

November 5, 2004

TAKE-HOME EXAM [DUE: DECEMBER 14]

Below you find a list of topics / questions. Pick any one for your take-home project. A paper should consist of prose (line of argumentation), justification (presentation and discussion of relevant examples), and references (works cited). There is no real length restriction, but it should be at least 1,000 words (three pages). You may work together, but list all participants (no more than three!). BE AWARE OF PLAGIARISM! For further questions, come and see me (e.g., to check on your choice and get references). (NB: Many questions don't have "one correct answer" — above all learn to be creative!) Except for tree structures, everything must be typewritten. (Come and see me for trees.)

1. BRACKETING PARADOX

Expressions like *nuclear physicist* lead to a bracketing paradox — from a semantic perspective, we would like to assign it the structure [[nuclear physic] –ist], but syntax and morphology tell us it should be [[nuclear] [physicist]]. Find more examples of bracketing paradox and discuss the issues involving this phenomenon.

2. CONVERSION

Conversion is process that turns one category into another without any observable change, such as *cook* (V or N). Another name for this is zero-derivation (for obvious reasons). Concentrating on conversion between nouns and verbs, does N convert to V or does V convert to N, or maybe both / either...? What are your arguments?

3. CATEGORIAL STATUS OF *WH*-ELEMENTS

What is the categorial status of *wh*-expressions? Do they fall into any one or several of the existing categories or do they form their own class? Argue for your position.

4. EXERCISE IN WORD STRUCTURE

Draw the internal structure of the following words derivationally (step by step). Justify your choice as good as you can.

- | | |
|---------------------|--|
| a. hospitalization | b. deconsecration |
| c. invisibly | d. incorruptibility |
| e. uninteresting | f. re-uncover |
| g. undercooked | h. redecompartmentalizations |
| i. transcontinental | j. cabin crew |
| k. unlikelihood | l. cabin crew safety |
| m. inconsiderate | n. cabin crew safety training |
| o. interdependence | p. cabin crew safety training manual |
| q. unforgettable | r. airline cabin crew safety training manual |

5. EXERCISES IN INFLECTIONAL MORPHOLOGY

A. In each of the following groups of word forms, identify those that are (or can be, according to context) forms of the same lexeme:

- a. woman, woman's, women, womanly, girl
- b. greenish, greener, green, greens
- c. written, wrote, writer, rewrites, writing

B. What word form represents each of the following grammatical words?

- a. the plural of the noun NOOSE
- b. the plural of the noun GOOSE
- c. the plural of the noun MOOSE
- d. the past tense of the verb PLAY
- e. the past tense of the verb LAY
- f. the past tense of the verb LIE 'rest horizontally'
- g. the past tense of the verb LIE 'tell untruth'
- h. the third person singular past of the verb BE
- i. the perfect participle of the verb DIVE
- j. the perfect participle of the verb STRIVE
- k. the perfect participle of the verb GLIDE
- l. the perfect participle of the verb RIDE
- m. the perfect participle of the verb STRIDE
- n. the accusative of the pronoun YOU
- o. the accusative of the pronoun WE

C. Which of the forms in question B are irregular? Are any of them suppletive?

D. Identify at least three adjectives whose comparative forms are suppletive.

6. EXERCISES IN DERIVATIONAL MORPHOLOGY

A. Here are nine verbs, each consisting of a prefix and a bound root. What nouns can be formed from them by suffixation, and how many of these nouns are lexical items (i.e. have meanings that are unpredictable and so must be listed in dictionaries)?

- | | | |
|------------|-----------|------------|
| a. define | b. defer | c. detain |
| d. refine | e. refer | f. retain |
| g. confine | h. confer | i. contain |

B. Here are ten adjectives. What verbs can be formed from them by prefixation, suffixation, or conversion, and how many of these verbs are lexical items?

- | | | | | |
|----------|---------|----------|-------------|-----------|
| a. full | b. poor | c. long | d. active | e. humble |
| f. empty | g. rich | h. short | i. national | j. proud |

C. Give at least five examples each that show that:

- a. -ism can be used to derive nouns from other nouns.
- a. -ful can be used to derive nouns from other nouns.
- a. -ly can be used to derive adjectives from nouns and from other adjectives.

D. Make a list of six or seven adjectives derived from nouns or bound roots with the suffix -ar, and compare them with a similar number of adjectives formed with -al. Can you identify any phonological characteristic that the -ar adjectives share?

7. BINDING THEORY A-C

Briefly lay out Principles A, B, C of Binding Theory with relevant data of your own. Limit your discussion to formal issues involving all operations/conditions necessary.

8. EXERCISES IN VERBS, AUXILIARIES, & MODALS [NB: PICK ANY THREE OF 8A-D]

A. Ellipsis and auxiliaries: Adger (2003), chap. 5, ex. 3 (pp. 197-199)

B. French verbs and auxiliaries: Adger (2003), chap. 5, ex. 4 (p. 199)

C. English have: Adger (2003), chap. 5, ex. 5 (pp. 199-200)

D. Double modals: Adger (2003), chap. 5, ex. 6 (pp. 200-202)

9. EXERCISES IN SUBJECTS AND OBJECT

A. Case: Adger (2003), chap. 6, ex. 2 (pp. 240)

B. Passives and floating quantifiers: Adger (2003), chap. 6, ex. 3 (p. 240)

C. A problem of quantifier float: Adger (2003), chap. 6, ex. 5 (p. 241)

D. Adverbs again: Adger (2003), chap. 6, ex. 7 (p. 241)

10. EXERCISES IN NOMINALS

A. Gerunds: Adger (2003), chap. 7, ex. 1 (pp. 283-285)

B. Trees for Ds: Adger (2003), chap. 7, ex. 2 (p. 285)

11. EXERCISES IN NON-FINITE CLAUSES

A. Combining verbal classes: Adger (2003), chap. 8, ex. 4 (pp. 335-336)

B. Trees for prefer: Adger (2003), chap. 8, ex. 5 (p. 336)

C. Other non-finite clausal complements: Adger (2003), chap. 8, ex. 6 (p. 336)

12. DRAWING ANNOTATED TREES

Tress once again!: Adger (2003), chap. 8, ex. 9 (p. 337)

13. EXERCISES IN RELATIVE CLAUSES

Relative clauses: Adger (2003), chap. 9, ex. 3 (p. 371-372)

14. ADVANCED EXERCISES

Pick any two exercises provided in Adger (2003), chap. 10, exx. 1-11 (pp. 401-406).

15. MORPHOSYNTACTIC FEATURES

Discuss formal features in syntax. What are features, what purposes do they serve, why do we assume them, what types are there, how do they work in the derivation?