is that class of predicates? Again, a simple one sentence answer will suffice.

- (23) Fuck all emerged from those discussions that would make a body optimistic.
Fuck all ever occurs to them.
Fuck all ever happens around here.
- (24) *Fuck all would make us turn back now.
*Fuck all would control this mob.
*Fuck all could refute that argument.
*Fuck all could ever make me trust this government.
*Fuck all supports this roof but a couple of planks.
- (25) Fuck all is certain anymore about funding.
Fuck all is clear anymore about the budget.
Fuck all is sure in this life.
- (26) *Fuck all is relevant to this question.
*Fuck all is good anymore.
*Fuck all is dangerous here.

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The end!! Thanks for a great semester!