

# Errata

Carnie, Andrew (2013) *Syntax: A Generative Introduction*. 3<sup>rd</sup> edition. Wiley Blackwell.

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## Chapter 1

Page 7: last line. backs → back

Page 12: line 5. chapter 9 → chapter 11

Page 12: line 20. chapter 6 → chapter 5

Page 20: 18 lines from the bottom. Challenge Problem set 3 → Challenge problem set 7

Page 20: 14 lines from the bottom. Challenge Problem set 4 → Challenge problem set 8

Page 21: 7 lines from the bottom. Challenge Problem set 5 → Challenge problem set 7.

Page 23, line 17, the table in (20) → the table in (26)

Page 24, line 7 of the grey box. (e.g., 22d) → (e.g., 28d)

## Chapter 2

Page 52, under section 3.2, WPS 3 → WBE 3

Page 56, line above (21): most, part → most part,

## Chapter 3

Page 73, tree in (6). Category above *syntax* should be Adj not A

Page 77, example 23a. The AdvP above *yellow* should be an AdjP

Page 81, tree in (41), category above *quietly* should be an Adv

Page 82, line under heading 1.5. AP should be AdjP, AdvP

Page 88, (60c) insert *and* under Conj

Page 88, footnote 4, italicize *blue and red*, and correct the order

Page 93 8.d.: branches → nodes

Page 95 3 lines from the bottom: drawing to lines → drawing two lines

Page 98, last line, (74a) (74b) → (71a) (71b)

Page 99, last line of first paragraph, (74a) (74b) → (72a) (72b)

Page 102, example (84c) should read *Panti-rni ka ngarrka-ngku wawarri*.

Page 111, line 5, italicize *the umbrella*

Page 111, line 5, 5.4.2 → 5.3

## Chapter 4

Page 122, under the tree in (15): This satisfies the first part of the definition in(15). →

This satisfies the first part of the definition in(14).

Page 130: under (49), change lines 2 and 3 to “You should note that A also governs N under this definition, A c-commands N, and there is no node that A c-commands that also c-commands N.”

Page 134: (63a) There is an extra comma at the end of the parenthesized expression.

Page 134: (64b) The closing bracket is missing: "(V<sub>[NP \_\_ NP {NP/CP}]")"</sub>

Page 138, GPS2, 5d → 5c

Page 141, GPS12: TP<sub>1</sub>, TP<sub>2</sub>, VP<sub>1</sub>, VP<sub>2</sub> → TP<sub>1</sub>, TP<sub>2</sub>, VP<sub>1</sub>, VP<sub>2</sub>

Page 144, CPS1, 2<sup>nd</sup> line under the examples, *the woman* → *a woman*

## Chapter 5

pg. 161, Challenge Problem Set 5: add the two sentences below to the example in d).

d) ii. John ye-mo eʔi.  
John 3SG(=him)-mother saw  
“John<sub>i</sub> saw his<sub>k</sub>/\*<sub>i</sub> mother.”

iii. \*ye-zha shèeti.  
3SG(=him)-son ate  
“His son ate.”

## Chapter 6

page 168, (12) AP → AdjP

page 171. Example (28) change to *I am fond of clowns*

page 171. Example 30 change to *I like clowns*

page 171, text under example 31, change *fond of circus performers* to *fond of clowns*.

page 173: Delete ) at the end of the first paragraph

page 174: line above (64), change A' to Adj', Adv'.

page 182: assignment line above section 3.2, Add WBE3

page 184. (106) the first XP should be a YP,

page 184. footnote 6, XP → YP

page 186. last line of section 4, chapter 13 → chapter 14

page 190. sentence above (122): Consider the sentence in (123) → Consider the sentence in (122):

page 192. (129) Poems → poems x2

## Chapter 7

page 211, 4 lines under (11): Which means → This means

page 216, paragraph under (30): chapter 11 → chapter 12

page 216, 8 lines under (30): even root clauses like (33), → even root clauses like (32)

page 216, last line. chapter 9 → chapter 10  
 page 217, 2<sup>nd</sup> paragraph. chapter 9 → chapter 10

## Chapter 8

KINDLE EDITION ONLY: (25) should be:

<u>Experiencer</u>	Theme
DP	DP
i	j

KINDLE EDITION ONLY: (27) should be:

<u>Experiencer</u>	Theme
DP	DP
i	

page 227, point 2 of the learning objectives box. benefactor → beneficiary.  
 page 233, line above 20. (18) → (18a)  
 page 233, 5th line from the bottom of the page: missing period after “(19)”  
 page 233, last line chapter 10 → chapter 11  
 Page 235, 3 lines below (23): The sentence in (22) → The sentence in (24)  
 Page 235, 4 lines below (23): It is matched to the theta grid in (24) → It is matched to the theta grid in (25)  
 Page 235, sentence under (25): Contrast this with the ungrammatical sentence in (24) → Contrast this with the ungrammatical sentence in (26)  
 Page 239, above grey box, in the next chapter → in chapter 10  
 Page 240, 3 lines from the bottom of conclusion: in the next chapter → in chapter 10

## Chapter 9

page 253, Theta grid in (7) should have a [+Q] feature:

7) *inquire*

<u>Agent</u>	CP
DP	[+Q, +FINITE]

page 254, line above (12): [±PLURAL] → [+PLURAL].

page 255, 4 lines from the bottom, italicize \**Carpenter struck nail.*

page 256. The theta grids in (18) could be underspecified as follows (although the ones given work as well).

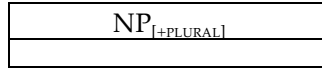
18) a)  $\emptyset_{[+PROPER]}$

NP <sub>[+PROPER]</sub>

b)  $\emptyset_{[+PRONOUN]}$



c)  $\emptyset_{[+PLURAL]}$



Page 265. 9 lines from the bottom. italicize *ate*

Page 266, line 10, italicize *play* and *ate*.

Page 268. There is a reference to an appendix about an alternative view of modals. This appendix is not included in the book. Please score out this reference.

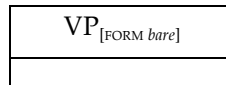
Page 270. Last line of section 4.3. as required by the theta grid in (57) → as required by the theta grid in (56)

Page 275. Line 3. past → present

Page 276. Paragraph below (73), change 2<sup>nd</sup> sentence to: Negation always occurs with a *do* auxiliary because  $\emptyset_{past}$  and  $\emptyset_{pres}$  don't select for negation, but only VP.

Page 276. Theta Grid in (75): The label for the theta grid should be *do<sub>emph</sub>*, not “not”:

75) *Do<sub>emph</sub>*



Page 278, last line of 1<sup>st</sup> paragraph, 4.7 → 4.8

page 284, In the first printing there are two (j)s and the sentence in (k) is a duplicate of sentence (a). The correct question should read:

**GPS8. ENGLISH TREES**

*[Application of Skills; Basic to Advanced]*

Draw the trees for the following English sentences:

- a) The tuna had been eaten.
- b) The tuna had been being eaten.
- c) Calvin will eat.
- d) The tuna will be eaten.
- e) Calvin will be eating.
- f) Calvin will have eaten.
- g) The tuna will be being eaten.
- h) The tuna will have been eaten.
- i) Calvin will have been eating.
- j) Calvin was eating.
- k) Calvin had eaten.
- l) Calvin had been eating.
- m) The tuna must have been eaten.
- n) The tuna will have been being eaten.

Page 286. CPS7: All of the partitive-taking quantifiers also take DPs as complements (e.g., each book) → All of the partitive-taking quantifiers also take NPs as complements (e.g., each book)

## Chapter 10

Page 297, tree in 15. J' → Je

Page 298, line 4 (right above example 17) Change “preterite in form” to “in its present tense form”.

Page 301, grey box, lines 7 and 12 from bottom, predications → predictions x2.

Page 306, fnote 4, line 3, chapter 13 → chapter 12

Page 309, last line, delete “or that an affix needs a host”

Page 318, challenge problem set. “in section 4 above” → in chapter 9

## Chapter 11

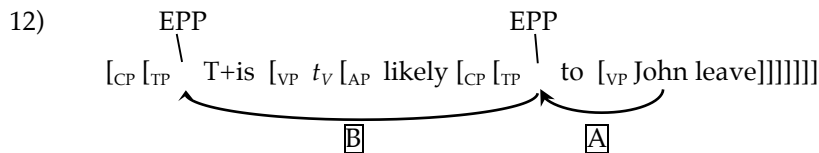
Page 325, (6c). the theta grid should be as follows (delete the +FINITE feature)

c) *is likely*

CP
[-Q]
<i>i</i>

Page 325, 2<sup>nd</sup> last line, “of the sentence would then look like (7)” → “of sentence (5) would then look like (7)”

Page 330. The A arrow in diagram (12) should point to the empty TP specifier (where the EPP is marked):



Page 332, line 2, *kill* should be italicized.

Page 340, 3 lines above grey box: the sentences in (40d-f) → the embedded clauses in (40d-f)

page 348, GPS2, instruction (2): change to: Draw tree for (a). Assume Tewa does not have V → T.

page 352, GPS9, theta grid, change K → k

## Chapter 12:

Page 359: line 17 chapter 9 → chapter 11

Page 362: 2 lines above 15. chapter 10 → chapter 11

Page 367: it differs minimally from (24) → it differs minimally from (23)

Page 370, last paragraph: In the (a) examples, the embedded clauses modify a verb; in the (b) examples, they are part of the VP → In the (a) examples, the embedded clauses modify a verb; in the (b) examples, they are part of the DP.

Page 370, 3 lines above (28): (28a) → (29a), (28b) → (29b)

Page 374, add WBE 6 to the assignments above the grey box

Page 375, line under (38). Change (41) → (38)

Page 386. GPS3, ½ way through the instructions. Chapter 4 → Chapter 5

## Chapter 13

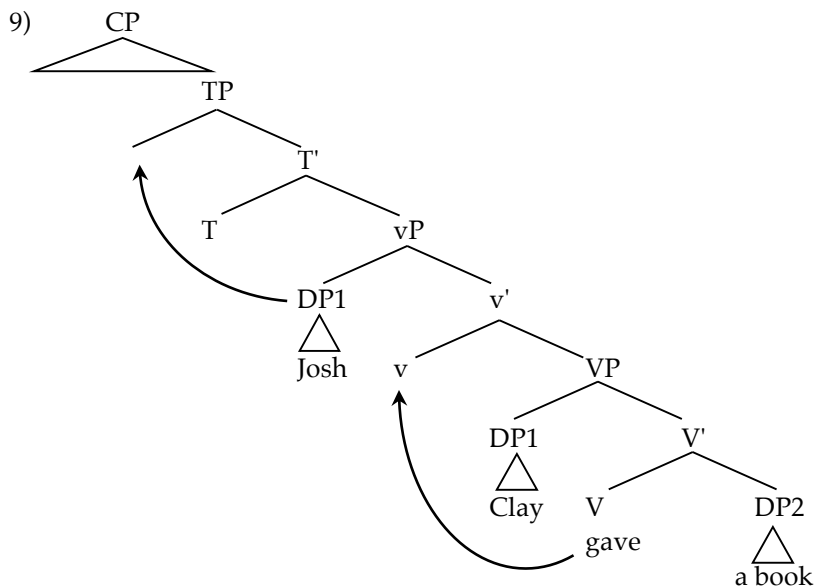
page 393, (2) (a). Delete “to get a suffix or fill null [+Q]” and replace with “to check a feature on a head like [+Q]”

page 398, line 2, unitalicize mean.

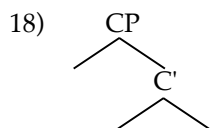
## Chapter 14

Page 414, Ftnote 2, chapter 10 → chapter 11

Page 415, The tree in (9), the lower arrow should end pointing at the little v, not at Josh:



Page 420, The tree in (18), move the lines under CP up to the correct position under CP:



Page 423. Paragraph under (22): "presumably has a structure like that in (28)" → "presumably has a structure like that in (22)"

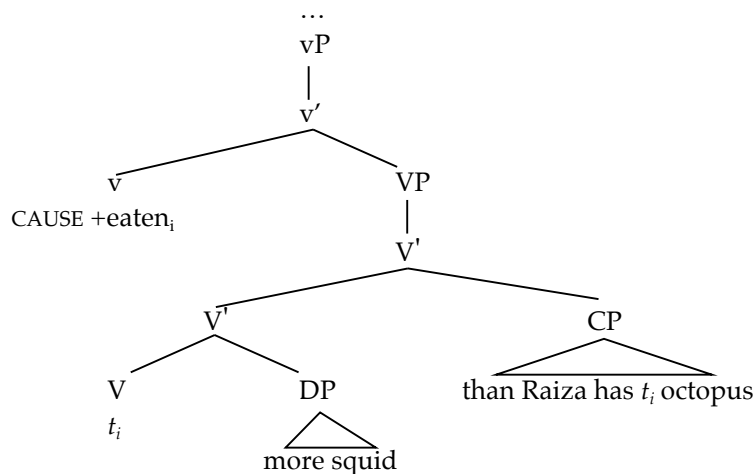
## Chapter 15

page 430, paragraph under (3), Line 1: change (3) → (2),  
 page 430, paragraph under (3), line 2: chapter 10 → chapter 11  
 page 430, paragraph under (3), Line 2: change (4) → (3)  
 page 433, paragraph under (11), line 2: chapter 10 → chapter 11  
 page 434, paragraph under (13), line 1: chapter 10 → chapter 11  
 page 452, GPS 3, replace the three references to chapter 10 with references to chapter 11.

## Chapter 16

Page 457, last line (19) → (1)  
 Page 464, (15b) there should be a subscript  $i$  on the who.  
 Page 466, line 17, where that restriction is → where that restriction holds is  
 Page 467, line 5, This is schematized in (24). An example of ACD is given in (25). →  
 This is schematized in (23). An example of ACD is given in (24).  
 page 469. There are a couple of words missing from the tree in (31). There should be a *more* before *squid* and a *than* before *Raiza*.

31)



Page 474, GPS3, (1b) the gloss for *schmeicheln* should be "flatter" not "praise"

## Chapter 17

Page 485, delete "not containing an antecedent" from the diagram in (23):

23) [<sub>CP</sub> Heidi<sub>i</sub> likes ( [<sub>DP</sub> her<sub>i</sub> violin ] ].  
 ↑  
 smallest DP or CP.

Page 485, just under (25): In sentence (25) → In sentence (25a)

Page 486: The difference between the DP in (25b) and the one in (26) is that the specifier of the DP in (26) is filled by something. → The difference between the DP in (25b) and the one in (26) is that the specifier of the DP in (25b) is filled by something.

## Chapter 18

Page 491. Point 1 of learning objectives: hypotheses → hypothesis.

Pages 503- 504. All the example numbers in section 3.2.3 are misnumbered. (22) should be (26); (23) should be (27); (24) should be (28); (25) should be (29)

## Conclusions

Page 509. line 11, insert a period between constraint and in.

## Chapter 19 (on the web)

page web1, line 2: fifteen → eighteen

page web1, line 14: chapter 17 → chapter 20

page web2, line 2: fifteen → eighteen

page web8, line 8: chapter 12 → chapter 13

page web9, first line under section 5.1 header: chapter 9 → chapter 10

page web12, line right above (23): (17) → (23)

page web 13, paragraph under (26), lines 4 and 5: chapter 14 → chapter 15

page web 17, Challenge set 3: chapter 11 → chapter 13

## Chapter 20 (on the web)

page web18, last line of text: first 15 chapters → first eighteen chapters

page web28, last line of text: to he GAP → to the GAP

page web33: GPS1: title should be GPS1. English.