

EL5101 review guide

1 Key terms

Make sure you are familiar with these terms. You should be able to define or describe these concepts and (if appropriate) identify and give examples.

- competence vs performance
- I-language vs E-language
- phrase/constituent structure
 - constituent, phrase, projection
 - head, complement, specifier, adjunct
 - root, leaf, branching vs non-branching
 - mother, daughter, sister
 - endocentricity
 - c-command
 - label, project, Merge, Adjoin
- Y-model
 - lexicon
 - Phonological Form (PF)
 - Logical Form (LF)
- features
 - strength: strong vs weak features
 - ϕ -features
 - uninterpretable
 - selectional, inflectional
 - values, Agree
- complementary distribution
- bound vs free morphemes
- verbs
 - auxiliaries
 - finite vs nonfinite/infinitival
 - subject-verb agreement
 - V-to-T movement
 - *do*-support
 - T-to-C movement
 - Verb-Second (V2)
- thematic roles:
 - agent, theme, goal
 - UTAH (Uniformity of Theta Alignment Hypothesis)
- Hierarchy of Projections
- movement
 - head movement
 - phrasal movement
 - EPP (Extra Peripheral Projection requirement)
 - trace, chain
 - islands, Háj Ross's dissertation
 - A'-movement
 - successive cyclic movement
 - *wh*-in-situ
 - covert movement / LF movement
 - multiple *wh*-fronting
 - Copy Theory
- VP-Internal Subject Hypothesis
- Unaccusative Hypothesis
 - unaccusative, unergative
- noun phrases
 - R-expression
 - reflexive pronoun
 - Binding Conditions A, B, C
 - bound pronoun

- antecedent
- *wh*-word
- expletive
- complementizer
- case
 - nominative, accusative
 - ergative, absolutive
 - tripartite
 - abstract Case
- Jean-Roger Vergnaud's letter
- Case Filter
- Burzio's Generalization
 - ABS = NOM VS ABS = DEF
- control vs raising
- Exceptional Case Marking (ECM)
- grammatical architecture
 - Y-model, Logical Form (LF),
Phonological Form (PF)

2 Lists

Make sure you know the following lists, can give English examples (if available), and can recognize the use of such tests/arguments:

Chomsky's three questions:

- 1.
- 2.
- 3.

Constituency tests:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

NP asymmetries

(c-command tests):

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Common properties of subjects:

- 1.
- 2.
- 3.
- 4.
- 5.

Arguments for the VP-Internal Subject Hypothesis:

- 1.
- 2.
- 3.
- 4.

Arguments for the Unaccusative Hypothesis:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Diagnostics for raising vs control:

- 1.
- 2.
- 3.

Environments that trigger *do*-support:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Islands:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Arguments for successive cyclic movement:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

3 English tree practice

The following sentences can be built from the lexicon below. Draw trees and give the steps of Merge, Agree, Adjoin, Move_{phrase}; you can ignore Move_{head} steps.

- (1) I always do the homework.
- (2) Smart students always want to do the homework.
- (3) Stephanie wants the students to all run.
- (4) Stephanie seems to have done the homework.
- (5) It seems that Stephanie has done the homework.
- (6) What did Stephanie eat?
- (7) Stephanie did not do the homework.

Can the following sentences be built using the lexical items below? Why or why not?

- (8) The smart students have all arrived.
- (9) Stephanie gave me homework.
- (10) I will always do the homework.
- (11) I always will do the homework.
- (12) Stephanie has not arrived.
- (13) The students want homework.
- (14) What does Stephanie think that I ate?
- (15) I want it to rain.
- (16) *I want to rain.

Lexicon:

- | | | |
|---|---|---|
| • [N, uN] all | • [V, uN] do | • [V, uC] think |
| • [N] PRO (unpronounced) | • [V, uN] eat | • [V, uC or uT _{nonfinite}] seem |
| • [Adv] always | • [V, uN] arrive | • [V, uT _{NONFINITE}] want ¹ |
| • [Neg] not | • [V] run | • [C] that |
| • [Det] the | • [V] rain | • [C, uT*, uWH*] |
| • [Adj] smart | • [V, uN, uN] give | • [<i>v</i> , uInfl: ___] |
| • [N, ϕ :3sg, uCase: ___] Stephanie | • [T, Infl:PAST, uN*, Case:NOM, u ϕ : ___] | |
| • [N, ϕ :1sg, uCase: ___] I/me | • [T, Infl:PRES, uN*, Case:NOM, u ϕ : ___] | |
| • [N, ϕ :3pl, uCase: ___] students | • [T, Infl:FUT, uN*, Case:NOM, u ϕ : ___] will | |
| • [N, ϕ :3sg, uCase: ___] homework | • [T _{NONFINITE} , Infl:NONFINITE, uN*] to | |
| • [N, ϕ :3sg, uCase: ___, WH] what | • [Perf, uInfl: ___, Infl:PERF] have | |
| • [N, ϕ :3sg, uCase: ___] it (expletive) | • [<i>v</i> , uInfl: ___, uN, Case:ACC] | |

¹The Adger presentation of control embeddings has a special unpronounced C; ignore this.