General Instructions

This problem set lets you apply some of the material in the course to other languages. For this problem, you should assume that the languages have the same set of functional categories as English, and that UTAH holds. This problem does not specifically relate to the current readings, but relates more generally to things we have done over the semester.

1 Japanese

For this data, assume that the morphemes ‘ta’ and ‘ru’ are separate words (although in reality they are bound morphemes.) Analyse the data and answer the questions below.

(1) Hanako-ga Yuki-o mi ta
    ‘Hanako saw Yuki’

(2) Hanako-ga Yuki-o mi ru
    ‘Hanako sees Yuki’

(3) Hanako-ga kooen de Yuki-o mi ta
    ‘Hanako saw Yuki in (the) park’

(4) Hanako-ga kooen de ne ta
    ‘Hanako slept in (the) park’

(5) Hanako-ga kooen de ne ru
    ‘Hanko sleeps in (the) park’

(6) Hanako-ga Yoshi-ga Yuki-o mi ta to it ta
    ‘Hanako said that Yoshi saw Yuki’

Questions

Q1 Draw a tree for sentence (6).

Q2 How would you say “Yoshi said that Yuki slept in the park” in Japanese?

Q3 What do the morphemes ‘-ga’ and ‘-o’ mark?
For this data, assume that Arabic allows a null pronoun pro (distinct from PRO) as the subject of tensed clauses. Analyse the data and answer the questions below.

(7) kataba r-rajul-u r-risaalat-a haddaa s-sabah-a
wrote the-man-NOM the-letter-ACC this the-morning-ACC
'The man wrote the letter this morning'

(8) ?arad-tu ?an y-uqaabil-a r-rajul-u l-mudiir-a
wanted-1.SG that 3.meet the-man-NOM the-director-ACC
'I wanted the man to meet the director'

(9) ?-uriid-u ?an laa y-a?tiy-a zayd-un
1.SG-want-IND that not 3.come Zayd-NOM
'I want Zayd not to come'

(10) zacam-a ?an qad laa y-a?ti zayd-un
pretended-3.M.SG that may not 3.come Zayd-NOM
'I pretended that Zayd may not come'

(11) r-rajul-u kataba r-risaalat-a haddaa s-sabah-a
the-man-NOM wrote the-letter-ACC this the-morning-ACC
'The man wrote the letter this morning'

Questions

Q1 Draw a tree for sentence (8)

Q2 Are sentences (9) and (10) problematic for UTAH? If not, explain why, and give an appropriate structure. If so, explain why, and propose a possible solution to the problem that preserves UTAH.

Q3 How would you account for the fact that both (7) and (11) are grammatical?