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APPENDICES

Appendix A: Instrument

Based on the X-bar theory, please draw the syntactic tree diagrams for the phrases and clauses in Section A and B below. You **must show all the minimal, intermediate, and maximal projections** within an XP.

Section A: Phrases

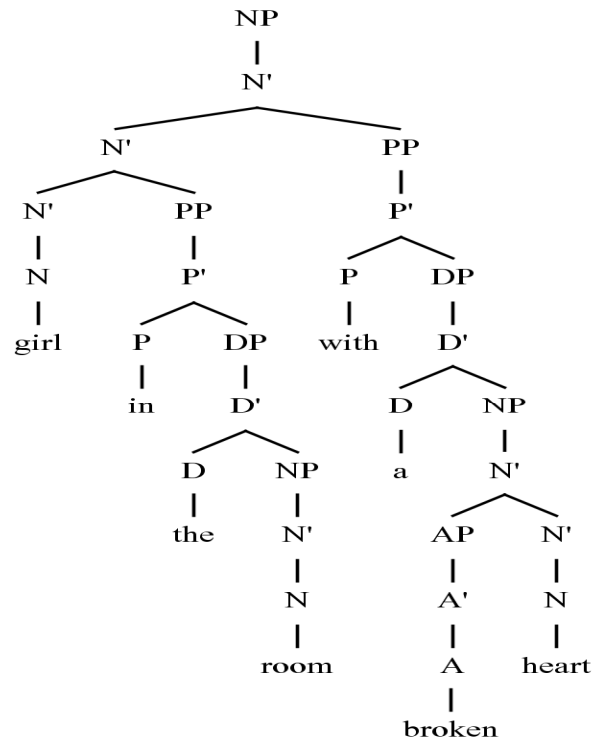
- Q1) girl in the room with a broken heart
- Q2) wash the car with two men
- Q3) donation from the company to the school
- Q4) walking in the street without his company
- Q5) drawing the trees without hesitation
- Q6) dreaming with a broken heart about your future
- Q7) important for your health in the future
- Q8) go to the library at night
- Q9) comfortable with the arrangement in the morning

Section B: Clauses

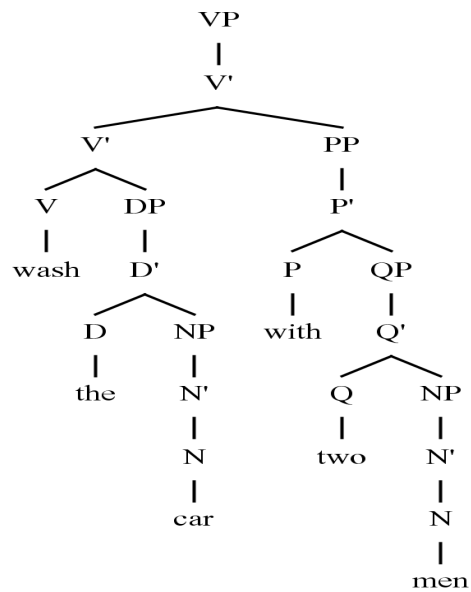
- Q10) They are recording a discussion on gambling in the class.
- Q11) The linguistics students frequently buy books from Richard.
- Q12) The old man likes the small house in the village.
- Q13) Ladies will buy the expensive bag in the shop with all their money.
- Q14) The naughty boy was poking the spider in the class with a pencil.
- Q15) The dangerous dog in the park is chasing the dirty cat.

Appendix B: My tree diagrams

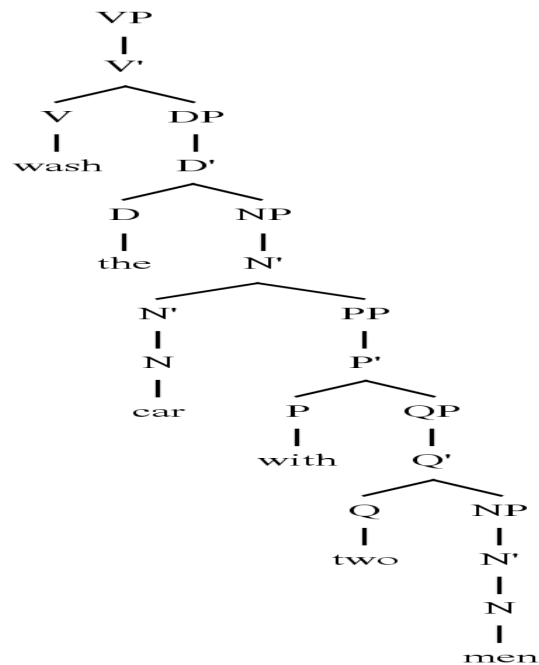
Q1) [N girl] [PP in the room] [PP with a broken heart]
 N + (adjunct 1) + (adjunct 2)



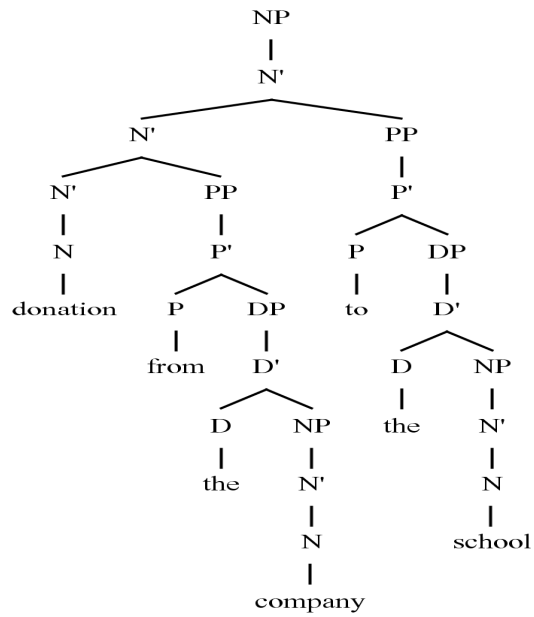
Q2a) [_V wash] [_{DP} the car] [_{PP} with two men]
 V + (complement) + (adjunct 2)



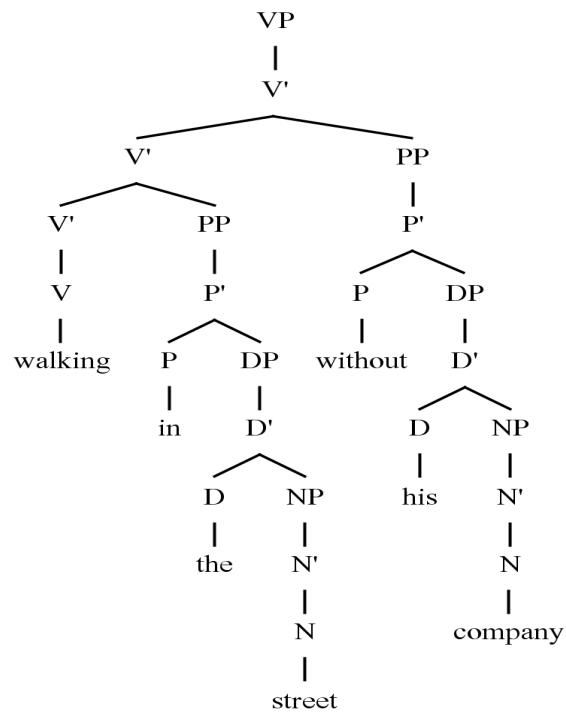
Q2b) [_V wash] the [_{N'} car with two men]
 V + (complement) + (adjunct 2)



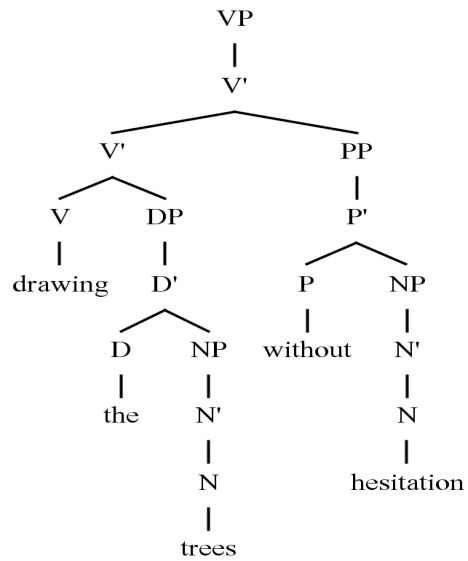
Q3) [N donation] [PP from the company] [PP to the school]
 N + (adjunct 1) + (adjunct 2)



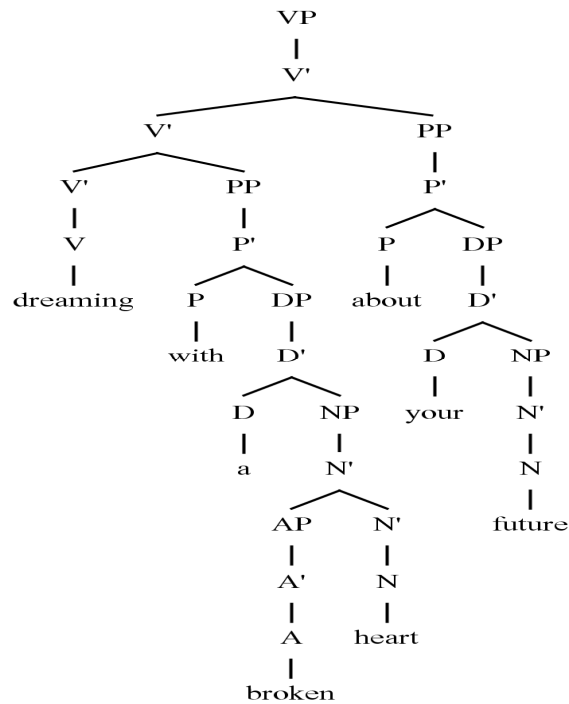
Q4) [V walking] [PP in the street] [PP without his company]
 V + (adjunct 1) + (adjunct 2)



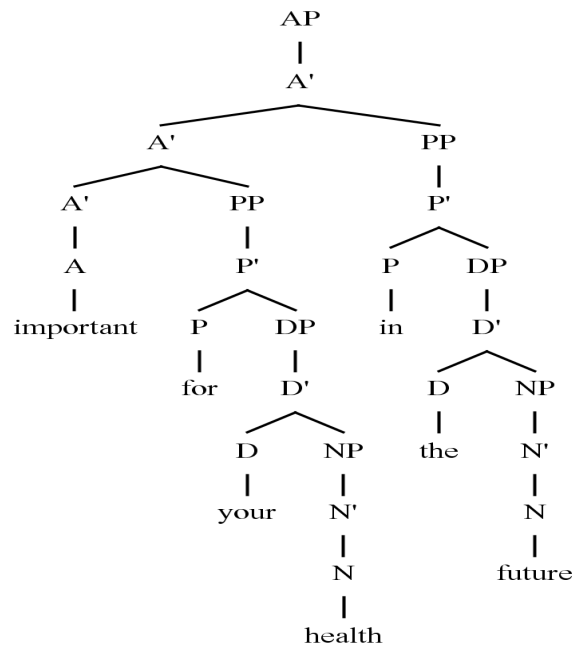
- Q5) [V drawing] [DP the trees] [PP without hesitation]
 V + (complement) + (adjunct)



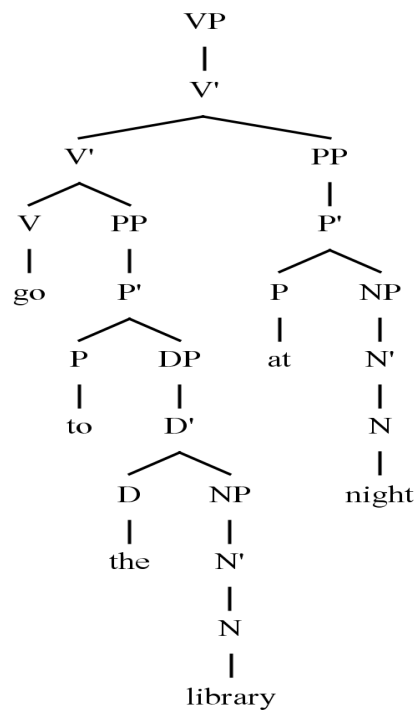
- Q6) [V dreaming] [PP with a broken heart] [PP about your future]
 V + (adjunct 1) + (adjunct 2)



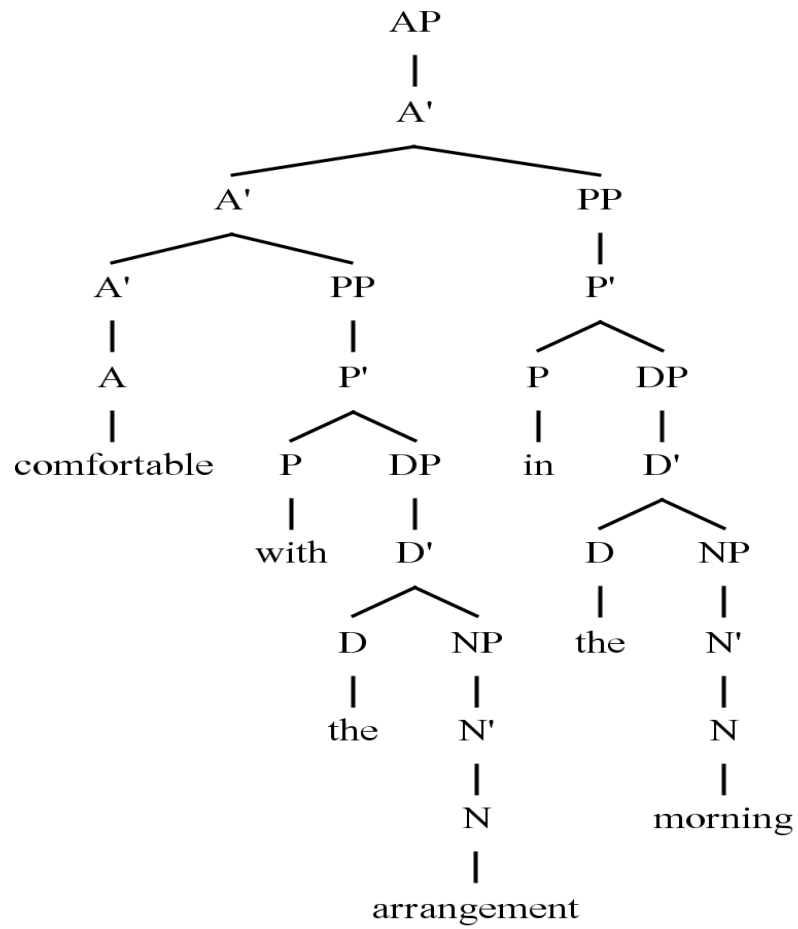
Q7) [A important] [PP for your health] [PP in the future]
 A + (adjunct 1) + (adjunct 2)



Q8) [v go] [PP to the library] [PP at night]
 V + (complement) + (adjunct)



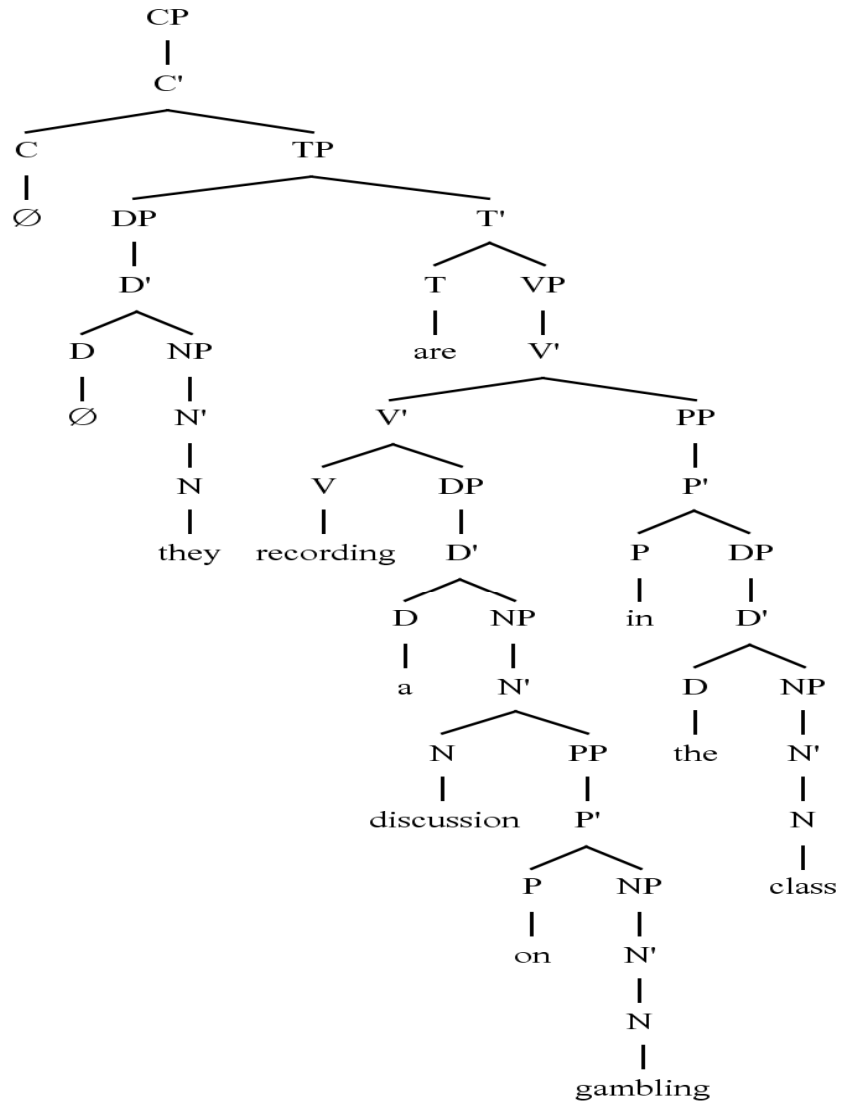
Q9) [A comfortable] [PP with the arrangement] [PP in the morning]
 A + (adjunct 1) + (adjunct 2)



Q10a) They are [_{V'} recording a discussion on gambling] [_{PP} in the class]

Argument structure: record: [v]: [DP, DP]

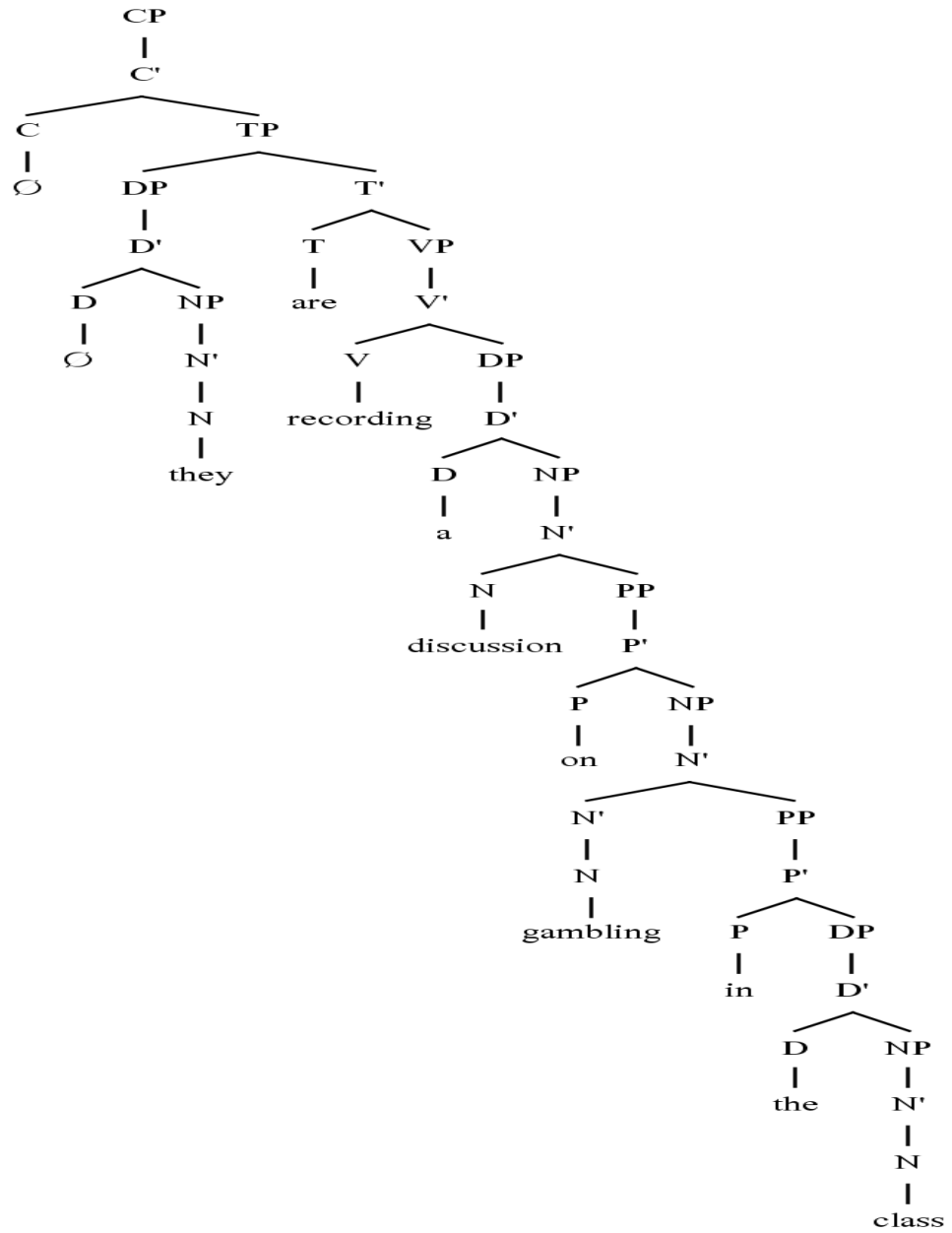
Thematic structure: record: [v]: <agent, theme>



Q10b) They are recording a discussion on [N' gambling] [PP in the class]

Argument structure: record: [v]: [DP, DP]

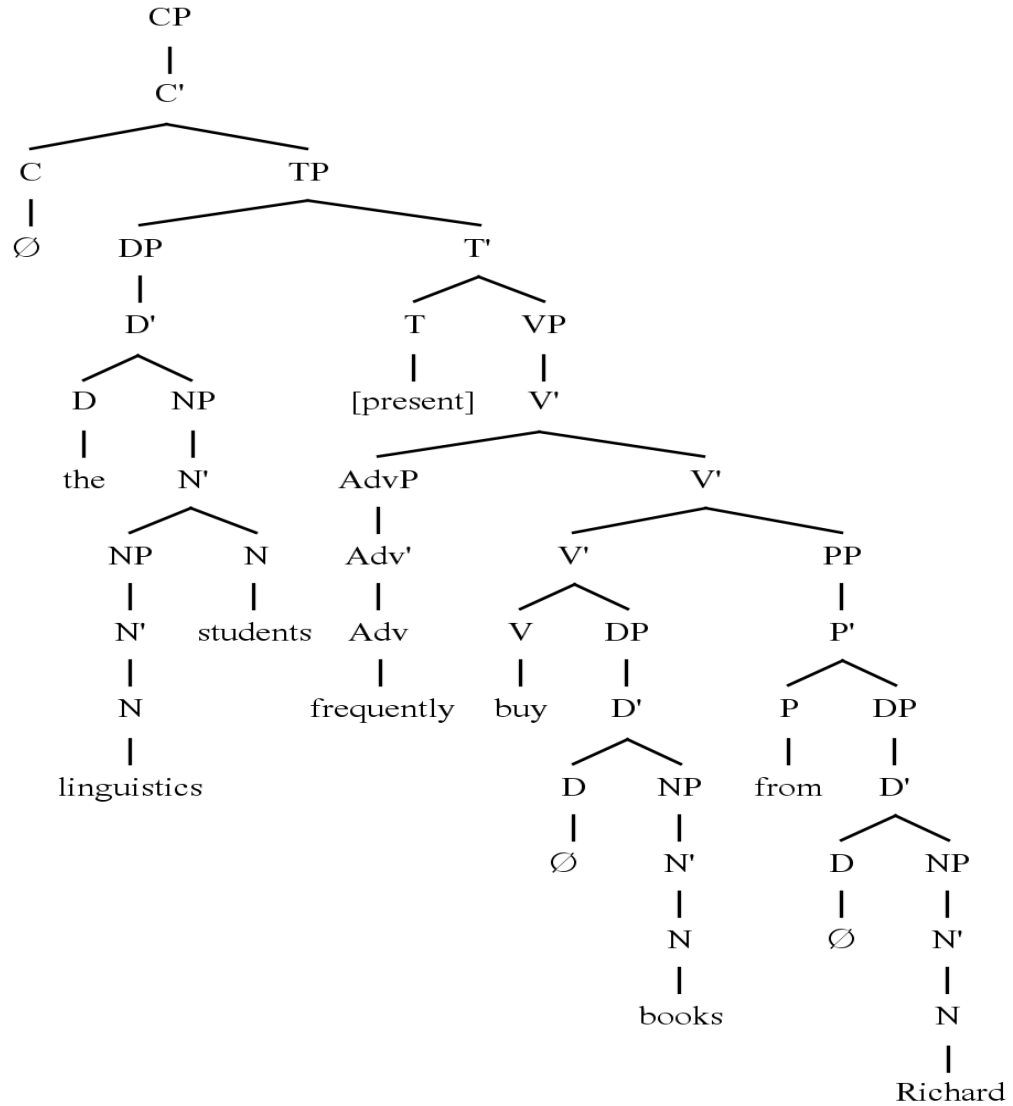
Thematic structure: record: [v]: <agent, theme>



Q11a) The linguistics students frequently [v buy books] [pp from Richard]

Argument structure: buy: [v]: [DP, DP]

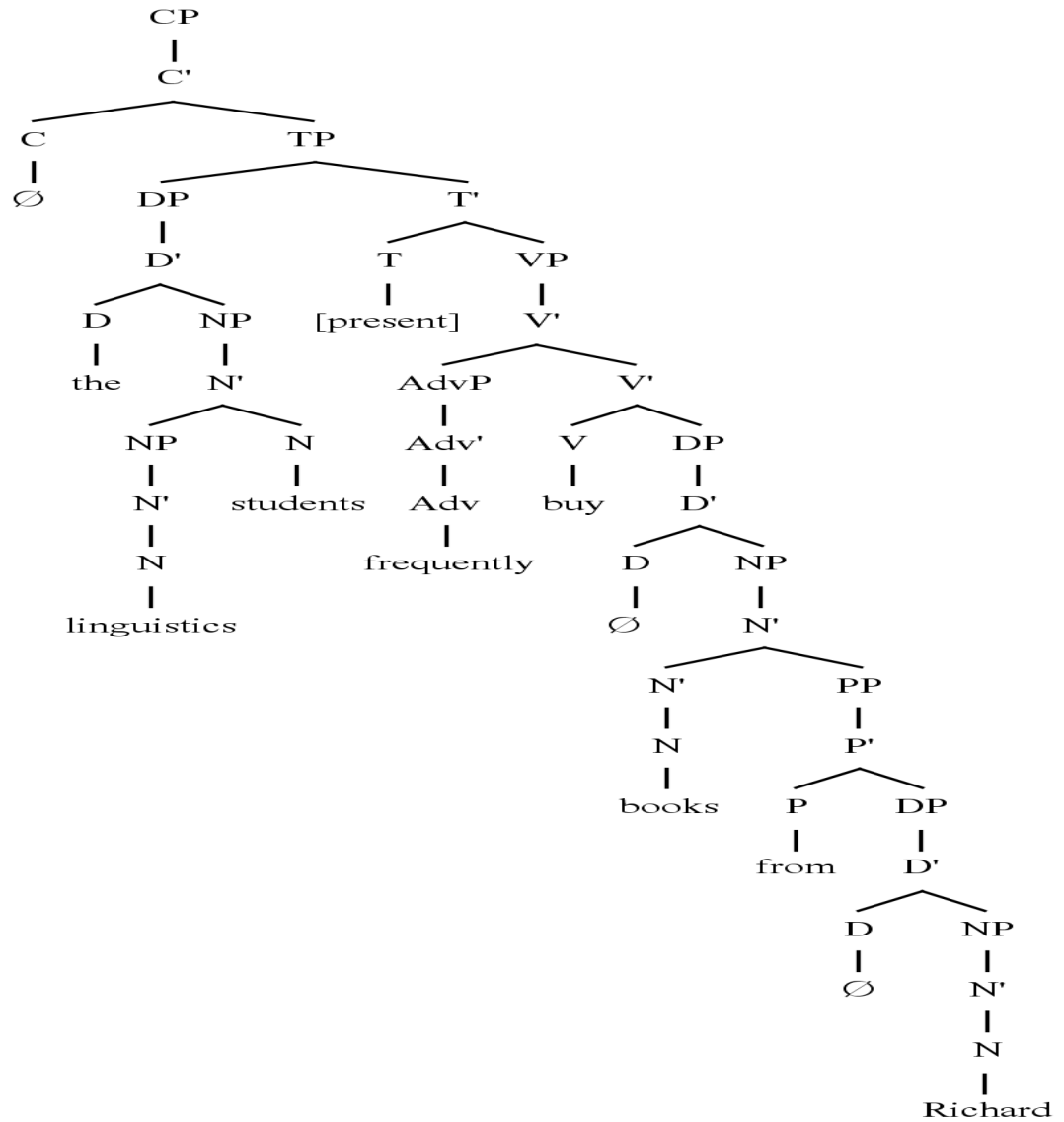
Thematic structure: buy: [v]: <agent, theme>



Q11b) The linguistics students frequently buy [N' books] [PP from Richard]

Argument structure: buy: [v]: [DP, DP]

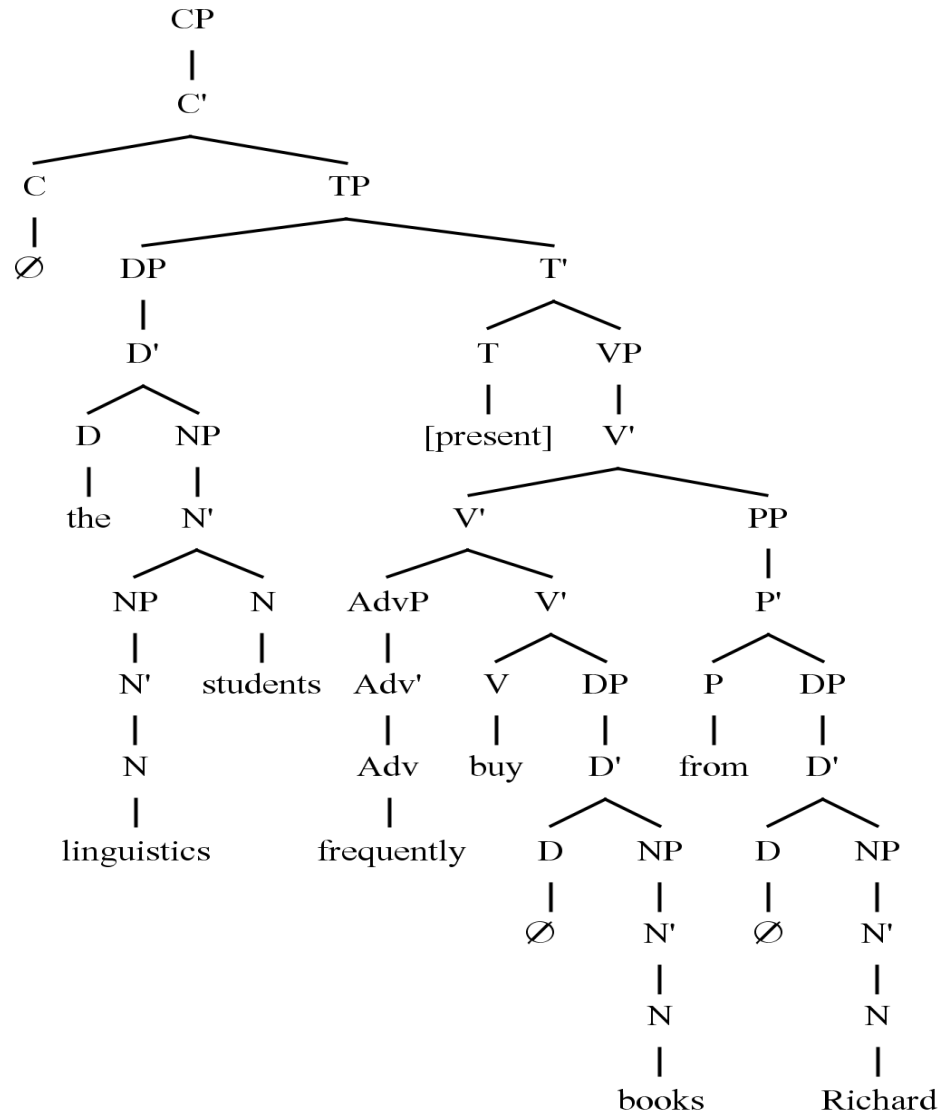
Thematic structure: buy: [v]: <agent, theme>



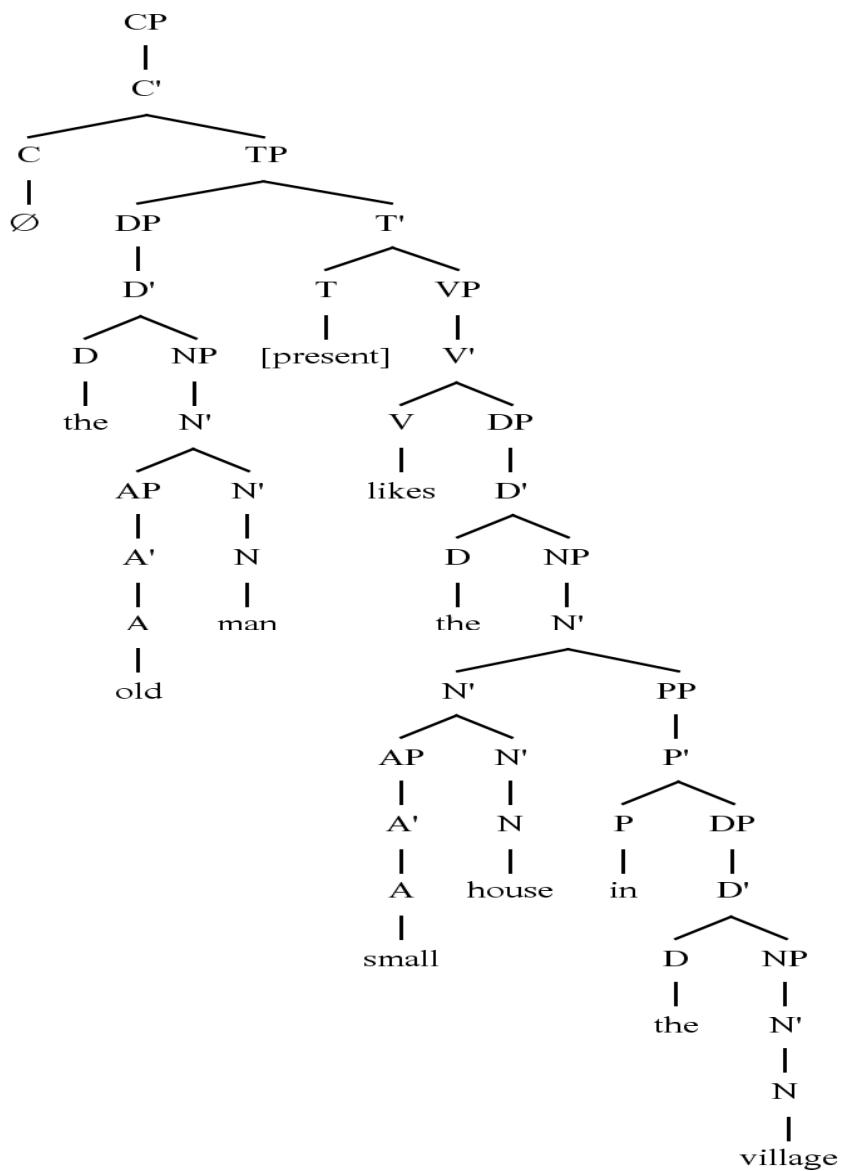
Q11c) The linguistics students frequently [v_v buy books] [p_{pp} from Richard]

Argument structure: buy: [v]: [DP, DP]

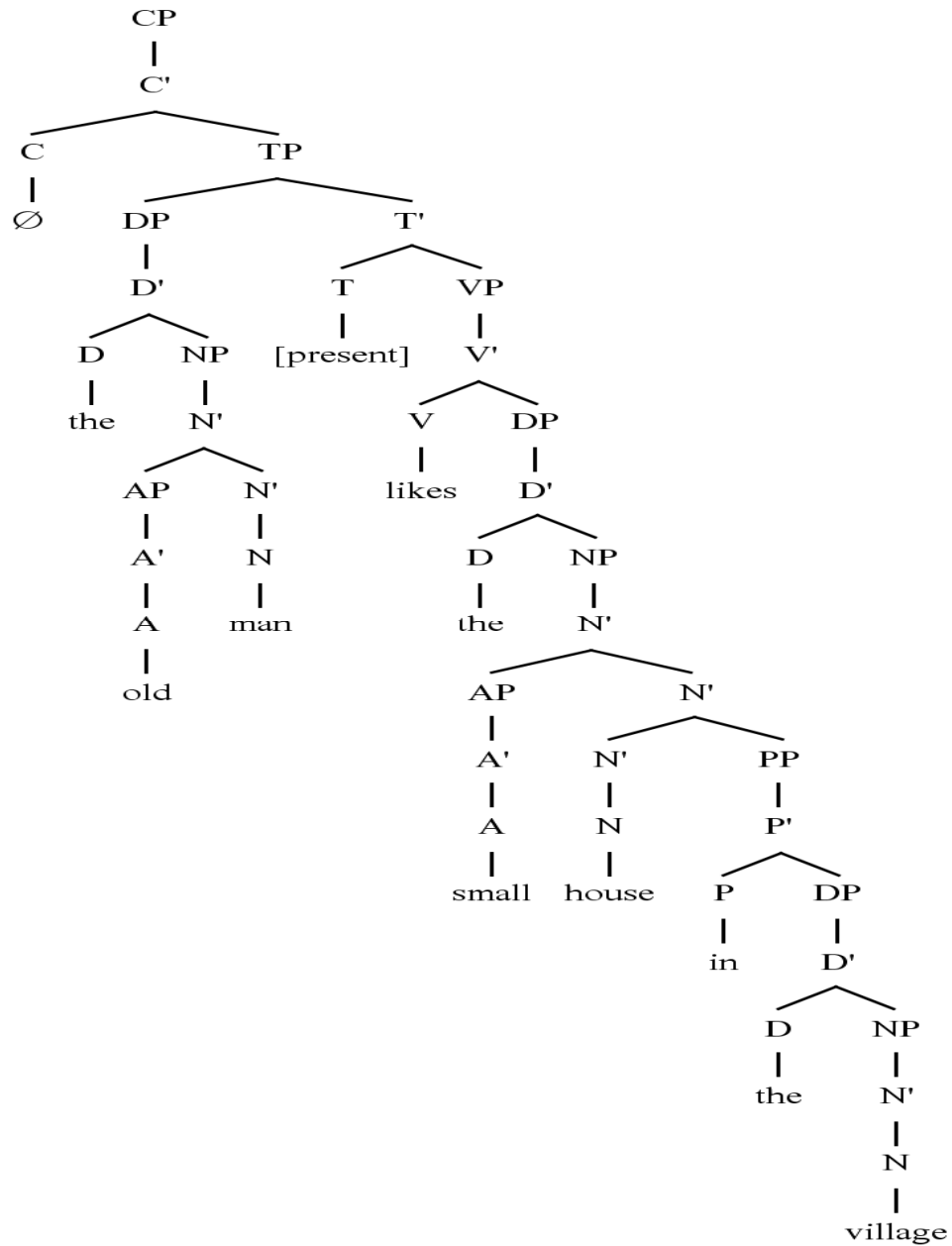
Thematic structure: buy: [v]: <agent, theme>



Q12a) The old man likes the [AP small] house [PP in the village]
 (adjunct 1) + head + (adjunct 2)



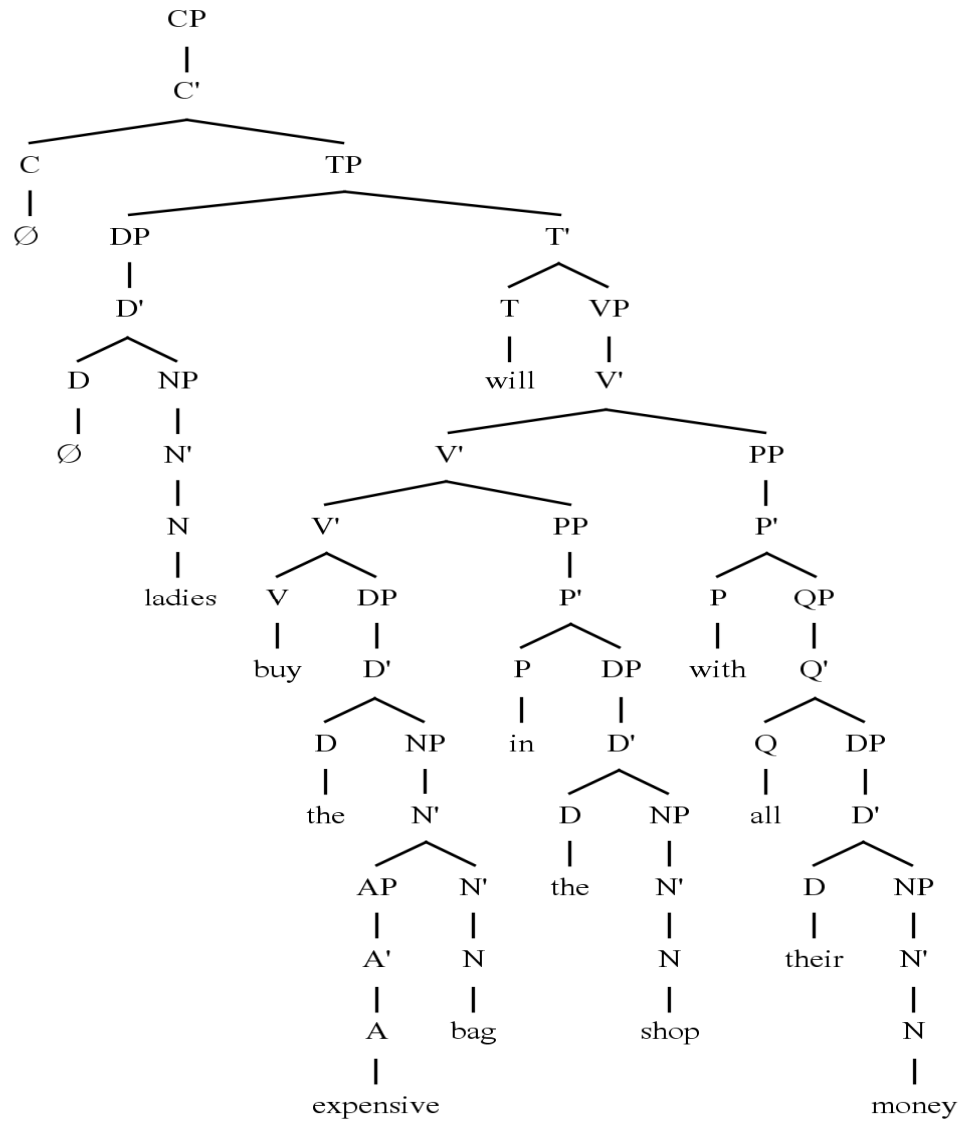
Q12b) The old man likes the [AP small] house [PP in the village]
 (adjunct 1) + head + (adjunct 2)



Q13a) Ladies will [V' buy the expensive bag] [PP in the shop] with all their money

Argument structure: buy: [v]: [DP, DP]

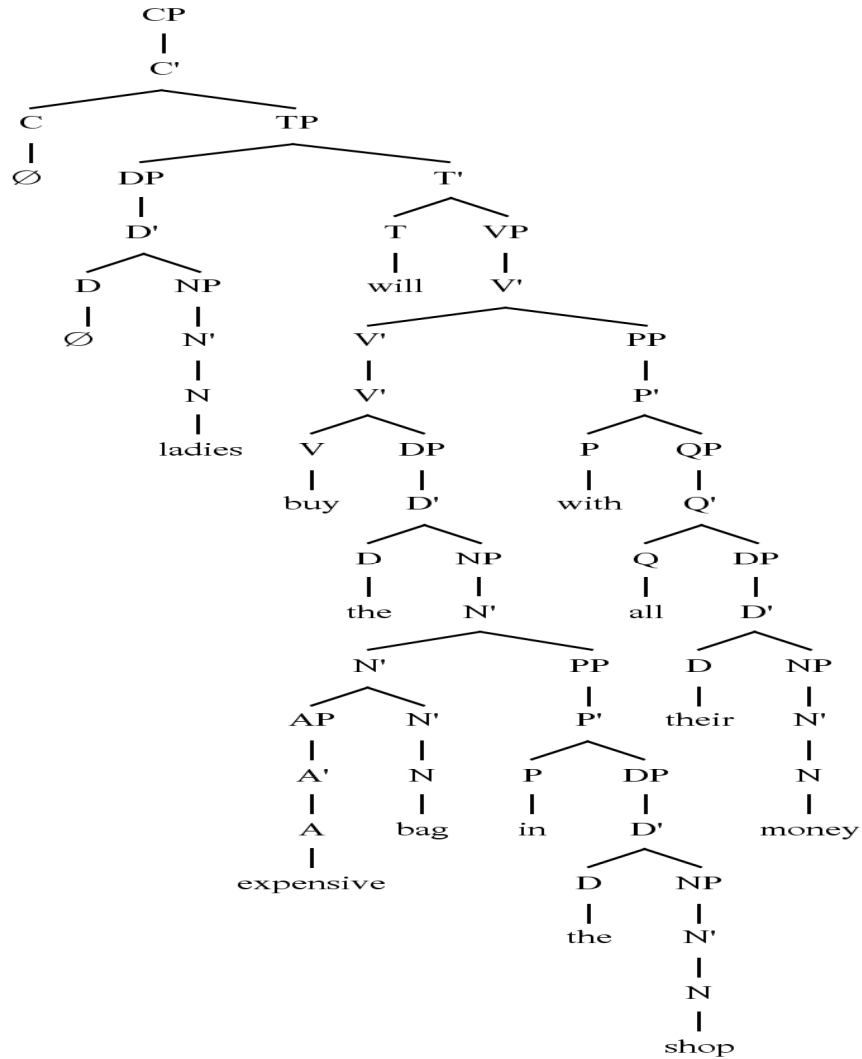
Thematic structure: buy: [v]: <agent, theme>



Q13b) Ladies will buy the [N' expensive bag] [PP in the shop] with all their money

Argument structure: buy: [v]: [DP, DP]

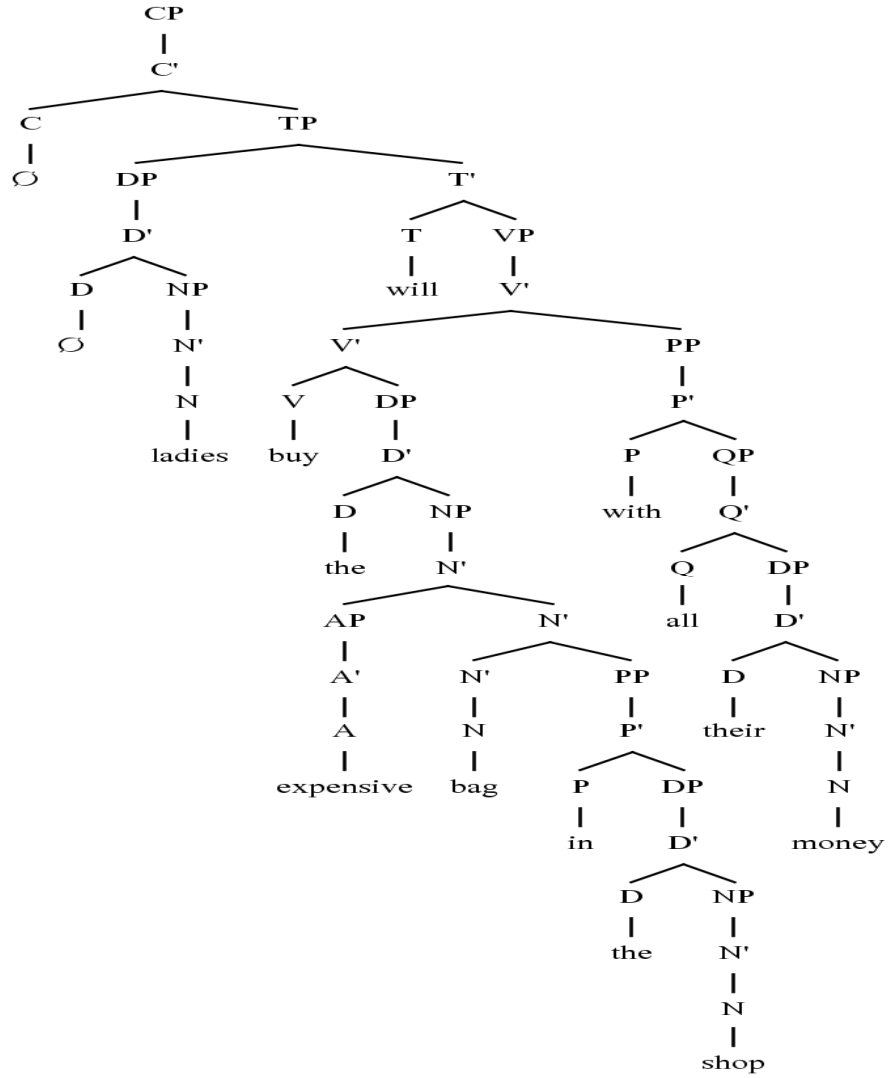
Thematic structure: buy: [v]: <agent, theme>



Q13c) Ladies will buy the expensive [N' bag] [PP in the shop] with all their money

Argument structure: buy: [v]: [DP, DP]

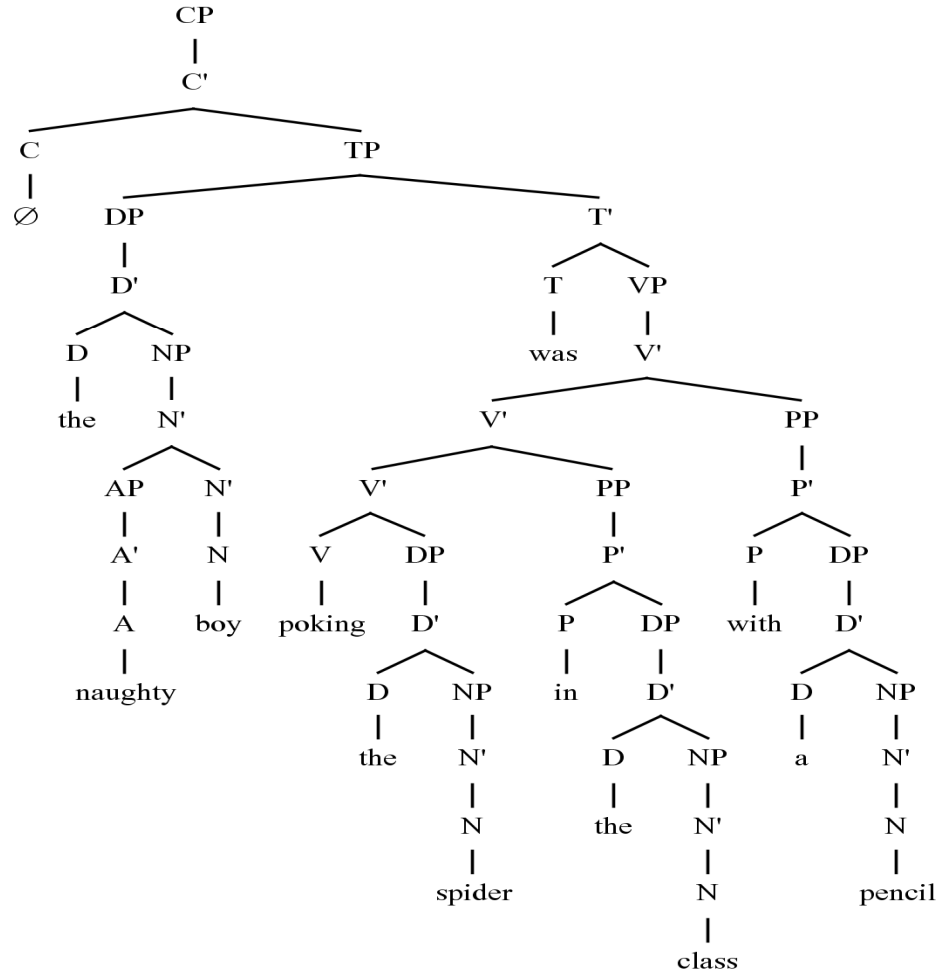
Thematic structure: buy: [v]: <agent, theme>



Q14a) The naughty boy was [V' poking the spider] [PP in the classroom] with a pencil

Argument structure: poke: [v]: [DP, DP]

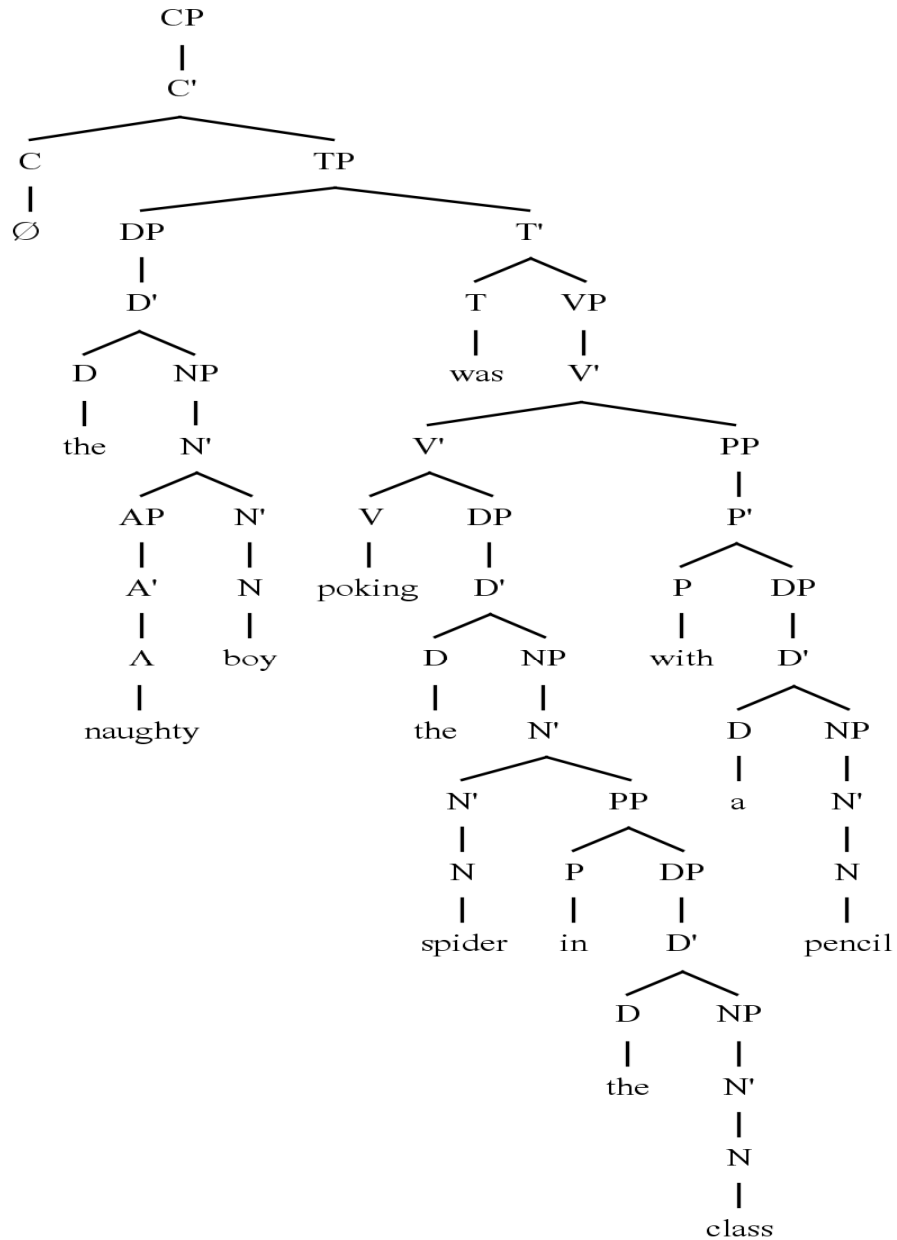
Thematic structure: poke: [v]: <agent, theme>



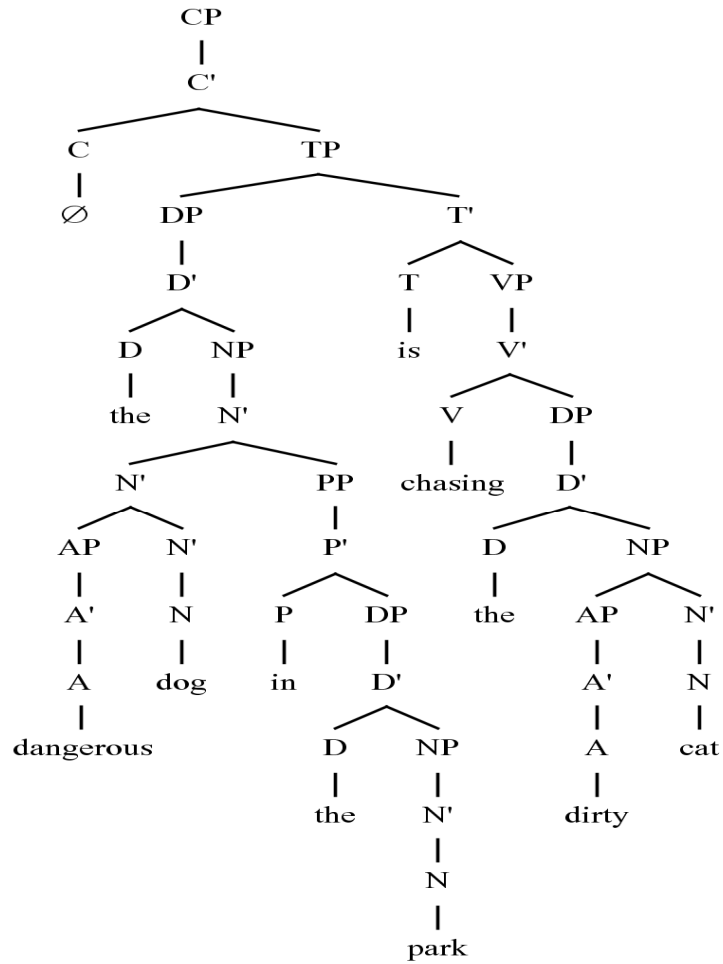
Q14b) The naughty boy was poking the [N' spider] [PP in the class] with a pencil

Argument structure: poke: [v]: [DP, DP]

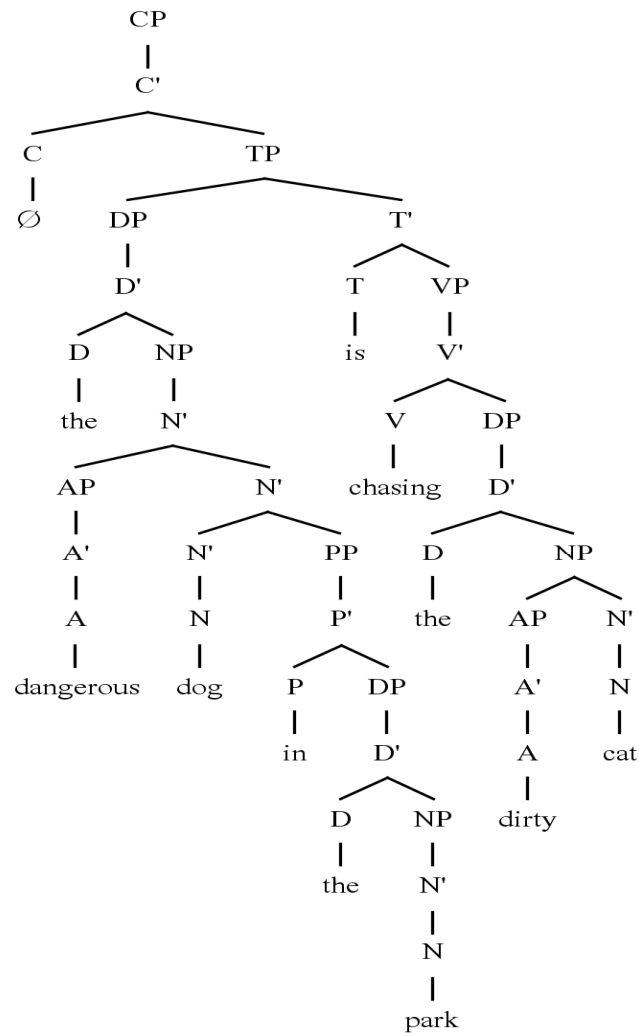
Thematic structure: poke: [v]: <agent, theme>



Q15a) The [_{AP} dangerous] dog [_{PP} in the park] is chasing the dirty cat
 (adjunct 1)+ head + (adjunct 2)

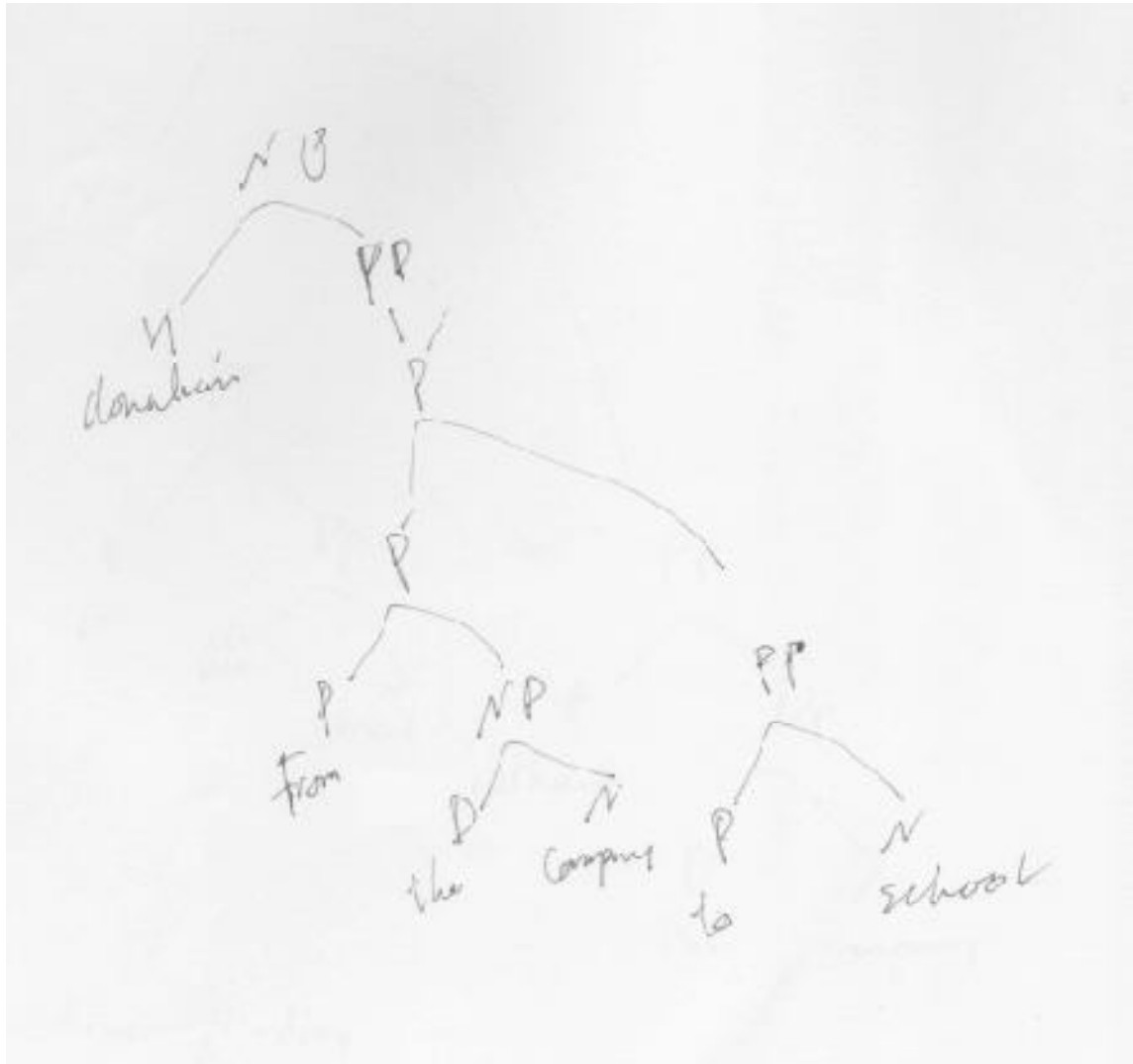


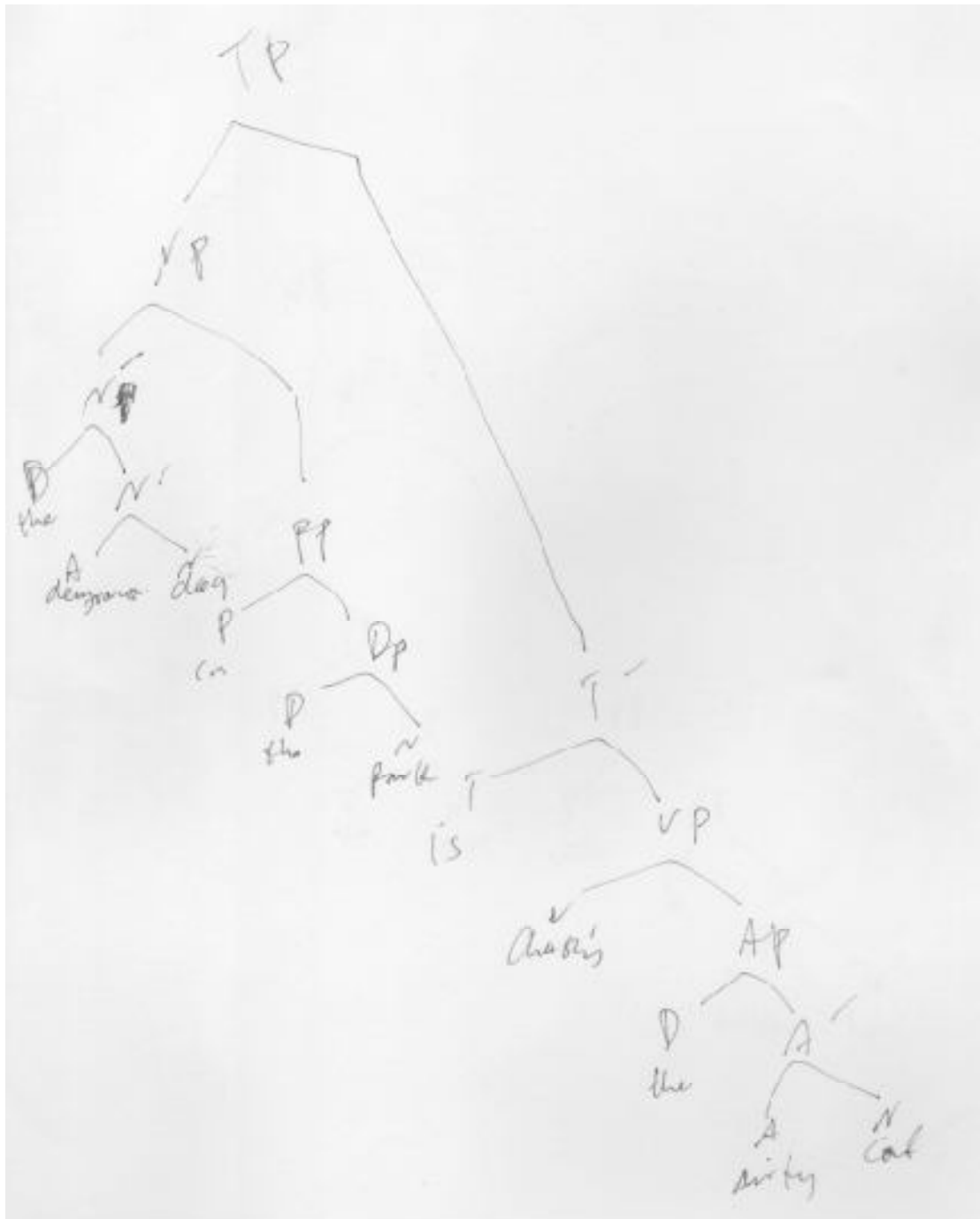
Q15b) The _[AP dangerous] dog _[PP in the park] is chasing the dirty cat
 (adjunct 1) + head + (adjunct 2)

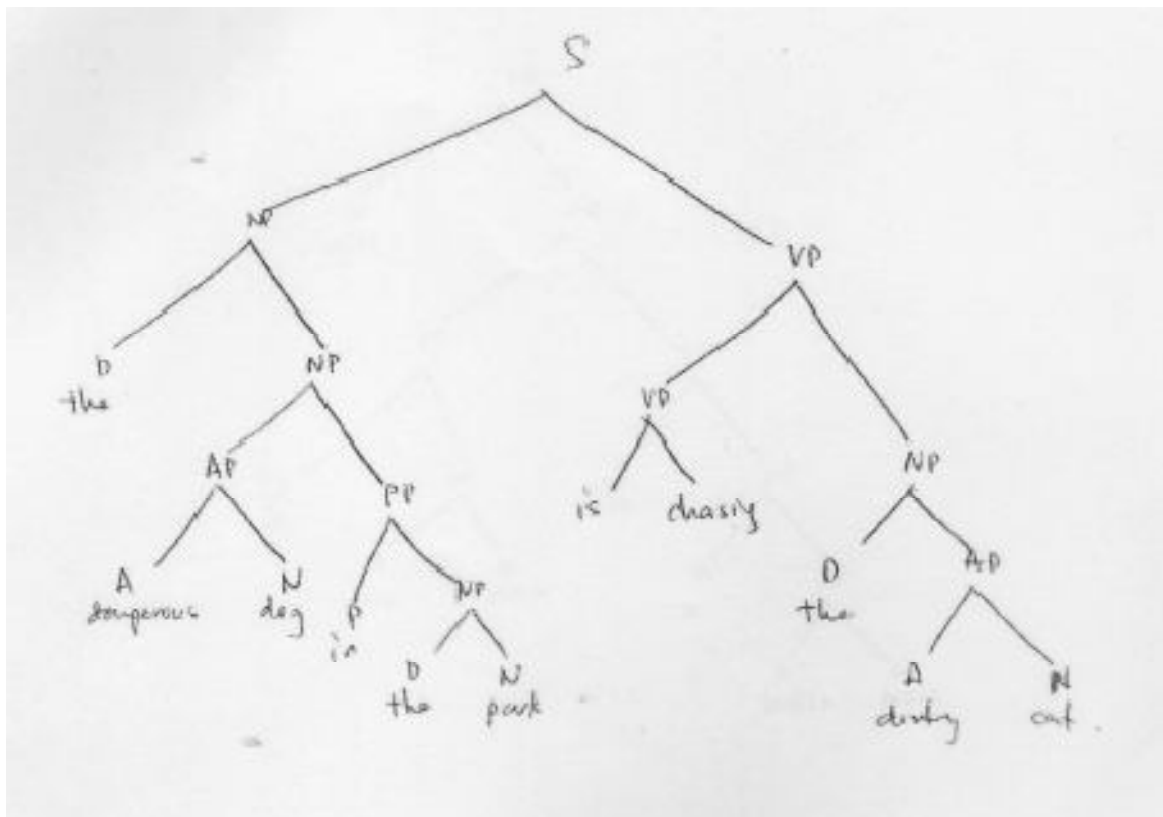


Appendix C: Participants' tree diagrams

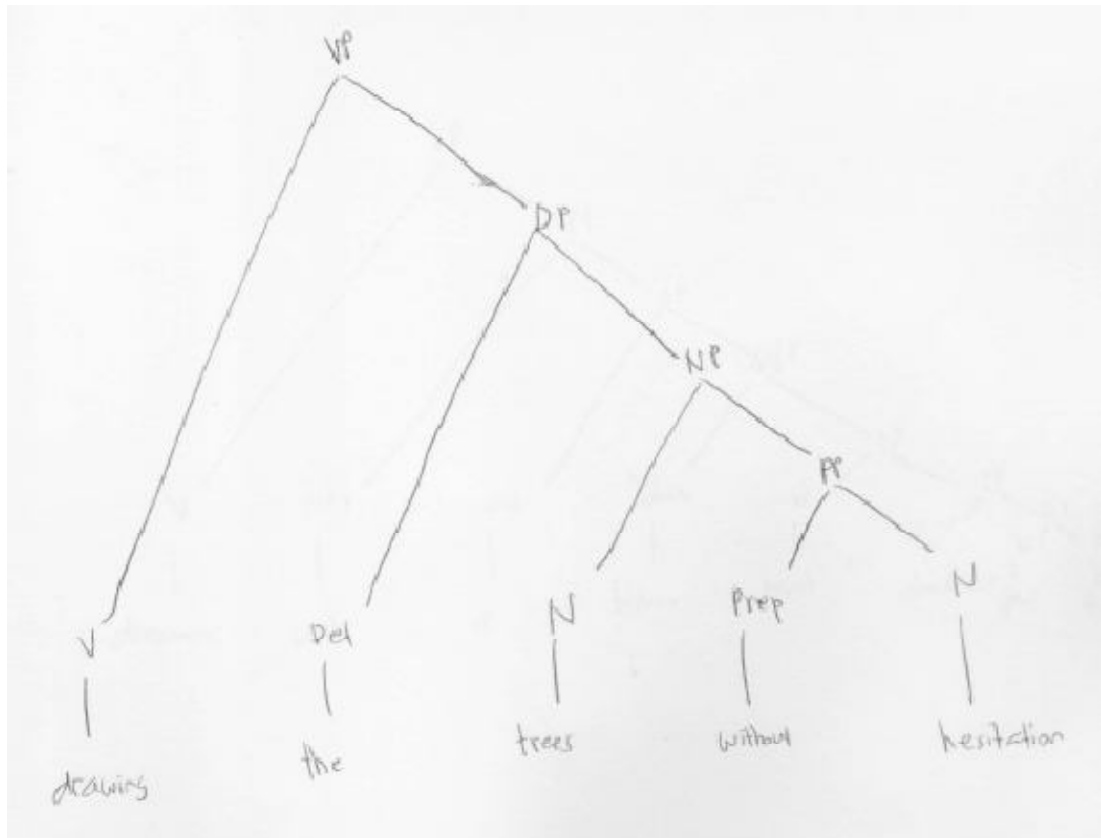
Participant 1_Q3



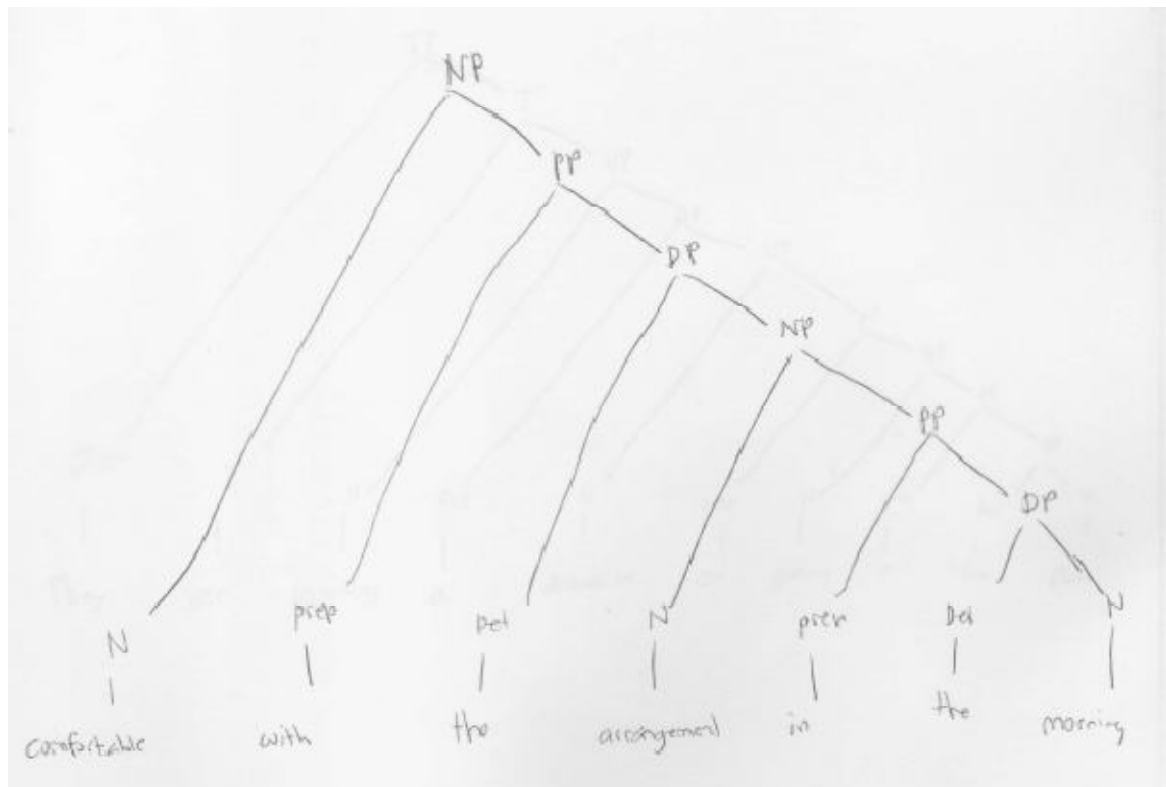




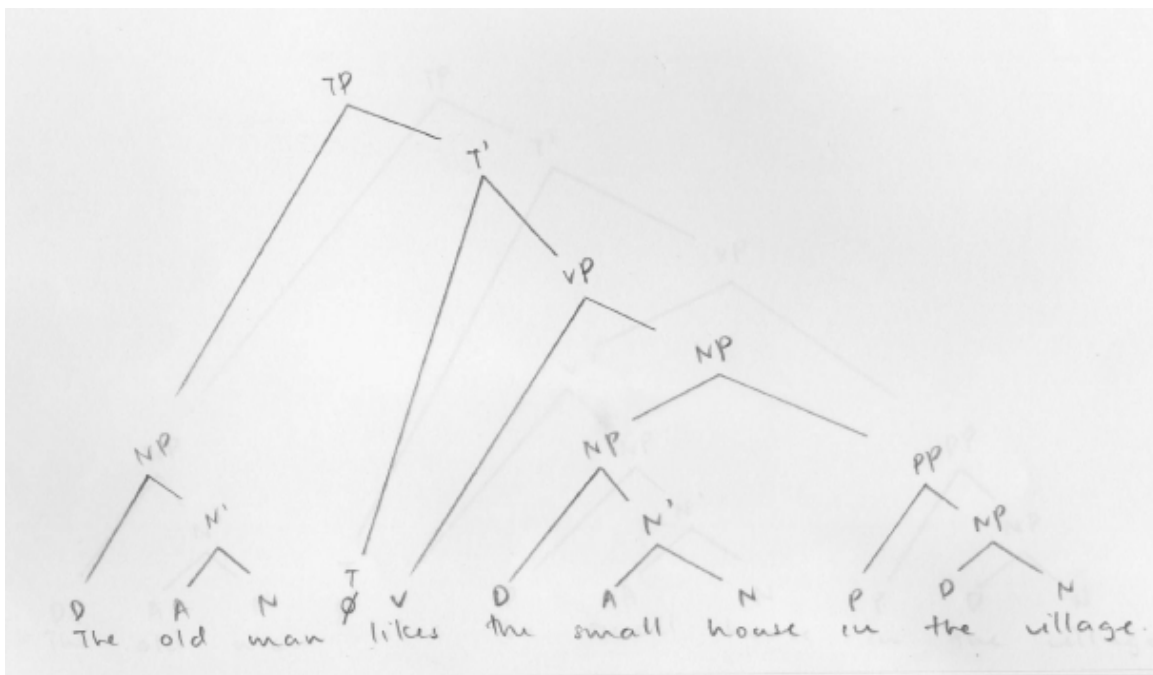
Participant 3_Q5

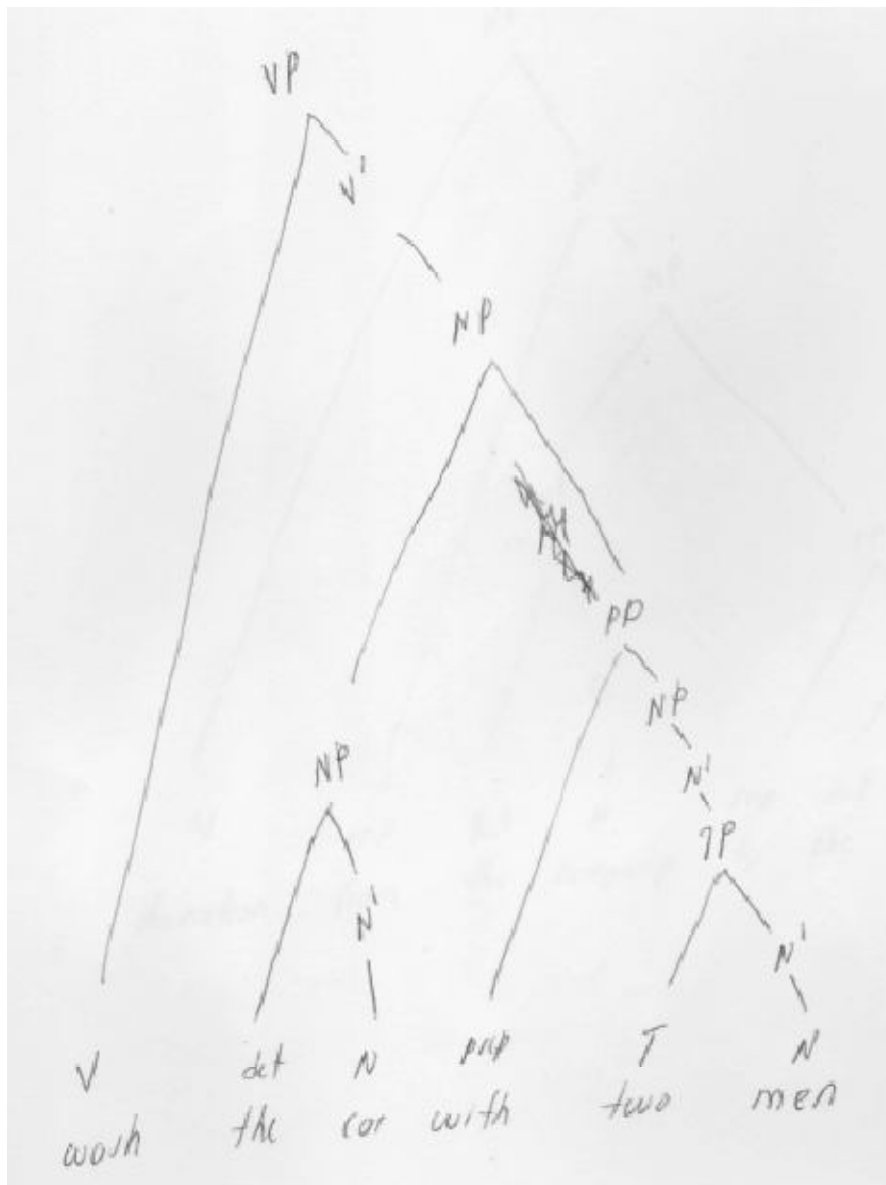


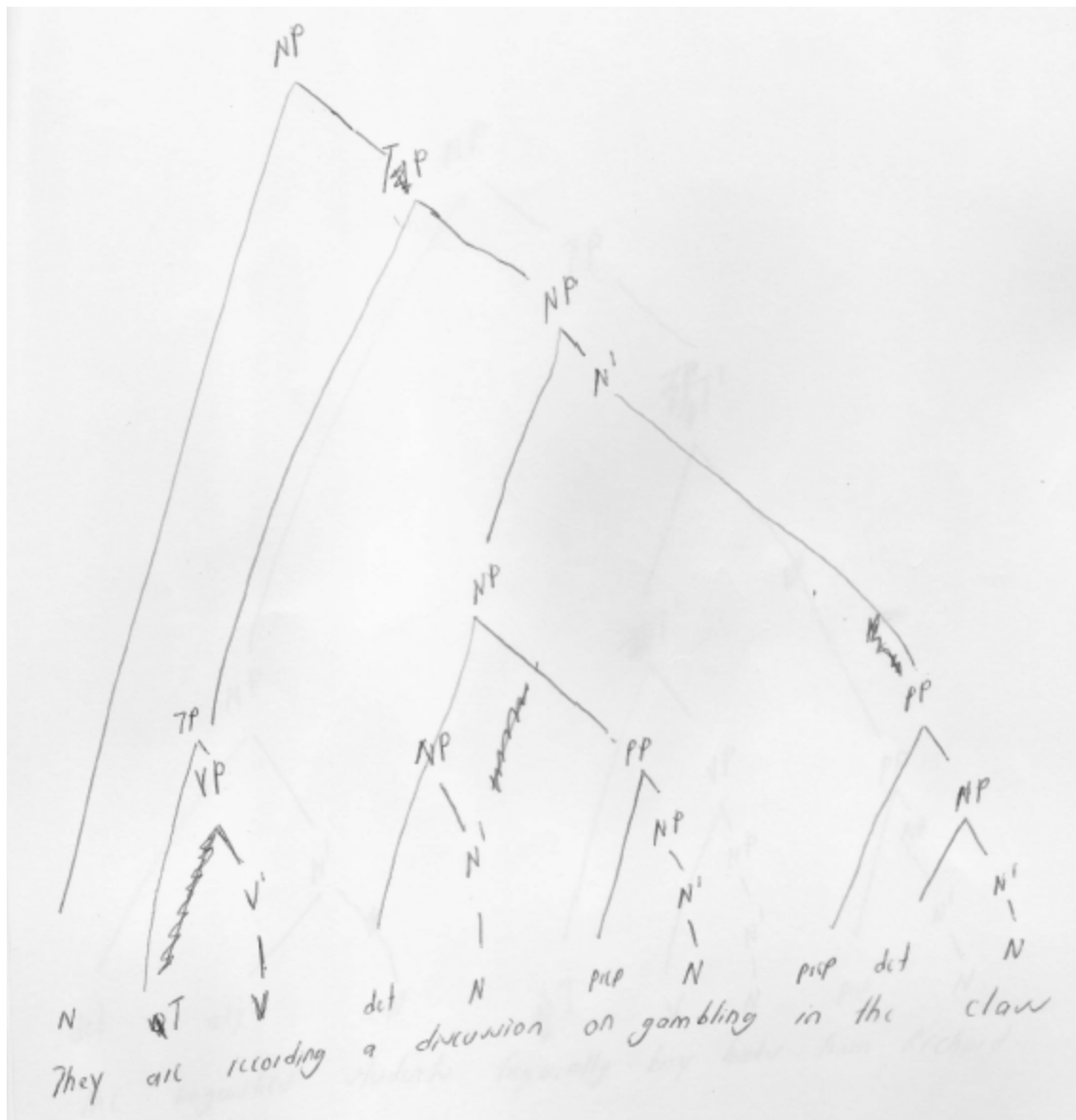
Participant 3_Q9

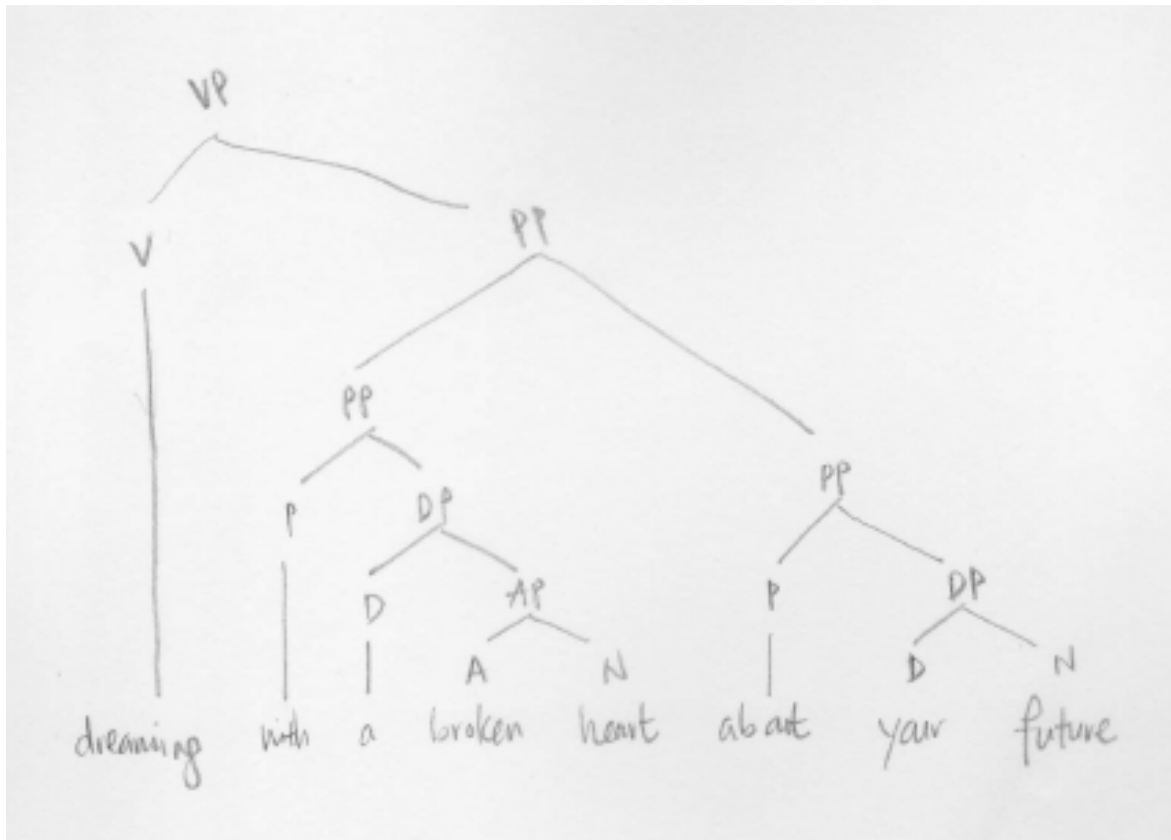


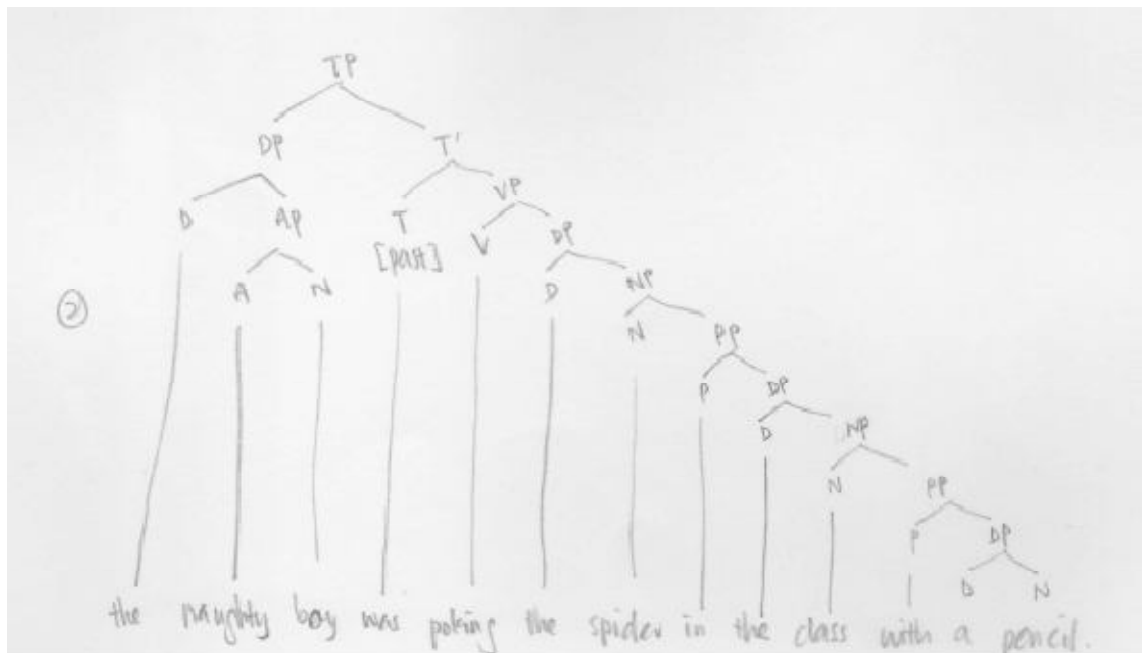
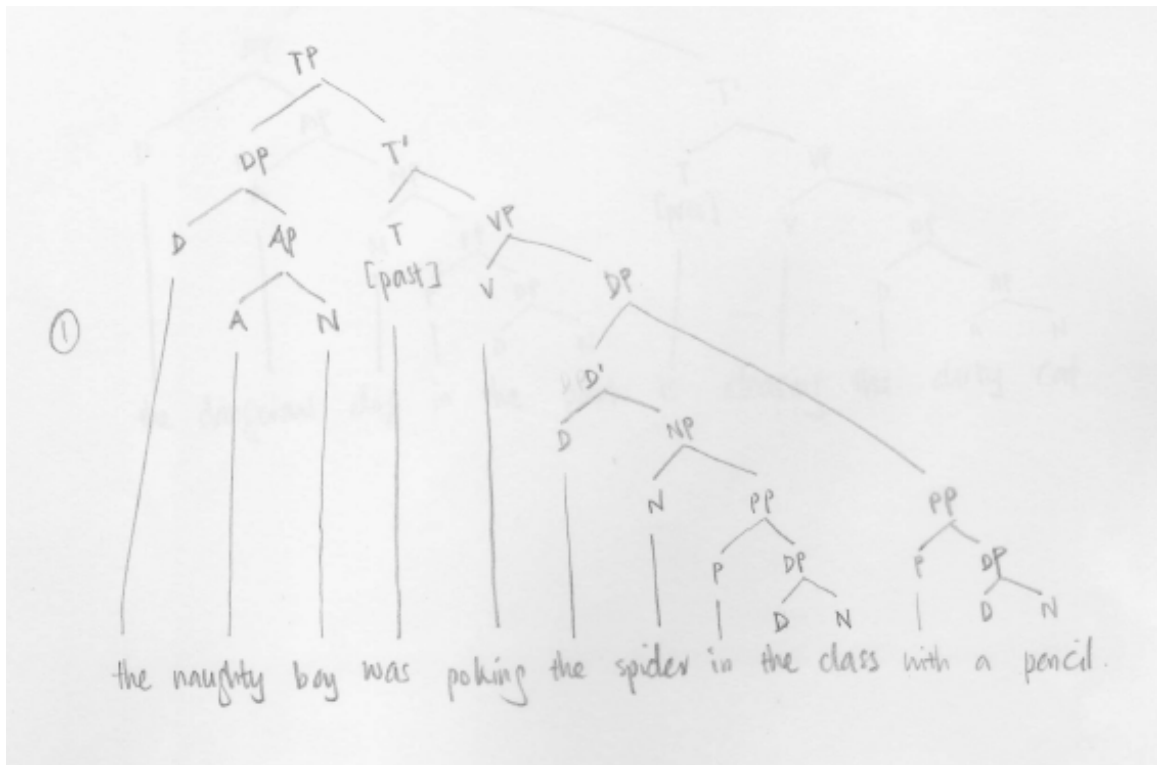
Participant 4_Q12

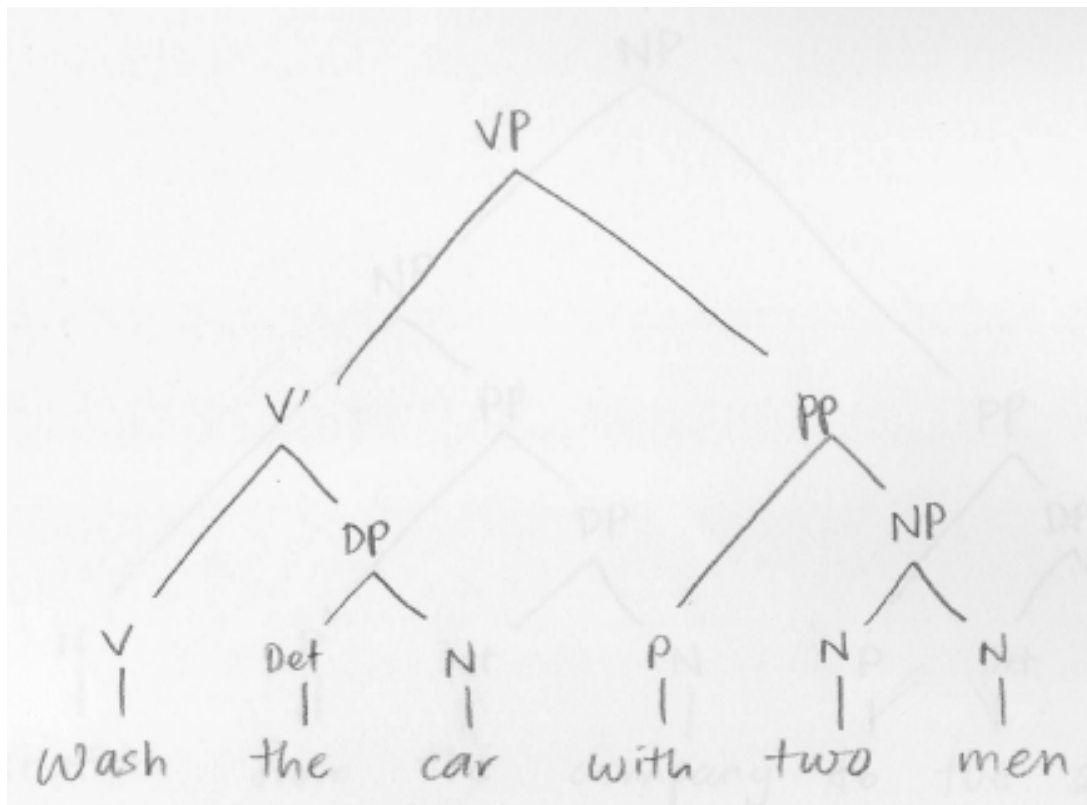


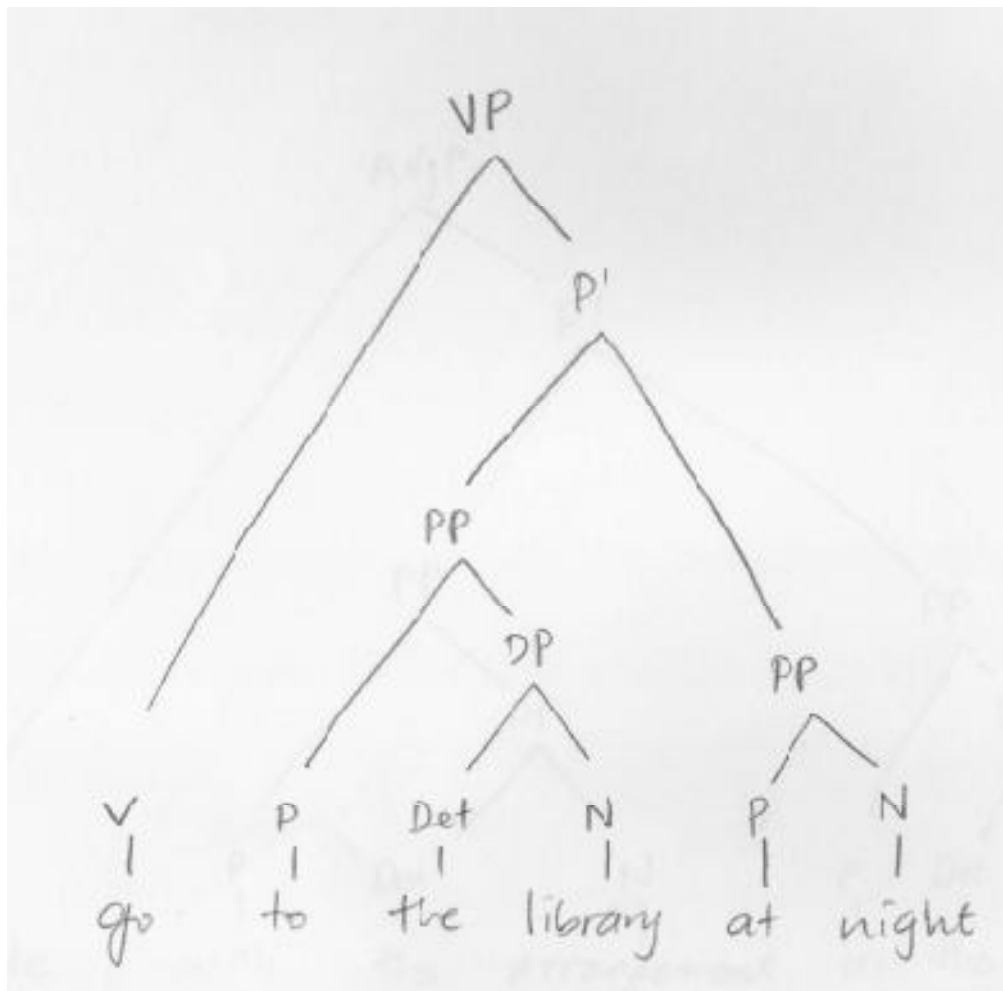


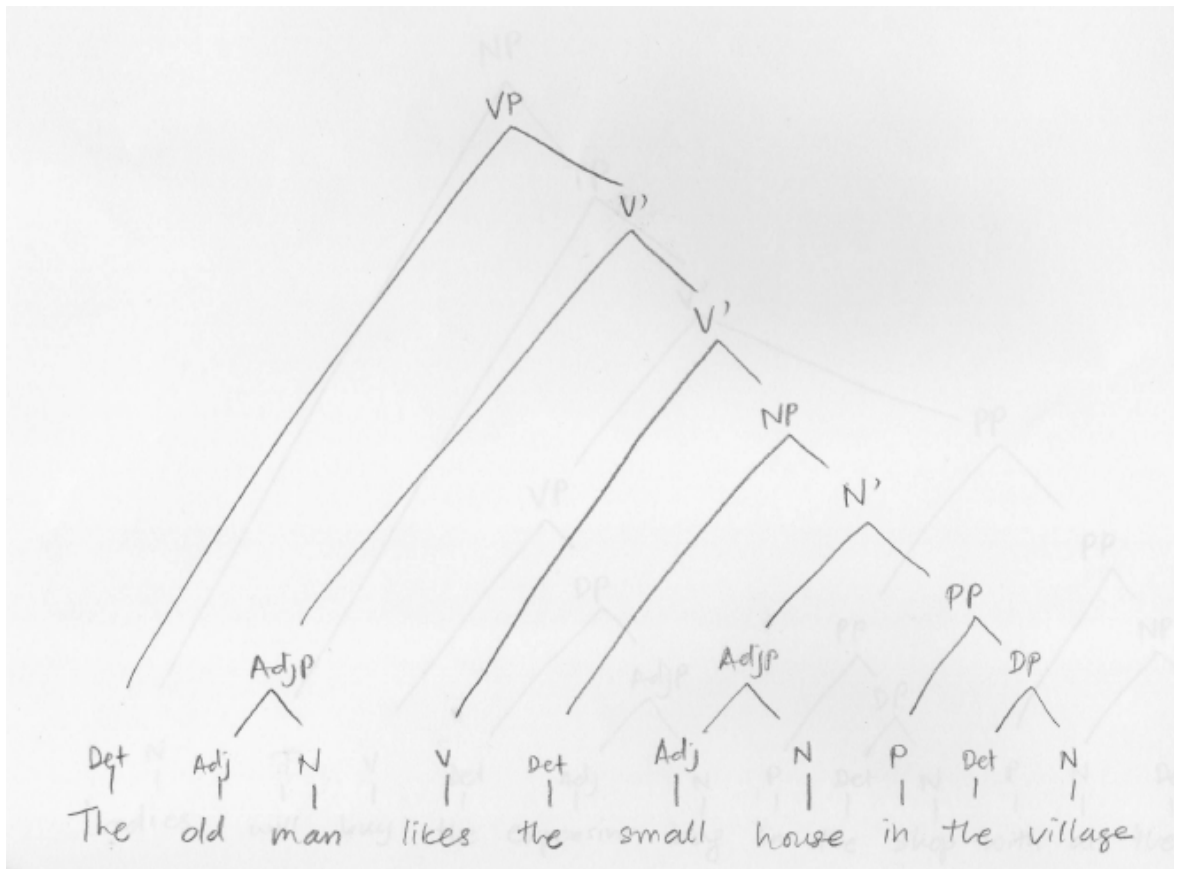


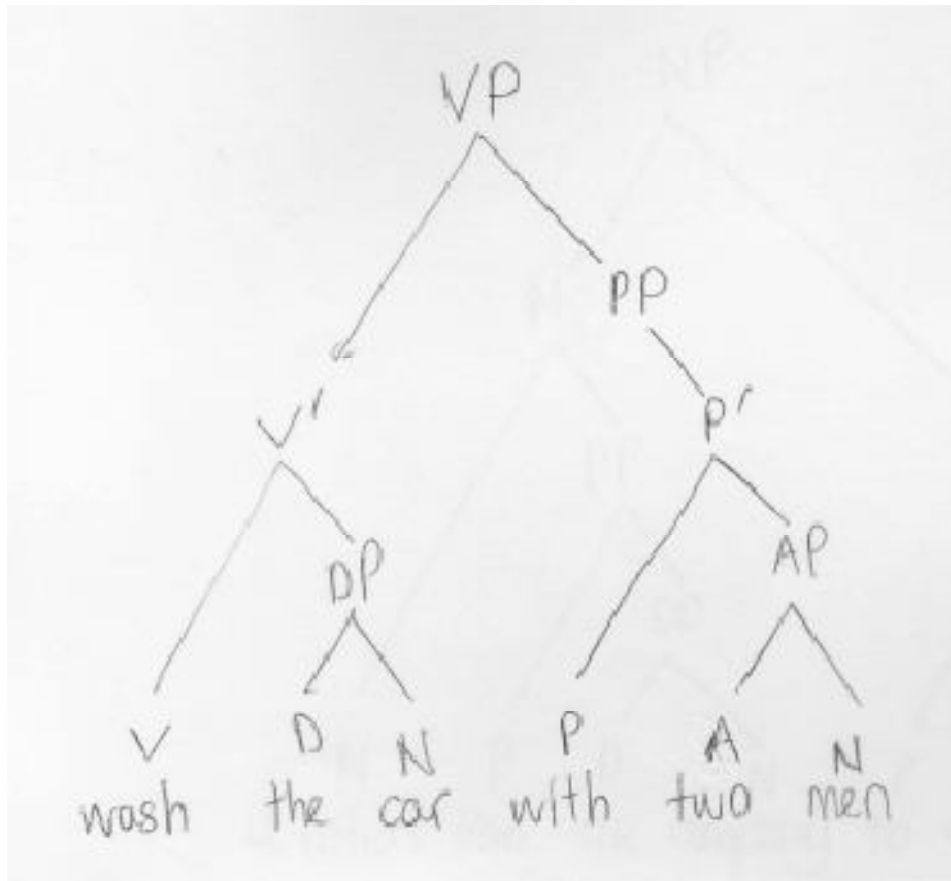


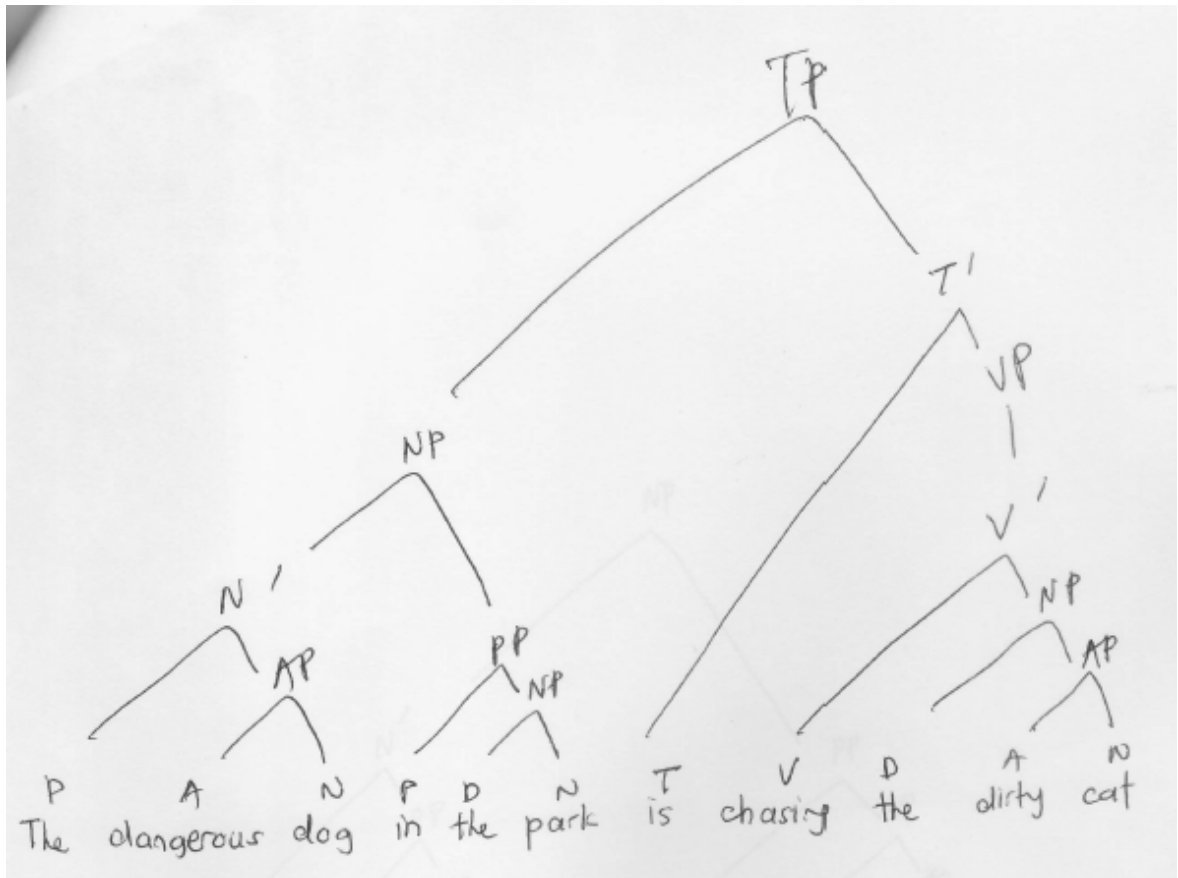


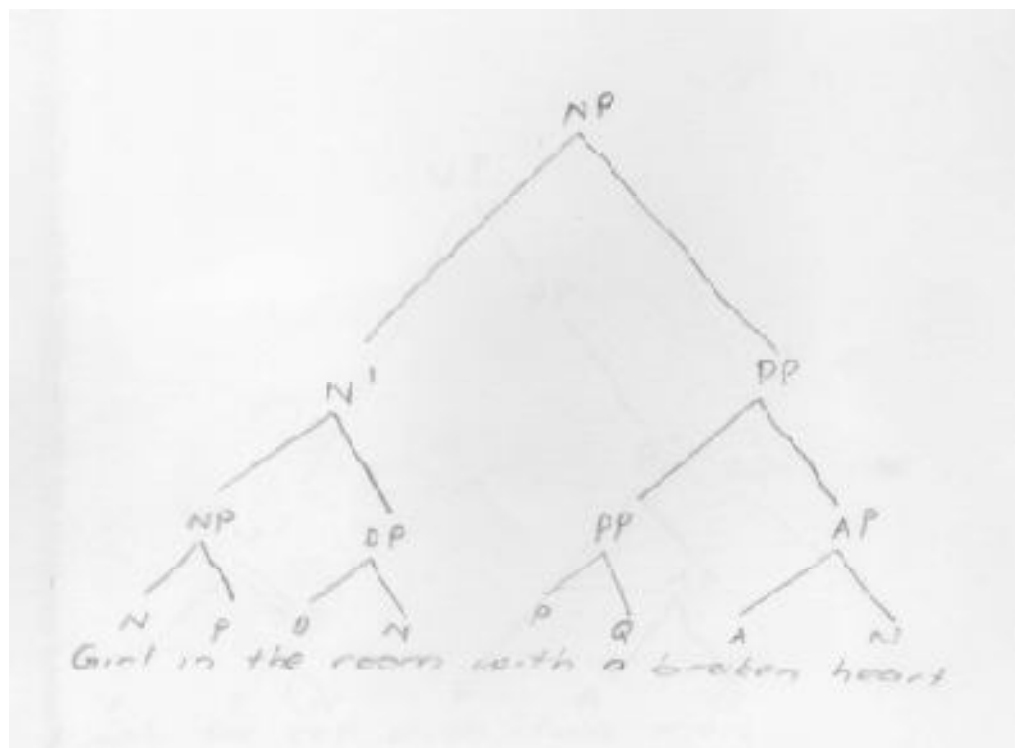


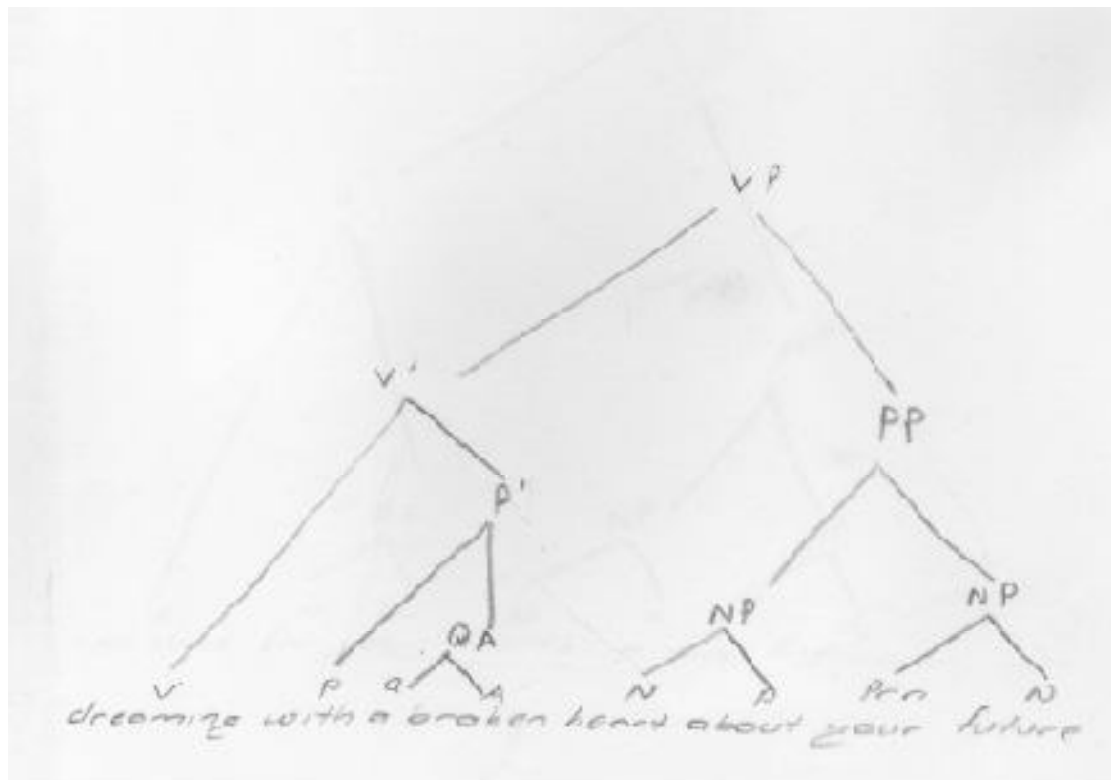


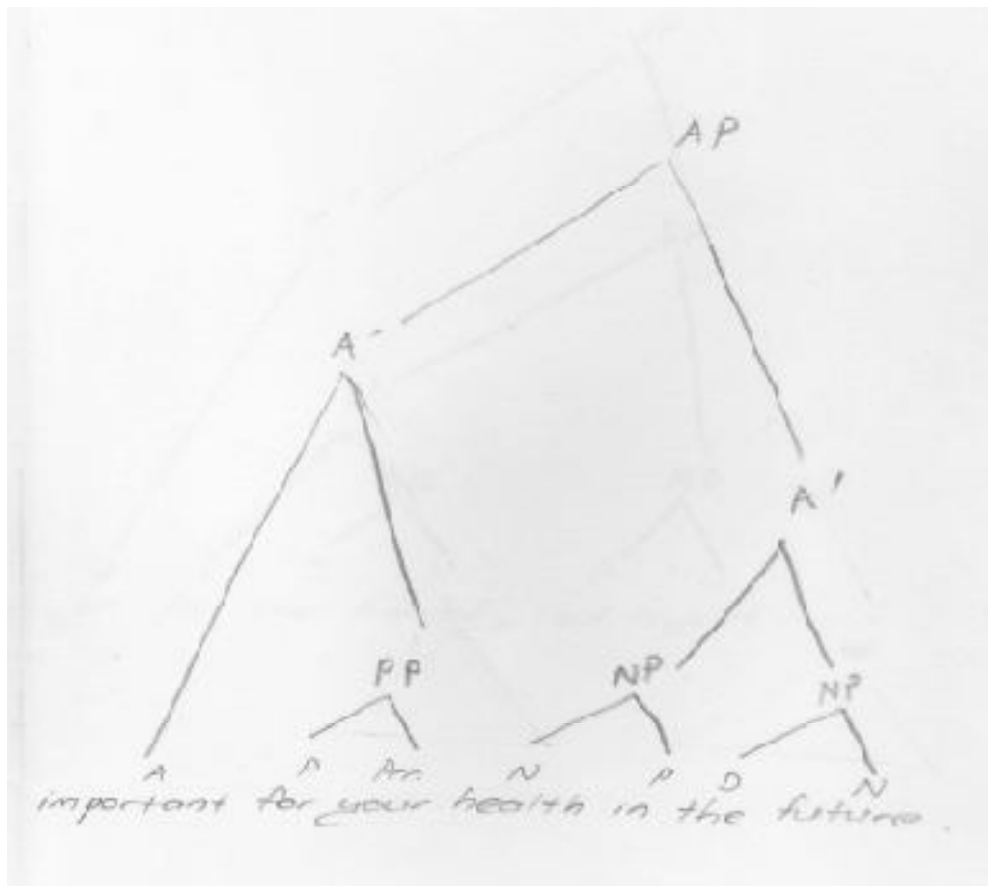


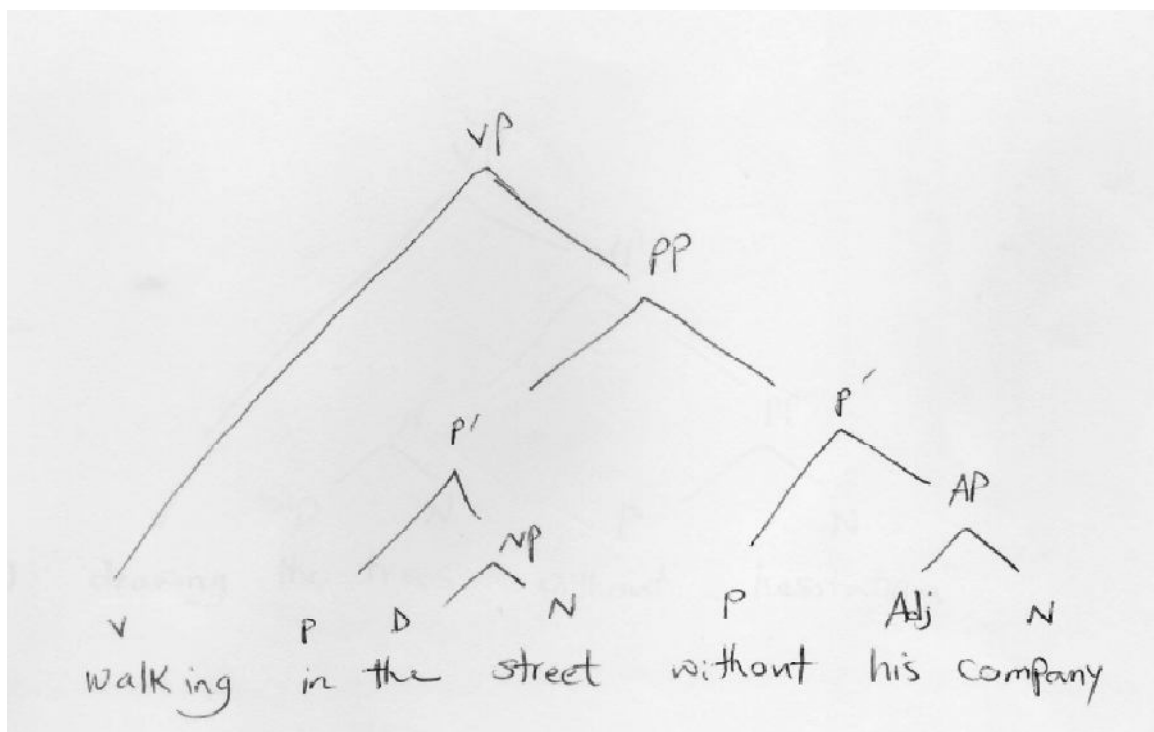












Participant 14_Q11

