

Homework 5

Categories and Constituents

1. The sentences below are taken from the poem “Jabberwocky” by Lewis Carroll. For each of the underlined words i) determine the lexical category and ii) describe one morphological or syntactic clue that you observe that leads you to believe that it belongs to this category.
 - a. 'Twas brillig, and the slithy toves / Did gyre and gimble in the wabe:
 - b. He took his vorpal sword in hand; / Long time the manxome foe he sought—
 - c. So rested he by the Tumtum tree / And stood awhile in thought.
 - d. The Jabberwock, with eyes of flame, / Came whiffling through the tulgey wood,
 - e. One, two! One, two! And through and through / The vorpal blade went snicker-snack!
2. Consider the sentence in bold below, and answer the questions about it that follow. For each question, 1) state the decision you made about constituency (i.e., Yes or No), 2) provide the evidence that led you to make that decision (i.e., the sentences or phrases you (tried to) make), and 3) explain your thought process.

Many young children with Muggle parents want to go to Hogwarts to study wizardry.

For example, if we asked you to use the substitution test to decide whether “Muggle parents” is a constituent, you might answer:

Yes, “Muggle parents” is a constituent. If I replace it with a single word like “books,” the sentence is grammatical: “Many young children with books want to go to Hogwarts to study wizardry.”

- a. Use the movement (or cleft) test to decide whether “to Hogwarts to study” is a syntactic constituent in this sentence.
- b. Use the question-and-answer test to decide whether “to study wizardry” is a constituent.
- c. Is “go to Hogwarts to study wizardry” a constituent? Give evidence from the substitution, movement, and question-and-answer tests to support your answer.
- d. Is “with Muggle parents” a constituent? Give evidence from the substitution, movement, and question-and-answer tests to support your answer.

3. Use the phrase structure rules below to make syntactic trees of the constituents in (a–d) below. Be sure to label the lexical category of each word and the syntactic category of each constituent. Remember that some constituents can be nested inside other constituents (e.g., NP inside PP or VP). Draw your trees so that the label for the largest constituent is above the sentence on your paper not below it.

$S \rightarrow NP VP$

$NP \rightarrow (Det) (A) N$

$VP \rightarrow V (NP) (PP)$

$PP \rightarrow P NP$

- a. the thirsty students
b. got warm butterbeer
c. from the tavern
d. Ginny likes that owl.
4. Decide whether each of the sentences below is a grammatical sentence of English. Then, consider whether the phrase structure rules given in question 3 allow these sentences. Describe (in prose) the kind of changes we would have to make to our rules so that they line up with the grammar of English that these sentences reveal.
- a. Petunia knows that her nephew is a wizard.
b. Molly took her children to the train.
c. A students learn magic.

Reminders:

- Your trees may be hand drawn. All other answers must be typed, double-spaced.
- If you work with someone, write up the answers on your own and list the names of anyone you worked with on the assignment.