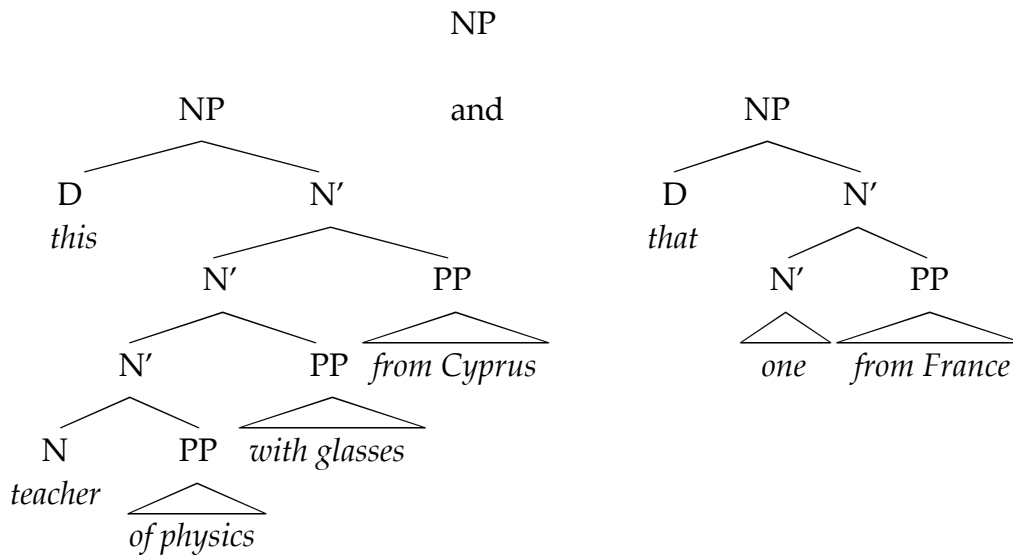
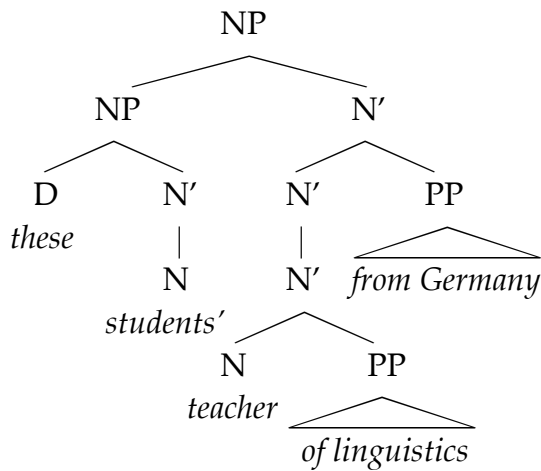


(2) this teacher of physics with glasses from Cyprus and that one from France

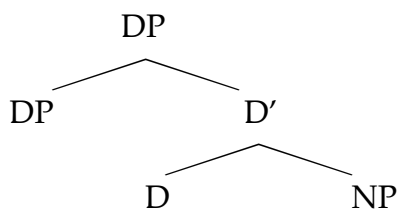


- NB:** A. see NB for (1) above for similar concerns and issues that arise here
 B. for both exercises: important to distinguish complements from adjuncts

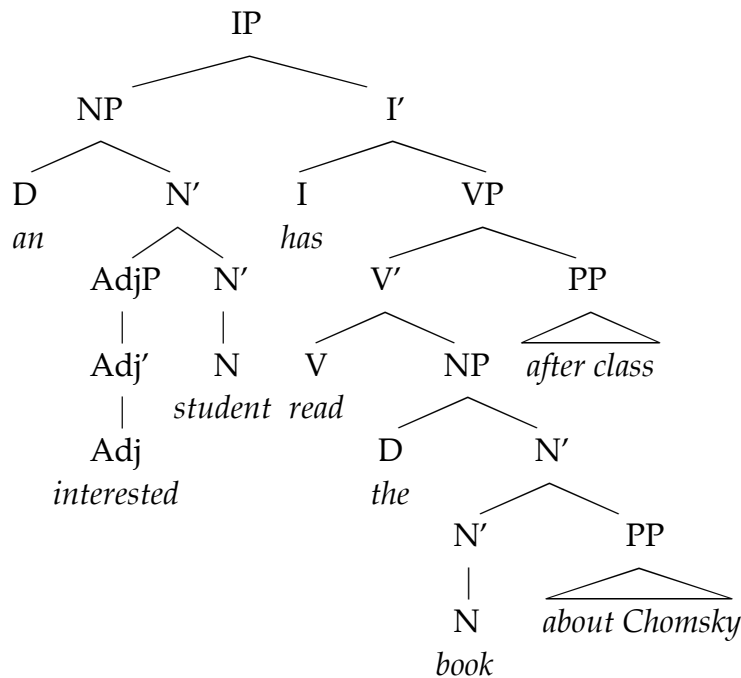
(3) these students' teacher of linguistics from Germany



- NB:** A. in a possessive structure, the specifier is the possessor (= full NP)
 B. many of the concerns and issues from above are relevant here too
 C. problem: how can we distinguish *students* from *students'*?



- (4) An interested student has read the book about Chomsky after class.



- NB:** A. remember that adjectives Adj (or A) not only project to AdjP (or AP)
 B. they also always modify the noun, so must be adjoined to N' (or NP)
 C. since the PP *after class* modifies the reading event, it's adjoined to VP
 D. here the post-nominal PP is a modifier, not a complement, i.e. adjoined

This exercise asked you to **draw trees for the first time** this semester (perhaps even in your life?). In general, I wanted to see **how much you understood** of what we did in class — such as the important observation that *one substitutes for N'* (not N or NP), the crucial distinction between **complements and adjuncts** (even if this leads to tricky trees including single branches), and the general implementation of **X'-Theory** (even if not always accurately).

The exercise also tested how well you know to **use the book to your advantage**, and whether you really **understood all the tests** we went through (such as coordination).

The tricky part was that **some structures lead to difficulties**, such as the question of N'- or NP-adjunction, possessives in nominal structures, and other issues pointed out above — coordination one of them. Here I didn't expect you to come up with the "right" solution, of course, but certainly **some thinking of your own**.

Basically, if you see that something is obviously wrong or problematic, you should either try to find a solution or indicate this in writing (or both!). Yes, that was the purpose of my one-sentence instruction which I also copied at the beginning of these solutions: *"You don't need to write any text, but if you want to annotate your trees—perhaps where you're unsure—or add anything else, feel free to do so."*