1 English sentence

This task concerns the following English sentence:

(1) An extremely tired manager fired the cashier with small glasses after lunch.

(a) Draw the phrase structure tree for (1).
(b) Identify (list) all adjuncts (modifiers) in (1). List the complete phrases, not just the head of each phrase.
(c) For each adjunct in (1), which head (which verb, noun, etc.) does it modify?
(d) Identify (list) every argument of fired in (1). List the complete phrases, not just the head of each phrase.

2 Adjectives

Consider example (2):

(2) An incredibly smart girl failed the class.

Now consider the following two proposed structures for (2):

(a) S
   /\  
  NP   VP
   /\     /\ 
  Det Adv A N V NP
  An incredibly smart girl failed Det N

(b) S
   /\  
  NP   VP
   /\     /\ 
  Det AP A N V NP
  An Adv incredibly smart girl failed Det N
  the class the class

Which structure captures the constituency of (2) better, structure (a) or structure (b)? Justify your answer.
3 Imbabura Quechua

Consider the following Imbabura Quechua data. (The data are slightly simplified.)

(3) *chá*i *war*mi *ñ*íca-*man* *aswa-*ta *cara-*wa-*rca-*mi*
    that woman I beer serve
    ‘That woman served me some beer.’

(4) *ñ*íca-*baj* *ushi* *cam-*baj *churi-*ta *ricu-*rca-*mi*
    daughter you son see
    ‘My daughter saw your son.’

(5) *ñ*íca *micu-*ju-*ni-*mi
    ‘I am eating.’

(6) *ca*n *micu-*ju-*ngui-*mi
    ‘You are eating.’

(7) *ca*n *ñ*íca-*man* *calpa-*rca-*ngui-*chu
    ‘Did you run to me?’

(8) *ca*n *wagra-*ta *michi-*rca-*ngui-*chu
    ‘Did you herd cattle?’

(9) *wawa* *ca*n-*man *cuintu-*ta *villa-*rca-*chu
    ‘Did the child tell you the story?’

(a) Draw the phrase structure tree for (9).

(c) How does Imbabura Quechua mark nominative case?

(d) How does Imbabura Quechua mark accusative case?

(e) How does Imbabura Quechua mark dative case? Dative case is (roughly) used to express what is in English often expressed with the preposition ‘to’ or ‘for’.
Do question 4 or question 5. If you choose to do both, I will “count” your best one.

4 Modern Greek pronominals.

Modern Greek has three pronominal elements: TON, TON IDHIO, and TON EAFTON TOU. The goal of this problem is to figure out how these words differ in distribution.

Note 1: Here I use the term ‘pronominal’ pre-theoretically. I do not intend for it to mean the same as ‘pronoun’ in Binding Theory.

Note 2: These pronominals each show up in a variety of forms, depending on gender, number, and case.

Note 3: Modern Greek has no infinitival verbs.

(10) O Yanis aghapa [TON EAFTON TOU].
    the John loves
    ‘Johni loves himselfi/sj’

(11) *[O EAFTOS TOU] sevete ton Yani.
    respects.3SG the John
    ‘Himselfi respect Johni’

(12) Ediksa sto Yani [TON EAFTON TOU].
    showed.1SG to-the John
    ‘I showed Johnj to himselfi/sj/k’

    the John wants the Spiros particle helps
    ‘Johni wants Spirosj to help himi/sj/k’

(a) Based on the data in (10–13), explain how TON EAFTON TOU in (10–12) differs from TON in (13). (O EAFTOS TOU is the nominative form of TON EAFTON TOU.)

(14) O Yanis theli o Kostas na voithisi [TON IDHIO].
    the John wants the Kostas particle helps
    ‘Johni wants Kostasj to help himi/sj/k’

(b) Compare TON IDHIO in (14) to TON in (13). Explain the difference between TON IDHIO and TON.

(15) O Yanis theli o Kostas na voithisi [TON EAFTON TOU].
    the John wants the Kostas particle helps
    ‘Johni wants Kostasj to help himselfi/sj/k’

    the John believes that will win
    ‘Johni believes that hei/sj/k will win.’

(c) Explain the difference between TON EAFTON TOU and TON IDHIO. (O IDHIOS is the nominative form of TON IDHIO.)
5 Hindi

Consider the following data from Hindi:¹

(17) *Ravii apnii saikilpar baithaa
Ravi self.GEN bicycle.LOC sat
‘Ravi sat on his bike.’

(18) *vijayne raviiko apnii saikilpar bithaayaa
Vijay Ravi self.GEN bicycle.LOC sat.CAUS
‘Vijay sat Ravi on his bike.’

(19) raajaane kahaa ki mantriiko apnii ghar gayaa
king said that minister self.GEN house.LOC went
‘The king said that the minister went to his house.’

(a) Give a characterization of the reflexive apnii that accounts for the data in (17–19).

(20) *raajaakaa hasnaa apnii mantriiko buraa lagaa
king.Gen laughing self.GEN minister bad was.struck
(‘The king’s laughing made his minister feel bad.’)

(b) Why is (20) ungrammatical?

(21) raajaane mantriiko apnii ghar jaaneekii aagyaa dii
king minister self.GEN house.LOC go.INF order(noun) gave
‘The king ordered the minister to go to his house.’

(22) raajaanee mantriise apnii ghar jaaneeka vaadaa kiyaa
king minister self.GEN house.LOC go.INF promise(noun) did
‘The king promised the minister to go to his house.’

(c) In (21), apnii can refer to either the king or the minister, but in (22), apnii can only refer to the king. Explain why.

(23) ravii vijayse apnii saikilpar bithaayaa gayaa
Ravi Vijay.INST self.GEN bicycle.LOC sit.CAUS went
‘Ravi was seated by Vijay on his bike.’

(d) Example (23) poses a problem. Explain what the problem is.

(e) Suggest a solution to the problem you pointed out in (d).

¹The data are adapted from Mohanan 1994. GEN = genitive, LOC = locative, INST = instrumental, CAUS = causative, INF = infinitive