

March 20, 2007

CLASS NOTES 3: EXERCISES

Today's exercise is **HOMEWORK #3** — from the previous exercise you should have gained one, possibly even two grades. All in all, four homework grades will be used for your assessment and I expect to hand out two more sets of exercises.

PICK ANY ONE OF THE TASKS (SOLVING MORE COUNTS AS BONUS)

DITRANSITIVE STRUCTURES

Critically examine the phrase structure we have used so far for ditransitive VP — is it sufficient, does it evoke any problems, how could these be overcome? (Hint: Feel free to take the role of light verbs into your considerations.)

- (i) [_{VP} V NP PP] (ii) [_{VP} [_{V'} V NP] PP] (iii) something else

COORDINATION

Consider “dependent coordination” of the sort discussed in class (structures like *Mary arrived and John left* in the sense of *Mary arrived and then John left*). Which of the three analyses we discussed do you prefer, and why? What problems might this or that approach lead to? How could such problems possibly be resolved?

- (i) [_{IP} IP₁ and IP₂] (ii) [_{IP} IP₁ [_{ConjP} and IP₂]] (iii) [_{IP} IP₁ [_{I'} and IP₂]]

GOING TO

What is the structural position of *going to* (as in e.g. *Mary is going to arrive late*)? Applied to the entire sentence, what could its structure be? How many clauses does this example sentence have, for instance? What else might be relevant?

CLAUSAL SENTENCE ADVERBS

Are there clauses that can only appear in a sentence-adverbial function? In other words, are there clauses that perform the function of an adverb like *fortunately*?